

**THE EFFECTIVENESS OF JOYFUL LEARNING STRATEGY
ON STUDENTS' VOCABULARY ACHIEVEMENT
IN LEARNING ENGLISH
AT THE EIGHTH GRADE SMP NEGERI 3 SALAMAN
MAGELANG**



AN UNDERGRADUATE THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd.)
Degree**

by:

**IZNA YUNDA AFRILA
Student Number. 1917404088**

**ENGLISH EDUCATION STUDY PROGRAM
EDUCATION DEPARTMENT
FACULTY OF TARBIYA AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
2024**

STATEMENT OF ORIGINALITY

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Here with I,

Name : Izna Yunda Afrila

Student Number/SN : 1917404088

Grade : Undergraduate

Faculty : Tarbiya and Teacher Training

Study Program : English Education Study Program

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Izna Yunda Afrila

S.N. 1917404088

APPROVAL SHEET



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No.40A Purwokerto 53126
Telepon (0281) 635624 Faksimil (0281) 636553
www.uinsaizu.ac.id

APPROVAL SHEET

This thesis, entitled

THE EFFECTIVENESS OF JOYFUL LEARNING STRATEGY ON STUDENTS' VOCABULARY ACHIEVEMENT IN LEARNING ENGLISH AT THE EIGHTH GRADE SMP NEGERI 3 SALAMAN MAGELANG

Written by Izná Yunda Afrila (Student Number. 1917404088) English Education Study Program, Education Department, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto has examined on 19th April 2024 and declared qualified for achieving Sarjana Pendidikan (S.Pd.) Degree by the examiners.

Purwokerto, 24th April 2024

Examiner I/Head of Examiners/Supervisor

Windharivati Dyah K, M.A., M.Pd.

NIDN. 2001049001

Examiner II/Secretary,

Khairunnisa Dwinalida, M.Pd.

NIP. 199211152019032034

The Main Examiner

Muflihah, S.S., M.Pd.

NIP. 197209232000032001

Legalized by:

The Head of Education Department



Dr. Maria Ulpah, M.Si

NIP. 198011152005012004

OFFICIAL NOTE OF SUPERVISOR

OFFICIAL NOTE OF SUPERVISOR

To:

The Head of Education Department
Faculty of Tarbiya and Teacher Training,
State Islamic University
Prof. K.H. Saifuddin Zuhri Purwokerto
In Purwokerto

Assalamu'alaikum Wr. Wb.

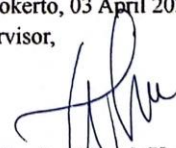
After conducting guidance, review, direction, and correction, then through this letter I convey that:

Name : Izna Yunda Afrila
Student Number : 1917404088
Department : Education
Study Program : English Education
Faculty : Tarbiyah and Teacher Training
Title : The Effectiveness of Joyful Learning Strategy on Students'
Vocabulary Achievement in Learning English at the Eighth Grade SMP
Negeri 3 Salaman Magelang

I recommended the thesis to be submitted to the Head of Education Department Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto and examined in order to attain Sarjana Pendidikan (S.Pd.) / Undergraduate Degree in English Education.

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Purwokerto, 03 April 2024
Supervisor,



Windharivati Dyah K, M. A., M. Pd.
NIDN. 2001049001

MOTTO

“Every achievement begins with the courage to try”



DEDICATION

I dedicate this thesis to:

My beloved mom, Mrs. Sri Yuniatiningsih

My beloved dad, Mr. Muhammad Daim

My Brother, Miftah Rizky Yuda Pratama

Precious self, Izna Yunda Afrila



PREFACE

Bismillahirrahmanirrahim

Alhamdulillah *robbil'alamin*, I praise to Allah the almighty for giving me healthy, opportunity, and ability to complete this thesis under the title “The Effectiveness of Joyful Learning Strategy on Students’ Vocabulary Achievement in Learning English at the Eighth Grade SMP Negeri 3 Salaman Magelang”. Shalawat and salam may always be devoted to Prophet Muhammad SAW, who became a role model for all humans world-wide.

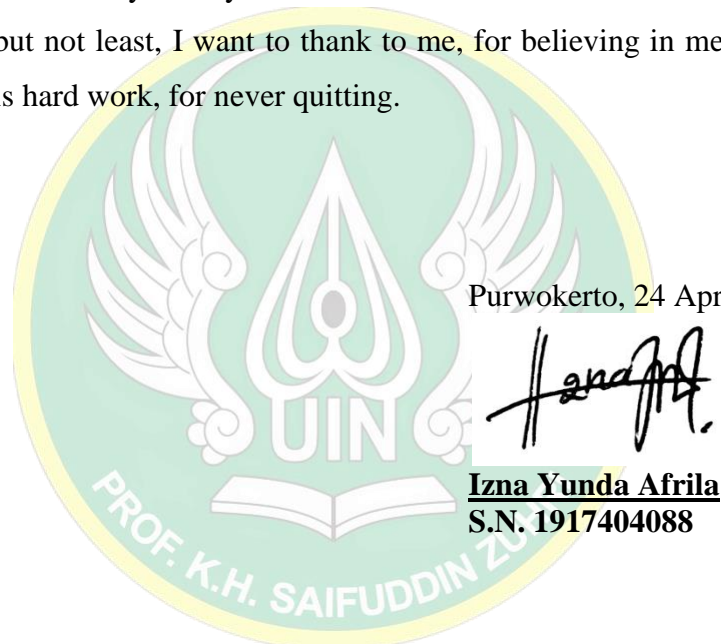
This thesis is presented as partial fulfilment of the requirement for obtaining an undergraduate degree in the Faculty of Tarbiya and Teacher Training State Islamic University Prof. K.H Saifuddin Zuhri. This thesis would not be completed without help, supports, and suggestions from several sides, such as guidance, advice, and encouragement from individuals and institutions.

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Purwokerto, 24 April 2024



Izna Yunda Afrila
S.N. 1917404088

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Izna Yunda Afrila
Student Number. 1917404088

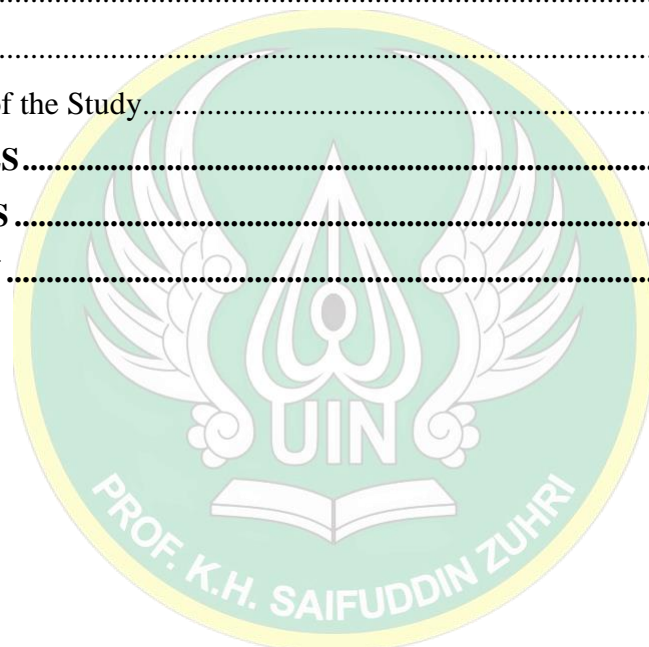
Abstract: Based on the preliminary research at the eighth grade of SMP Negeri 3 Salaman Magelang, it was found that students experienced difficulties in learning English which was caused by the students' lack of English vocabulary and also due to monotonous learning activities. Therefore, the joyful learning strategy was proposed as a vocabulary learning strategy. This research aimed to find out whether there was a significant effect of the joyful learning strategy on students' vocabulary achievement at the eighth grade of SMP Negeri 3 Salaman Magelang. This research used a quasi-experimental and quantitative approach. The population of this study was the eighth grade students of SMP Negeri 3 Salaman Magelang in the academic year 2023/2024 which consisted of 180 students. The sample of this research was class VIII D which consists of 30 students as experiment class, and class VIII C which consists of 30 students as control class. IBM SPSS V 25 for Windows was used to help analyze the data. This research used a pre-test and post-test in the form of multiple choices as test instruments. The results of the paired sample t-test in the experiment class showed an increase in mean score by 29.16. So it can be concluded that the joyful learning strategy is effective on students' vocabulary achievement in learning English at the eighth grade of SMP Negeri 3 Salaman Magelang.

Keywords: Joyful learning strategy, vocabulary achievement.

TABLE OF CONTENTS

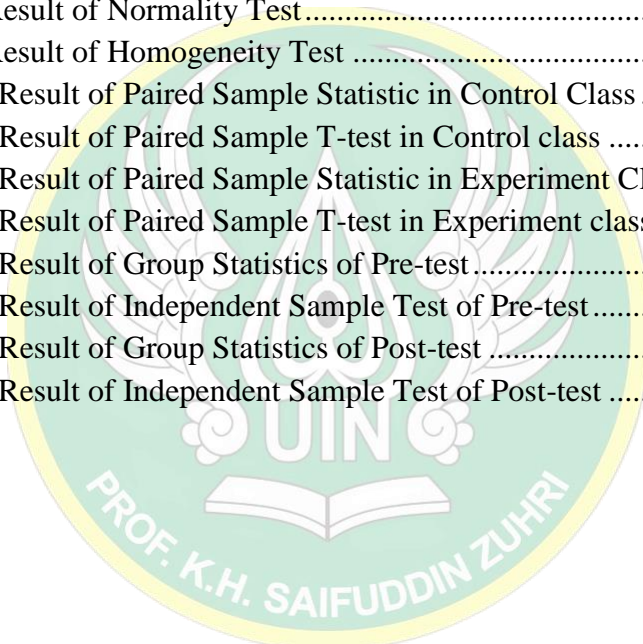
TITLE PAGE	i
STATEMENT OF ORIGINALITY	ii
APPROVAL SHEET	iii
OFFICIAL NOTE OF SUPERVISOR	iv
MOTTO	v
DEDICATION	vi
PREFACE	vii
ABSTRACT	x
TABLE OF CONTENTS	xi
LIST OF TABLES	xiii
LIST OF FIGURES	xiv
LIST OF APPENDICES	xv
CHAPTER I	1
INTRODUCTION	1
A. Background of the Study	1
B. Clarification of Key Terms.....	4
C. Research Question	5
D. Aim and Significances of the Study	6
E. Organization of the Paper.....	6
CHAPTER II	8
LITERATURE REVIEW	8
A. Theoretical Framework	8
B. Previous Studies	17
C. Hypothesis	19
CHAPTER III	20
METHODOLOGY	20
A. Research Design	20
B. Time and Location of the Research.....	20
C. Population and Sample of the Research	21

D. Variable of the Research	22
E. Techniques of Data Collection	22
F. Techniques of Data Analysis.....	25
CHAPTER IV.....	28
FINDINGS AND DISCUSSION	28
A. Findings	28
B. Discussion	44
CHAPTER V	49
CONCLUSION AND SUGGESTION	49
A. Conclusion.....	49
B. Suggestion	50
C. Limitation of the Study.....	50
REFERENCES.....	51
APPENDICES	55
BIOGRAPHY	111



LIST OF TABLES

Table 3. 1 Population of the Eighth Grade SMP Negeri 3 Salaman Magelang	21
Table 3. 2 Sample of the Research.....	22
Table 3. 3 The Treatment of Sample Experimental Class	24
Table 4. 1 the Result of Pre-Test and Post-Test.....	29
Table 4. 2 the Result of Pre-test and Post-test in Control Class	30
Table 4. 3 the Result of Pre-test and Post-test in Experiment class.....	31
Table 4. 4 the Result of Validity Pre-test.....	33
Table 4. 5 the Result of Validity Post-test	34
Table 4. 6 the Result of Reliability Test Pre-test	36
Table 4. 7 the Result of Reliability Test Post-test.....	36
Table 4. 8 the Result of Normality Test.....	37
Table 4. 9 the Result of Homogeneity Test	38
Table 4. 10 the Result of Paired Sample Statistic in Control Class	38
Table 4. 11 the Result of Paired Sample T-test in Control class	39
Table 4. 12 the Result of Paired Sample Statistic in Experiment Class.....	40
Table 4. 13 the Result of Paired Sample T-test in Experiment class	40
Table 4. 14 the Result of Group Statistics of Pre-test.....	41
Table 4. 15 the Result of Independent Sample Test of Pre-test.....	42
Table 4. 16 the Result of Group Statistics of Post-test	43
Table 4. 17 the Result of Independent Sample Test of Post-test	43



LIST OF FIGURES

Figure 1. Singging and demonstrate in accordance with the lyrics	108
Figure 2. Game ular naga and game move-on look-back	108
Figure 3. Online Class	109
Figure 4. Students do quizizz about past continuous tense and guessing pictures	109
Figure 5. Students show their result of group work	110
Figure 6. Game cham-cham	110



LIST OF APPENDICES

Appendix 1. The Official Letter of Individual Research	56
Appendix 2. Research Instrument Expert Validation Sheet.....	57
Appendix 3. Pre-test.....	58
Appendix 4. Post-test	61
Appendix 5. Key Answer	65
Appendix 6. ATP of Class VIII.....	677
Appendix 7. The Result of Validity Pre-test.....	69
Appendix 8. The Result of Validity Post-test	70
Appendix 9. Pre-test Instrument Before Having Expert Judgement for the Validation.....	71
Appendix 10. Post-test Instrument Before Having Expert Judgement for the Validation.....	75
Appendix 11. Lesson Plan Experiment class	79
Appendix 12. Lesson Plan Control Class.....	92
Appendix 13. Pre-test Answer Sheet Experimental Class	104
Appendix 14. Pre-test Answer Sheet Control Class.....	105
Appendix 15. Post-test Answer Sheet Experiment Class	106
Appendix 16. Post-test Answer Sheet Control Class.....	107
Appendix 17. Learning activities	1088

CHAPTER I

INTRODUCTION

This chapter contains an introduction to the scope of discussion in the research conducted to facilitate understanding. This chapter has five sub-chapters, there are background of the study, clarification of key terms, research question, aim and significance of the study, and organization of the paper.

A. Background of the Study

According to Powers (2012), Indonesia is aware of significant changes regarding the use of English which is so important. English is considered a global communication tool, so there is an urgency to learn English to connect globally. Puraningsih (2017) explains Indonesian Government obliges Indonesian schools to use English as their mandatory subject in Indonesia. English is the first foreign language to be learned as a compulsory subject from junior high school to university. This decision was taken based on consideration and observation of the urgency of English which could later have an impact on the lives of Indonesian students in the future. Andayani (2022) explains that mastering English skills can help students connect with the global world in the advancement of education, social-political communication, economics, cultural understanding, and even in everyday life. However, by making English a compulsory subject, students inevitably have to learn it at school. Rahardjo and Pertiwi (2020) said that currently, students find it difficult to learn English.

Students find it complicated to learn English and make students feel they lose interest in learning English. Dwinalida and Setiaji (2020) said that most Indonesian students are rarely exposed to the use of English so they find it hard to learn English. Blassic and Jones in Sugihartono *et al.* (2007) state that students' learning difficulties indicate a gap or distance between the expected academic achievement and the actual academic achievement achieved by students. It can be concluded that the learning

difficulties are basically a problem that causes a student to be unable to follow the learning process properly. Nurarisda (2022) said that when students feel they cannot follow the learning process decently, it causes them to lose interest in learning.

According to Rahmi (2020) & Arifiani (2017), in reality, some students feel uninterested in learning English because there are several obstacles they face such as having less vocabulary mastery, limited exposure, grammatical errors and anxiety which make them feel lazy and even afraid to learn English. Rahmi (2020) also said that, this is also because students do not realize the importance of English. Even though students are not interested in learning English, they still have to learn it. Burhanuddin *et al.* (2020) state that the initial stage for learning English is learning vocabulary because the basis for learning a language is vocabulary. Ajisoko (2020) said that learning English will be a challenge if students do not have sufficient vocabulary. Therefore, the role of vocabulary is very important in learning English because vocabulary will support students in mastering English skills.

In general, it is not easy to learn foreign language vocabulary, especially for students who are classified as young learners, they have several challenges. Harmer (2002) states that the challenges faced are in understanding a foreign language from the forms and meanings of words, differentiating the meaning of words that have similarity, in other words it is necessary to make the correct relationships between words. Fardhani (2005) explains that if students have a minimal vocabulary, this makes it difficult for students to express and inform what they would to convey in spoken and written form. This becomes a barrier to learning a language. Wilkins in Budiharso (2004) states that vocabulary is important not only for learning the language itself but also for language in communication. Basically, communication is carried out by two or more people, and communicating with other people also requires language to be able to understand each other's words. Wati and Januaryy (2022) said that

if students do not master vocabulary, students will have difficulties in processing language. Therefore, teaching vocabulary is a significant part of learning English. This is an important part of learning English that needs to be emphasized to students. In addition, Elmahdi & Hezam (2020) state that challenges in process of learning English vocabulary are not only faced by the students, there are also challenges for the teachers.

Susanto (2017) explain that teaching a language is a complicated task for teachers. Appropriate techniques and strategies are needed to convey effective language learning, especially in learning English vocabulary. To encourage students to learn English vocabulary the teacher can facilitate students with adequate media and methods to shape student motivation in learning English vocabulary. In teaching English vocabulary, selecting appropriate teaching methods has become an important issue. Amjah (2014) states that with appropriate teaching method, the target of learning will be effectively achieved. Singh (2014) said that bringing joy and happiness into the learning process makes the learning process effective so that it can provide valuable information and long-term memory storage. In addition, Kholil (2009) said that when students learn in a fun atmosphere it can create emotional intelligence, feelings, cooperation and imagination. Therefore, creating fun learning atmosphere for students is important to apply in the teaching and learning process.

Based on preliminary research conducted through interviews with an eighth grade teacher at SMP Negeri 3 Salaman Magelang, he said that the students' curiosity, willingness and intention to learn English were still low. He also added that students' English skills were still lacking, this is shown by only a few students standing out because most students were just silent, and when the teacher tried to interact with the students by inviting students to speak English, most students did not understand what the teacher was saying. Then, preliminary research through observation found that the teacher has not created a fun learning environment in the teaching

and learning English process. The teacher still applied conventional learning where the teacher only conveyed material orally and students received the material. It caused students to lose interest in learning English, especially vocabulary. In the learning activities, students tended to be inactive, sometimes teachers provided feedback to students by asking questions about certain vocabulary, but most students just stayed silent waiting for other students to answer, because they found it difficult to understand and memorize new vocabulary. This shows that students' mastery and interest in learning vocabulary was still lacking. Therefore, the teacher must be more creative in making the teaching and learning process more fun so that students can become more interested in learning English vocabulary.

To make the teaching and learning process more fun, there are various techniques and media that can be used by the teachers. According to Herwiana (2019), joyful learning is a type of learning that can make students feel happy and also does not make students feel bored and nervous during teaching and learning activities. Mustopa *et al.* (2019) state that there are media that can be used to implement joyful learning, that is games. Using games can facilitate students to practice vocabulary repeatedly. Sinaga (2019) also said that students can focus more on learning vocabulary because they do not feel forced to. It can be said that learning with joyful learning helps students learn better. Therefore the teacher can use joyful learning in the learning process to attract students' interest in learning English.

Based on the description above, this research was conducted with the title “The Effectiveness of Joyful Learning Strategy on Students’ Vocabulary Achievement in Learning English at the Eighth Grade SMP Negeri 3 Salaman Magelang”.

B. Clarification of Key Terms

Providing research guidelines and clear information is the definition of key terms, it is necessary in research. In this research there

are key terms that are related and used as guidelines in conducting research, all of those are:

1. Vocabulary Achievement

Nurohmat (2020) cites a simple definition of achievement as the will to succeed or more complexly as performance within a standard of excellence. He also said that learning achievement is a collaboration between abilities or knowledge, motivation, and assignments because to obtain achievements requires encouragement and ability to carry out tasks. Dwinalida and Setiaji (2022) explains that achievement is the final success of achieving goals. Then, Wilkes-Carrile in Dwinalida (2022) states that determining the level of achievement is seen from the extent to which students succeed in exams or tests. More specifically, what is meant by achievement here is vocabulary achievement. Hughes (2003) said that after participating in the teaching and learning English process, students get a vocabulary achievement by showing the level or amount of vocabulary they have mastered through a vocabulary test.

2. Joyful Learning

Herwiana (2015) stated that joyful learning is an effective way to make the class lively because the activities are varied from group working, experiments and various kinds of activities that make students active in class. Singh (2014) believes that bringing joyful and happiness in the class can make activities in the class effective because it gives valuable information processing and long-term memory storage. In addition, Kholil (2009) said that emotional intelligence, feelings, cooperation and imagination of students are created when learning in a happy atmosphere.

C. Research Question

Based on the background of the study before, the research question of this research: Is there any significant effect of joyful learning strategy

on students' vocabulary achievement at the eighth grade SMP Negeri 3 Salaman Magelang?

D. Aim and Significances of the Study

Concerning with the problem statements, this study determines the aim and significances of the research as follows:

1. Aim of the Study

Based on the research question, the aim of this research is to find out whether or not there is a significant effect of joyful learning strategy on students' vocabulary achievement at the eighth grade SMP Negeri 3 Salaman Magelang.

2. Significances of the Study

a. For the Teacher

This research can be a source of information to provide teachers with views on teaching techniques and media that are more various and fun to attract students' interest in learning English.

b. For other Researcher

This study provided an overview of the effectiveness of joyful learning on student vocabulary achievement in learning English so that it is expected to provide actual information regarding the effectiveness of joyful learning for students.

E. Organization of the Paper

To conduct systematic research, it is necessary to create a framework to classify research structures. This research is divided into five chapters, it is described as follows:

Chapter I contains an introduction which consists of the background of the study, clarification of key terms, research question, aim and significances of the research, and organization of the paper.

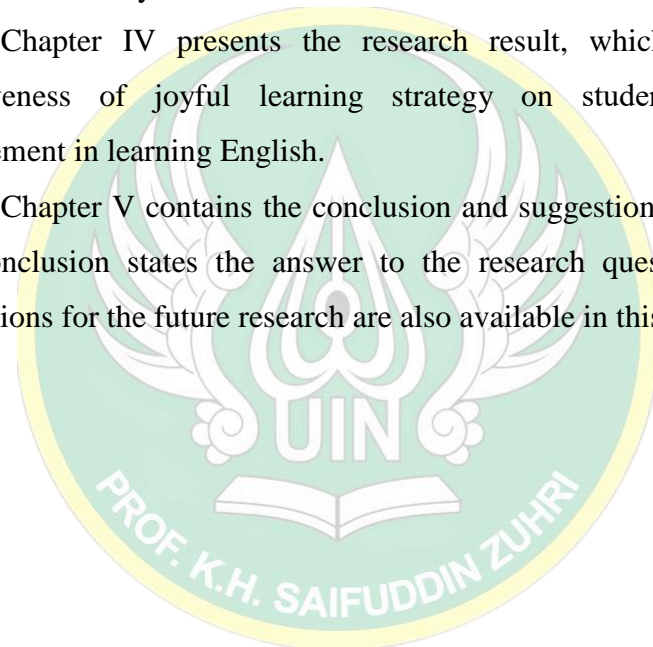
Chapter II presents the theoretical framework consists of theories related to the effectiveness of joyful learning strategy on students' vocabulary achievement in learning English vocabulary which is divided

into several subchapters. First, vocabulary is divided into sub-topics including definition, kind of vocabulary, and teaching and learning English vocabulary. Second, vocabulary achievement. Third, joyful learning as a teaching strategy which divided into sub-topics including definition and the steps to create joyful learning activity. Fifth, learning English as a foreign language. Sixth, previous study and hypothesis.

Chapter III consists of a research method that deals with the research design, time and place of the research, population and sample of the research, variable of the research, techniques of collecting data, and techniques of analysis data.

Chapter IV presents the research result, which discusses the effectiveness of joyful learning strategy on students' vocabulary achievement in learning English.

Chapter V contains the conclusion and suggestion of the research. The conclusion states the answer to the research question. Then, the suggestions for the future research are also available in this chapter.



CHAPTER II

LITERATURE REVIEW

This chapter has three sub-chapters, there are theoretical framework which contains several theories related to the research, previous studies, and the hypothesis.

A. Theoretical Framework

To support the research, there are several theories that are relevant to research, so that this research is in accordance with the existing facts.

1. Vocabulary

a. Definition of Vocabulary

According to Suardi (2000), vocabulary is a series of words or phrases in a language arranged alphabetically and defined in a dictionary, glossary or lexicon, and used to communicate by someone. Hanson & Jennifer (2011) said that in order to communicate, it is necessary to use words both in spoken and written form. Cluston (2013) defines vocabulary as a word from a language that conveys a certain meaning which includes single words, phrases or pieces of several words. In line with Cluston's statement, Aitchison (2001) states that that collection of words from a certain language that is known and understood by someone, later can make new sentences with certain meanings.

According to Brown (1994), there are two meanings of vocabulary: a) Vocabulary is the content and function of words understood by someone who helps them speak, read and write based on the language they have learned; b) When individuals communicate with other individuals, then produce thoughts about events that have meaning, then convey them using words that have that meaning, it is called vocabulary.

b. Kinds of Vocabulary

According to Nation (2001), there are two kinds of vocabulary:

1) Receptive Vocabulary

Receptive vocabulary is basically words that are understood but rarely used, which are used passively by only being able to understand the vocabulary received through reading and listening. According to Laufer (1991), receptive vocabulary in a certain context has the ability to understand the meaning of words in that context. Haycraft, quoted by Hatch and Brown in Alqahtani (2015), receptive vocabulary for students is words that cannot be produced, but if it is used in a context, students can understand them. For example, students find words in a reading text and can recognize and understand them, but they are not used in speaking and writing. To make it more clear, it will be explained with examples of vocabulary. For example, Danang never uses the word *aplomb*. He is not sure how to pronounce *aplomb*, but when someone says it, he will understand.

2) Productive Vocabulary

Productive vocabulary is vocabulary that is used actively when speaking and writing. Productive vocabulary is usually used when someone speaks or writes something using words which are familiar. Laufer (1991) said that productive vocabulary means using words to show expressions. According to Hiebert and Kamil (2005), productive vocabulary is words that can be used when speaking and writing by someone. Those words are frequently used, familiar and well-known. In addition, Haycraft in Hatch and Brown (1995) states that productive vocabulary is words that are used constructively in speaking and writing because these words are understood by someone and can be pronounced

correctly. For example, *fantastic* is a word that is often said by Danang and can be said correctly.

c. Teaching and Learning English Vocabulary

Learning English is the process of gaining knowledge about English language through study. Learning English is a learning activity for the process of acquiring knowledge about English. Maximo (2000) said that the first step to learning English is learning vocabulary because vocabulary is the basis for understanding a language. Learning vocabulary is an attempt to understand the meaning of words and acquire vocabulary knowledge. According to the linguists, basic skills in learning English are listening, speaking, reading and writing. Munir (2016) explains vocabulary is the basis of these skills, knowing vocabulary will make it easier to master these four skills. In line with Munir's statement, Richard (2002) stated that vocabulary is the root of language skills because vocabulary is the beginning of the development of four language skills. Astika (2016) said that it is undeniable that vocabulary is an integral aspect of every language and has an important role in language learning, which makes it important to learn. Learning vocabulary is an attempt to understand the meaning of words and acquire vocabulary knowledge.

Finnochiaro (1974) suggests that teaching and learning vocabulary is an activity that involves the teacher and students, which is the teacher's role introduces some vocabulary to students by paying attention to the structure where it can be used logically and the student's role is to understand the vocabulary. The teacher must be careful in choosing the vocabulary to be taught because teaching vocabulary is not just presenting new words. According to Harmer (1998), teachers have a responsibility in student learning success. Teaching vocabulary is the teacher's role to

guide students to find the meaning of words. Learning vocabulary is the role of students in understanding the meaning of the words being taught and using them in concrete sentences.

Susanto (2017) said that it is not easy for teachers to teach English vocabulary, because teachers also have to consider that English is a foreign language for students, so the teacher has the task of preparing and finding out the most effective way of teaching vocabulary for students to get satisfactory results. Thornbury (2007) states that it is important to know how vocabulary is memorized and stored in students' long-term memory in order to teach as effectively as possible. In brief, finding the easiest way to convey new information is one of the teacher's important roles in language learning.

2. Vocabulary Achievement

According to Wilkes-Carrile (2000), the amount or level of learning that has been obtained by students is defined as achievement. This is supported by Hughes (2003), who says that tests conducted to determine student achievement in a subject matter have a close relationship with achievement. By looking at the process and treatment given to students, it can be seen how successful the acquisition of vocabulary has been achieved by students. What is meant by achievement in this research is the number of vocabulary mastered. Nation (1990) explains that vocabulary achievement is the amount of vocabulary that students understand, master, and can use to communicate and written well. In line with Nation's statement, Napa (1991) said that vocabulary achievement is defined as the total of vocabulary learning that students have acquired.

According to Janah *et al.* (2022), the achievement of vocabulary can be seen after students follow the English teaching and learning process, that it is carried out by assessing student learning which includes monitoring the process, identifying needs and student

learning outcomes. After that the results of student assessments shows the level or amount of vocabulary that students have mastered. The students' vocabulary materials that will be used to assess students' vocabulary achievement are nouns, verbs and adjectives. Then, based on the score level classification, the vocabulary test scores are used as a measure of students' vocabulary achievement.

3. Joyful Learning as a Teaching Strategy

To support the learning process, it is necessary to determine what strategies, approaches or activities that will be carried out in the learning process to make learning more effective. There are many techniques and media that can be used in the learning process, one of them is joyful learning strategy.

a. Definition of Joyful Learning

In teaching language, there is a method called *Suggestopedia*. *Suggestopedia* is a method developed by a Bulgarian psychiatrist educator named Georgi Lozano. Brown (2007) explains that *Suggestopedia* is a learning method that gives a relaxed and calm impression by making the learning atmosphere interesting and fun for students. For example, by conducting an experiment with presenting vocabulary, reading, dialogue, role playing and so on. In line with Brown, Hornby (2005) states that *Suggestopedia* is a method of teaching foreign languages by making students feel relaxed, positive and interested in learning so that students can learn more quickly. Richards *et al.* (1990) said "The *Suggestopedia* method presents and practices language through dialogue and situations that in particular, through music, visual images, and relaxation exercises to make learning more comfortable and effective".

Herwiana *et al.* (2019) state that joyful learning is a form adaptation of *Suggestopedia* that can be used both inside and outside the classroom. It is said to be an adaptation of

suggestopedia, based on Schiffler (2004) said that *suggestopedia* has the principle of Joy, where to provide fun learning it needs to be done with a warmer psychological relaxation approach and avoiding behavior that triggers stress, fear, boredom, fatigue or other disturbances. Supported by Richards and Rodgers (1999), *suggestopedia* has aspects of joy learning that can attract students' interest in learning English more, through a variety of activity and unique game strategies to assist students in accepting the process of learning English. According to Wicaksono (2020), the word 'joy' in joyful learning can be interpreted as a feeling of pleasure that is felt naturally by students during the learning process.

Sufiani & Marzuki (2021) explain that the joyful learning strategy is a strategy that attempts to arouse students' interest in learning, involve students in learning, create meaning and understanding of values that make students happy. There is also the opinion of Wahono (2012) that the joyful learning strategy is an exciting and meaningful learning process. Exciting means learning without pressure and can be enjoyed by students, while meaningful means there are benefits from the knowledge and skills students gain in learning for their lives. Fadillah (2014) also said that the joyful learning strategy is a learning strategy designed to create an atmosphere that does not make students feel bored. That way, students will participate actively in a class by daring to try, express opinions, and ask questions, so it is hoped that student learning achievements can improve. Akmaliyah (2013) added that joyful learning is a cohesiveness between the teacher and students, to create a comfortable learning process without pressure. Sanjaya (2016) stated that the joyful learning strategy can be carried out by managing learning in a lively and varied manner, by using learning models and patterns, relevant learning resources and media as well as interactions with teachers that are

able to arouse student learning motivation. The learning process can be carried out by applying games, videos, quizzes, singing, and other activities that can create pleasant feelings.

b. Several Ways to Create Joyful Learning

Some of these techniques are adapted from Puri (2014) which can be applied to build joyful teaching and learning in the classroom:

1) Find the Pleasure in Learning

To be able to make students feel enjoy in learning activities, teachers need to think of certain techniques or methods that can make it happen. According to Herwiana *et al.* (2019), using games is the right choice to make students interested and enthusiastic in learning. Shaptoshvili (2002) said that games can help students practice their English skills. Games provide opportunities for students to practice regularly. Cameron (2001) also said that games are considered fun for students, make students more active and help students interact with their environment.

2) Music and Rhythm

To make students feel happy, they can use songs and also rhythm. The use of songs and rhythm is easy for students to follow and memorize. Herwiana *et al.* (2019) said that by using songs in learning, students will not easily forget what they have learned, students will remember it much longer. Hare & Smallwood (2008) explain that the use of songs can help strengthen students' memory and learning abilities followed by the ability to hear and distinguish sounds. In addition, Fairbanks (2000) state that to stimulate the brain when processing information is effective by using music for learning.

3) Give Students Choice

According to Cantwell *et al.* (2017), providing student choices in the learning process can increase students' interest in learning, so that students tend to be more involved in the learning process. In this way, it can also make students more enthusiastic in completing assignments and tend to have good traits in the learning process. For example, giving students the opportunity to choose learning topics they like to study in the next meeting. Students will feel more interested in coming to the class and learning because students determine their own learning topics.

4) Let Students Create Things

In the learning process, teacher can ask students to make something. Teachers can make the development of teaching materials into a project. For example, by making posters, brochures, plays and role plays, presentations using power points, stories, magazines or newspapers, videos or photos and so on. By doing something, students will have a lot of experience in learning.

5) Show off Students' work

In the previous step, the teacher asked students to make something and in the next step was to show the results of student work. If anyone saw their work, they would feel proud. It is to develop students' self-confidence. Because giving appreciation to student work is a high value for student work.

6) Toward Holistic Learning

Holistic learning is building a new knowledge framework by relating information to several other topics. In this application, it does not only focus on learning materials. As teachers create material that is connected to their daily life

which makes students carry out certain activities that are not only fixated on learning material. Students will feel the process of their learning activities becomes more enjoyable.

7) Get Outside

The teaching and learning process is not only carried out in the classroom but also outside the classroom. The learning process can be done anywhere. Activities such as speaking, reading and writing can sometimes be done outside the classroom, for example in a park, under a tree, sitting on the grass and so on can make students enjoy learning activities in a relaxed manner.

8) Read Good Books

Books with interesting stories are liked by many people, it makes no distinction whether they are young or old. Herwiana *et al.* (2019) said that the teacher should try to give books that can catch students' interest, starting with books that are simple, interesting and have good stories because good stories can have a good effect and atmosphere for them. In addition, Herwiana *et al.* (2019) state that students will grow their enthusiasm to know and read interesting books. Therefore, teachers can create simple and interesting texts that can be used in the learning process.

Those are some steps to create joyful learning activities that can be applied in the learning process.

4. Learning English as a Foreign Language

According to Patel and Jain (2008), a foreign language is a language where the public does not pay much attention to the language. In line with Patel and Jain's statements, Gebhard (1996) states that English as a foreign language is a language that is not used in everyday life. In addition, Berns (1990) defines English as a foreign language as language learning in countries that do not use English as a

speech community, for example, in Indonesia. In the realm of education, English as a foreign language is when the teacher teaches English to students where English is not the main language in the area.

B. Previous Studies

Related to this research, there are some previous research which are relevant to this topic of research, they are:

First, Wahyuni. S and Muh. Rezky Naim has conducted research entitled “Application of A Joyful Learning Strategy Based on Humor Communication to Improve the Interest and Achievements of Learning English” in 2019. In this study has three objectives, there are; 1) To find out that communication with humor between lecturers and students can reduce ongoing problems regarding violence between lecturers and students, 2) to find out that there is an increase in student achievement through humorous and cheerful communication so as to create a more relaxed learning atmosphere for students, 3) to find out the increase in student achievement and interest in learning English as a general basic subject. The similarity of this research is about the use of joyful learning to improve students' English learning achievement. The difference in this research is regarding the sample used as research material, they are students who are already at the university level of study. The results of this study show that there is a significant difference between the Experimental class and the control class in terms of applying the Joyful Learning Strategy of humor-based learning, student' achievement before and after being given treatment by applying the Joyful learning strategy in learning English at STIE Yapman Majene, shows there are differences in the ability and results of student learning achievement.

The second research is stated by Novi Ik Friliyah has conducted research entitled “Implementing Bingo Game to Create Joyful learning Atmosphere and Improve Vocabulary Mastery” in 2019. In this study has three objectives, there are; 1) To describe the joyful learning atmosphere in the process of learning vocabulary by implementing bingo game in a

junior high school and, 2) To report the junior high school students' mastery of vocabulary after the implementation of action using bingo game in a junior high school. The similarity of this research is both use joyful learning and also for the sample which is also used at the junior high school level. The difference from this research is that the joyful learning used in this research only focuses on one activity that is bingo game. The result of this study is bingo games in the teaching and learning process can create a pleasant atmosphere for students. The result of students' vocabulary achievement after implementation of the bingo game increased from the previous score with the final achievement increasing by 25% from 32.14% in the preliminary study to 57.14%.

The third is stated by Muhammad Shahzad Ashfaq has conducted research entitled “ The Impact of Activity Base Joyful Learning on Academic Achievement of Students at Elementary Level” in 2020. This research perceives that the activity based joyful learning method can improve students' academic achievement. The findings of this research recommend the use of activity-based joyful learning methodologies that are more effective in improving and developing students' skills and academic achievement. The similarity of this research is to use joyful learning activity to develop skills and students' academic achievement. The difference from this study is that the learning object is different. The results of this study are that teaching science using the activity-based joyful learning methodology can improve students' academic achievement, which is basically preferred over the usual education methodology.

The fourth is stated by Abdullah Hasan, Zarina Othman and Rohaty Mohd Majzubhas conducted research entitled “Using Active, Creative, Effective and Joyful (ACEJ) Learning Strategies toward English Achievement and their Behavioural Changes among Primary School Students” in 2015. The similarity with this research is using joyful learning to learn English. The difference with this research is the object of research and also the achievement of a more complex English language. In

the research findings, it is seen as having a positive and significant influence on students' English achievement and changes in their behavior at the elementary school level by using language learning strategies through ACEJ learning. As a learning strategy, ACEJ learning was shown to be more effective and efficient in being able to improve students' ability to achieve the desired learning goals. It is also emphasized that ACEJ learning shows a significant effect to increase student behavior to be positive. In addition, teachers gave positive responses when asked about their perceptions of implementing ACEJ learning in their English class environment.

The fifth is stated by A.A. Istri Bulan Fitria Dewi, I Made Iwan Indrawan Jendra, Putu Santi Oktarina, I Dewa Gede Rat Dwiyanana Putra, Komang Trisnadewihas conducted research entitled “Action Song: Promoting a Joyful and Entertaining Vocabulary Learning for Kids” in 2022. The similarity with this research is learning vocabulary with joyful learning. The difference is that the joyful learning activities in this research are more specific by using action songs and also the object of the research is kids. The result of this study is that young learner's body part vocabulary mastery can be increased by using action songs.

C. Hypothesis

In this study, there are two kinds of hypotheses used:

H₀: Null hypothesis, there is no significant effect of using joyful learning strategy for learning English on students' vocabulary achievement at the eighth grade SMP Negeri 3 Salaman Magelang.

H_a: Alternative hypothesis, there is a significant effect of using joyful learning strategy for learning English on students' vocabulary achievement at the eighth grade SMP Negeri 3 Salaman Magelang.

CHAPTER III

METHODOLOGY

The important thing in conducting research is the research method. Research is carried out with clear procedures based on important evidence in order to collect data objectively, to obtain optimal and valid results.

A. Research Design

This research used a quantitative approach. According to Ary *et al.* (2010), quantitative research can answer the objectives of research by collecting and analyzing statistical numerical data on causal relationships. Quantitative research is a very factual type of scientific inquiry in which the researcher attempts to be detached from the actual subjects of the study. Daniel and Tomal (2003) explain quantitative researchers are classical medical scientists who study and make independent observations about the cause and effect of variables. The quasi-experiment research uses a quantitative approach to analyze the use of joyful learning strategy on students' vocabulary achievement in learning English.

The type of this research is a quasi-experiment that is applied to control class and experimental class at the eighth grade SMP Negeri 3 Salaman Magelang. The control class did not receive treatment while the experimental class received treatment using joyful learning strategy in learning English. Therefore, a quasi-experimental design was used to determine the effect of the treatment joyful learning strategy on students' vocabulary achievement in the experiment class.

B. Time and Location of the Research

This research was conducted at SMP Negeri 3 Salaman Magelang, which is located in Jengkeling, Jengklung, Banjarharjo, Kec. Salaman, Kab. Magelang. This research was carried out from January 30th to March 16th, in the academic year 2023/2024.

The reason for choosing the research setting at SMP Negeri 3 Salaman Magelang is based on the location of the school in a rural area. Based on preliminary research on this school, there are many obstacles found in learning English in rural schools. The difficulties encountered in learning English in rural schools are related to the conditions of the students, the environment and also the competence of the English teacher. Rural schools are synonymous with inadequate facilities in various aspects. The existence of books as learning resources is often insufficient, classrooms are inadequate, and internet services are not available which has now become commonplace and is used to access other learning resources. The availability of proper school buildings is also an obstacle. Therefore, this is an important experiment in analyzing the use of joyful learning activities on students' achievement in learning English vocabulary. It is hoped that it can motivate students to learn, so they can be more active in learning English and foster students' interest and vocabulary achievement in learning English by using joyful learning activities at the eighth grade SMP Negeri 3 Salaman Magelang.

C. Population and Sample of the Research

Episasi *et al.* (2015) state that population is a statistical item from the data of a group of individuals whose measurements are investigated. In this research, the population are the eighth grade students of SMP Negeri 3 Salaman Magelang in the academic year 2023/2024 which consists of 180 students from VIII A to VIII F.

Table 3. 1 Population of the Eighth Grade SMP Negeri 3 Salaman Magelang

Class	Total Students
VIII A	30
VIII B	29
VIII C	30
VIII D	30
VIII E	31

VIII F	30
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Sample is the minimum amount to obtain information that is representative of the entire selective population. Episasi *et al.* (2015) said that sample is used to test the hypothesis about the population obtained by using items from a randomly selected population. In this study used random sampling to determine the control class and experimental class because students at the eighth grade had almost the same average score, so the population was relatively homogeneous.

Table 3. 2 Sample of the Research

Class	Total Students
Experimental class	30
Control Class	30

The sample was selected by random sampling using rolled paper. The selected classes were used as experimental class and control class. Rolled paper also used to determine which class is experiment class and control class. As the experimental class is class VIII D which consists of 30 students, and class VIII C as the control class which consists of 30 students.

D. Variable of the Research

According to Arikunto (2006), variable of the research is a research object that is the focus of research that can be measured or observed. In this research, there are two variables used. The independent variable (X) in this research is joyful learning strategy, while the dependent variable (Y) is the students' vocabulary achievement.

E. Techniques of Data Collection

The techniques of collecting data in this research are test instrument: pre-test, treatment and post-test.

1. Pre-test

Pre-tests are given before implementing joyful learning strategy in learning vocabulary. Before the pre-test was given to students, instrument validation was made for each test item. After the instrument validations were made, expert judgment was used to validate the test to be carried out with the following criteria: Having experience in the field of education, having a degree in English education and still teaching in the field of English education. After being validated by the expert, then a pilot test was carried out. The results of the pilot test were analyzed using validity and reliability tests. Finally, after 20 test items were tested, 15 test items were said to be valid, so the test was used as a pre-test.

The pre-test was in the form of multiple-choice questions with a total of 15 questions. The themes of the questions used are pronouns, verbs, and adjectives. Determination of the themes of the question is based on preliminary research and interviews with the teacher. It was found that eighth grade students used the Kurikulum Merdeka which in the process of teaching and learning English, students still had difficulties with pronouns, verbs, and adjectives.

To measure initial vocabulary achievement and the average score of research subjects before receiving joyful learning strategy treatment. Pre-test was given to the control class and experiment class. The test results were used to assess students' vocabulary achievements before using joyful learning strategy.

2. Treatment

After the control class and experimental class carried out a pre-test, the experimental class was given treatment using joyful learning strategy for learning English vocabulary in five meetings and student studied the following material in every meeting:

Table 3. 3 The Treatment of Sample Experimental Class

Meeting	Activities
Meeting 1	<ol style="list-style-type: none"> 1. Practice conversation asking and giving opinions with students classmate. 2. In learning activities, students are taught to sing and demonstrate what they sing
Meeting 2	<ol style="list-style-type: none"> 1. Explain the material of past continuous tense using PowerPoint with a display that attracts students. 2. Watch animated conversation videos
Meeting 3	<ol style="list-style-type: none"> 1. Learn vocabulary while playing <i>Ular Naga</i>, with the rules that students who are caught are asked about the vocabulary they have studied. 2. Learn while playing with the <i>move-on look-back</i> game. The game is to differentiate verb1 and verb-ing. The game is adjusted to the Move on command for verb1 while look-back for verb-ing. If the move-on command is heard accompanied by a verb, students take a step forward while saying move-on and the specified verb. On the other hand, if the student hears the look-back command, the student takes one step back while saying look-back and the verb that has been determined.
Meeting 4	<ol style="list-style-type: none"> 1. Exercise using Quizizz about past continuous tense 2. Guessing picture game about verb-ing 3. Students was given homework to arrange

	past continuous tense sentences in the correct order in groups of two students.
Meeting 5	<ol style="list-style-type: none"> 1. Discuss the results of group work 2. Play <i>cham-cham</i> games. A game that combines students' dexterity to react, where students will be given hand direction. If the student turns according to the hand's direction, the student will be declared defeated and will be asked questions about the meaning of a vocabulary.

The table above describes the experimental class activities during the treatment. In the control class that did not receive the treatment joyful learning strategy, learning was carried out as usual by starting with an explanation of the material then exercise.

3. Post-test

Post-test was given at the last meeting to the control and experimental class after using joyful learning strategy with the same worksheet as in the pre-test. The researcher gave post-test to control class and experimental class to assess students after using joyful learning strategy. It is applied to find out whether there is a significant effect on students' vocabulary achievement by the use of joyful learning strategy that has been given to teaching and learning vocabulary in the experimental class.

F. Techniques of Data Analysis

The data obtained was analyzed based on data analysis techniques which included normality test and paired sample t-test.

1. Normality Test

Mishra et al. (2019) said that samples that have different groups require statistical methods to measure the distribution of data.

To measure the distribution of the data, the Normality test was used. In this study the normality test obtained by using the Kolmogorov-Smirnov or Shapiro-Wilk tests. The data used the results of the pre-test and post-test scores from the experimental class and the control class. According to Misbahuddin and Hasan (2013), the normality test is used to ascertain whether the data obtained is normally distributed or not, provided that the data is normally distributed if the sig value > 0.05 . This study used IBM SPSS 25 statistical software for windows to help with the data analysis.

2. Homogeneity Test

According to Arikunto and Suharsimi (1993), the homogeneity test was used to determine the similarity of a population before comparing several groups. Sundayana (2015) stated that in comparative techniques the homogeneity test is one of the prerequisite tests for parametric statistical data analysis. Based on the rules, if the significant value $>$ significant level = 0.05 then it can be said that the data is homogeneous. IBM SPSS V 25 for windows was used to calculate homogeneity.

3. Hypothesis Test

According to Lista (2023), hypothesis testing is carried out based on observational data which is used as material to compare two hypotheses. The determination is based on statistical tests, where the data distribution determines whether the hypothesis is correct or incorrect. The hypothesis testing in this research is to determine the significant differences between joyful learning strategy and conventional methods in the learning activity by comparing the pre-test and post-test results of the experimental class and control class. According to Widiyanto (2013), paired sample t-test is a test method used to assess the effectiveness of the treatment, marked by a difference in the score before and after the treatment is given. Paired sample t-test is used to find out whether there is a difference in the

mean of the two sample data. The data used are from the results of the pre-test and post-test of the experimental class and the control class. The basis for making a decision to accept or reject H_0 in this test is divided into two:

- a. If the significant value is > 0.05 then H_0 is accepted or H_a is rejected (the performance difference is not significant).
- b. If the significant value < 0.05 then H_0 is rejected or H_a is accepted (significant performance difference).

To assist the data analysis, this study used statistical software IBM SPSS V 25 for windows.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents findings and discussion regarding the results of research aimed at answering the research question comprehensively. This chapter consists of description of the data, data analysis, and hypothesis test results.

A. Findings

This section presents data found after conducting research on students at SMP Negeri 3 Salaman Magelang. The data obtained was analyzed based on data analysis techniques which included normality test, homogeneity test, paired sample t-test, and independent sample t-test.

1. Data Description

This research was conducted in the form of quasi-experimental research at SMP Negeri 3 Salaman Magelang in the academic year 2023/2024. This research was carried out from February 20th to March 16th, 2024. The population used in this research was class VIII students. To determine the experimental class and control class as research samples using random sampling techniques. The results from random sampling techniques showed that class VIII D was the experimental class and class VIII C was the control class. Class VIII D consists of 30 students and class VIII C consists of 30 students. This research was conducted in 5 meetings for each class. Before the first meeting was held, a pre-test was given to the experimental class and control class on February 20th, 2024. After the pre-test was given, the experimental class received the treatment joyful learning strategy in learning English, while the control class did not receive the treatment joyful learning strategy in learning English. On March 16th, 2024, the experimental class and control class were given a post-test.

To answer whether there is any significant effect of the joyful learning strategy on students' vocabulary achievement, it is necessary to identify the results of the pre-test and post-test scores from the

experimental class that used the joyful learning strategy treatment and the control class that did not use the joyful learning strategy treatment. Based on the pre-test and post-test value data obtained by the control class and experimental class, the analysis was then carried out using IBM SPSS V 25 for Windows to find the mean, the minimum score, the maximum score, the standard deviation, and the paired sample T-Test. Based on the results of the research, the following is the pre-test and post-test data obtained in the control class and experimental class:

Table 4. 1 the Result of Pre-Test and Post-Test

Name	Experiment Class		Name	Control Class	
	Pre-test	Post-test		Pre-test	Post-test
Student_E1	73	87	Student_C1	47	60
Student_E2	60	80	Student_C2	60	87
Student_E3	33	67	Student_C3	53	60
Student_E4	40	73	Student_C4	47	73
Student_E5	47	80	Student_C5	73	60
Student_E6	53	87	Student_C6	33	40
Student_E7	40	60	Student_C7	67	73
Student_E8	60	87	Student_C8	60	67
Student_E9	80	100	Student_C9	60	67
Student_E10	53	80	Student_C10	47	53
Student_E11	40	73	Student_C11	53	67
Student_E12	33	60	Student_C12	40	67
Student_E13	60	87	Student_C13	27	53
Student_E14	60	80	Student_C14	40	47
Student_E15	53	80	Student_C15	67	80
Student_E16	47	80	Student_C16	47	53
Student_E17	27	73	Student_C17	53	53
Student_E18	33	73	Student_C18	40	47
Student_E19	53	73	Student_C19	53	67
Student_E20	33	73	Student_C20	53	53
Student_E21	87	100	Student_C21	53	67
Student_E22	67	93	Student_C22	80	87
Student_E23	47	80	Student_C23	47	73
Student_E24	33	73	Student_C24	27	40
Student_E25	20	67	Student_C25	73	73
Student_E26	33	73	Student_C26	33	53

Student_E27	53	87	Student_C27	27	60
Student_E28	53	80	Student_C28	27	40
Student_E29	80	93	Student_C29	27	47
Student_E30	60	87	Student_C30	53	67

The table above shows the results of the pre-test and post-test scores in the experimental class and control class. In the experimental class, the respondent's name was coded Student_E and in the control class, the respondent's name was coded Student_C. Coding was used to differentiate respondents from the experimental class and the control class.

Based on the pre-test and post-test data that has been collected, the data is then analyzed using a paired sample t-test to determine the effectiveness of joyful learning strategy on students' vocabulary achievement in learning English at the eighth grade of SMP Negeri 3 Salaman Magelang.

a. Pre-test and Post-test Data in Control Class

The pre-test was carried out on February 20th, 2024, and the post-test on March 16th, 2024. In the control class, which did not apply the joyful learning strategy in the learning activity, the following results were found:

Table 4. 2 the Result of Pre-test and Post-test in Control Class

No.	Statistics	Control Class	
		Pre-test	Post-test
1	N	30	30
2	Minimum	27	40
3	Maximum	80	87
4	Mean	48,90	61,13
5	Median	50	60
6	Mode	53	67
Mean Different= 12.23			

Based on the results of the descriptive analysis in the table above, the amount of data from the control class pre-test is 30. The minimum score for the control class is 27 and the maximum score is 80. The median score is 50 and the mode score is 53. In the control class, it shows that the score of the mean of all pre-test data is 48.90. Based on the result of the mean, it can be categorized that students have low scores and this indicates that students' vocabulary achievements are also low.

The amount of data post-test in the control class is 30. The minimum score of post-test in the control class is 40 and the maximum score is 87. The result of the mean score is 61.13 which shows an increase. The median score is 60 and the mode score is 67.

b. Pre-test and Post-test Data in Experiment Class

The experimental class carried out the pre-test on February 22, 2024, and the post-test on March 16, 2024. The experimental class applied the joyful learning strategy in the learning activity, and the following results were found:

Table 4. 3 the Result of Pre-test and Post-test in Experiment class

No.	Statistics	Experiment Class	
		Pre-test	Post-test
1	N	30	30
2	Minimum	20	60
3	Maximum	87	100
4	Mean	50,37	79,53
5	Median	53	80
6	Mode	33	73
Mean Different= 29,16			

Based on the data above, 30 students are respondents from the experimental class. In the experimental class, the minimum score in the pre-test is 20 and the maximum score is 60. The

median score is 53 and the mode score is 33. The mean score from the experimental class of pre-test is 50.37, where this score can be categorized as low and indicates that students' vocabulary achievements are still low.

In the post-test experimental class, the amount of data is 30. In the post-test experimental class, the minimum score is 60 and the maximum score is 100. The median score is 80 and the mode score is 73. The mean score is 79.53, which shows an increase compared to the pre-test results, so it can be categorized that the student's score is getting better.

2. Data Analysis

This section outlines an analysis of instrument testing before the actual research begins, to determine whether the instrument testing is valid. Then, after obtaining the validation of the instruments, proceed with experiments in class, and then analyze the data obtained from the research results. To analyze the research data several tests were used, including the Validity test, reliability test, normality test, homogeneity test, paired sample t-test, and independent sample t-test.

a. Instrument Testing

Instrument testing was carried out to determine the validity of the research instruments used. The research instrument in the form of a pre-test and post-test was tested on 32 class IX A students of SMP Negeri 3 Salaman Magelang, because class IX A students had studied the material used in the research instrument. Data was carried out on January 30, 2024. There are two methods used to analyze the research instrument:

1) Validity Test

According to Machali (2021), validity tests are carried out to measure the validity of the data that has been taken. The data processed is the results of the answers of 32 students in class IX A of SMP Negeri 3 Salaman Magelang who

previously had been given a pre-test and post-test. The pre-test and post-test each consists of 20 items multiple choice.

a) Validity Test Pre-test

In the analysis of the validity test instrument, the method *correlate bivariate* was used by correlating the statement of each item with the total items for each variable. Mechali (2021) states that to determine whether a research instrument is valid or not if the $r_{\text{value}} > r_{\text{table}}$ or $p\text{-value} < \alpha$ value (0.05), then the statement item in the instrument is declared valid. The results of the validity test of the pre-test research instrument which was carried out using the bivariate correlation method with IBM SPSS V 25 statistical software for Windows are as follows:

Table 4. 4 the Result of Validity Pre-test

Number of Old Item	Number of New Item	Value of r_{tabel} (N-2=30, $\alpha=0,361$)	Value of r_{hitung}	Nilai $\alpha = 0,05$	Nilai Sig. 2-tailed	Description
1	1	0,361	0,409	0,05	0,020	Valid
2	2	0,361	0,442	0,05	0,011	Valid
3	3	0,361	0,460	0,05	0,008	Valid
4	4	0,361	0,578	0,05	0,001	Valid
5	5	0,361	0,418	0,05	0,017	Valid
6	6	0,361	0,596	0,05	0,000	Valid
7	7	0,361	0,549	0,05	0,001	Valid
8	8	0,361	0, 618	0,05	0,000	Valid
9	9	0,361	0,386	0,05	0,029	Valid
10	10	0,361	0, 666	0,05	0,000	Valid
11		0,361	0,069	0,05	0,706	Invalid
12	11	0,361	0,456	0,05	0,009	Valid

13	12	0,361	0,423	0,05	0,016	Valid
14		0,361	0,141	0,05	0,442	Invalid
15		0,361	0,050	0,05	0,787	Invalid
16		0,361	-0,078	0,05	0,672	Invalid
17	13	0,361	0,363	0,05	0,044	Valid
18	14	0,361	0,395	0,05	0,025	Valid
19		0,361	0,228	0,05	0,209	Invalid
20	15	0,361	0,383	0,05	0,030	Valid

Based on the validity test in the pre-test, the results showed that of the 20 multiple choice items, there were five questions that were invalid because the value of $r_{\text{value}} > r_{\text{table}}$. Therefore, invalid questions were removed from the research instrument. Questions that are said to be valid can be used as a test instrument.

b) Validity Test Post-test

The validity test was carried out in class IX A of SMP Negeri 3 Salaman Magelang, which consisted of 20 multiple choice items. The results of the validity test using IBM SPSS V 25 statistical software for Windows can be seen in the table below:

Table 4. 5 the Result of Validity Post-test

Number of Old Item	Number of New Item	Value of r_{tabel} (N-2=30, $\alpha=0,361$)	Value of r_{hitung}	Nilai $\alpha = 0,05$	Nilai Sig. 2-tailed	Description
1		0,361	0,081	0,05	0,658	Invalid
2		0,361	-0,155	0,05	0,396	Invalid
3	1	0,361	0,464	0,05	0,007	Valid
4	2	0,361	0,587	0,05	0,000	Valid

5	3	0,361	0, 636	0,05	0,000	Valid
6	4	0,361	0,407	0,05	0,021	Valid
7		0,361	0,010	0,05	0,958	Invalid
8	5	0,361	0,506	0,05	0,003	Valid
9	6	0,361	0,584	0,05	0,000	Valid
10	7	0,361	0, 608	0,05	0,000	Valid
11		0,361	0,030	0,05	0,872	Invalid
12	8	0,361	0,383	0,05	0,030	Valid
13	9	0,361	0,434	0,05	0,013	Valid
14	10	0,361	0, 667	0,05	0,000	Valid
15		0,361	0,019	0,05	0,918	Invalid
16	11	0,361	0,407	0,05	0,021	Valid
17	12	0,361	0,468	0,05	0,007	Valid
18	13	0,361	0,497	0,05	0,004	Valid
19	14	0,361	0,490	0,05	0,004	Valid
20	15	0,361	0,430	0,05	0,014	Valid

Based on the validity test results in the table above, it was found that of all the multiple choice items some items were invalid because the value of $r_{\text{value}} > r_{\text{table}}$. The invalid items include items number 1, 2, 7, 11 and 15. Therefore, 15 items are said to be valid, so these items can be used as test instruments for respondents.

2) Reliability Test

According to Arikunto and Suharsimi (1993), a research instrument can be used if it has a high reliability value and has consistent results, therefore a reliability test is used to find out whether the research instrument is reliable so that it can be used. In this research, the reliable *Cronbach's alpha* method test was used. Mechali (2021) states that to determine whether an instrument is reliable or not if

Cronbach's alpha value ≥ 0.7 , it is declared reliable. This test was carried out using IBM SPSS V 25 statistical software for Windows.

a) Reliability Test of Pre-test

The test instrument tested is 20 multiple choice items, the following are the results of the reliability test:

Table 4. 6 the Result of Reliability Test Pre-test

Reliability Statistics	
Cronbach's Alpha	N of Items
.720	21

Based on the results of the reliability test, it was found that the *Cronbach's alpha* value was 0.720. The value is $0.720 > 0.7$, therefore the research instrument can be said to be reliable.

b) Reliability Test of Post-test

The data tested was in the form of post-test questions totaling 20 multiple choice items. The table below shows the results of the reliability test:

Table 4. 7 the Result of Reliability Test Post-test

Reliability Statistics	
Cronbach's Alpha	N of Items
.772	21

The results of the reliability test on the post-test found that the *Cronbach's alpha* value was 0.772. Based on the reliability test rule, the *Cronbach's alpha* value > 0.7 , so the research instrument used is reliable.

b. Requirements of Testing T-test

To find out whether data analysis can be used for hypothesis testing, variance analysis is required, which has the conditions for the data to be normally distributed and homogeneous.

1) Normality Test

The normality test was carried out to determine whether the pre-test and post-test for the experimental and control classes were normally distributed or not. The normality test was carried out with the help of IBM SPSS V 25 statistical software for Windows. Machali (2021) said that the normality test criteria is if the probability significance value ≥ 0.05 , then the data is normally distributed. The following are the results of the normality test in the experimental class and control class:

Table 4. 8 the Result of Normality Test

Tests of Normality							
	KELAS	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Learning outcomes	PRE_EXPERIMENT	.118	30	.200*	.959	30	.291
	POST_EXPERIMENT	.148	30	.091	.952	30	.189
	PRE_CONTROL	.125	30	.200*	.947	30	.139
	POST_CONTROL	.142	30	.127	.954	30	.220
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

From the results of the normality test above, it was found that the significant value ≥ 0.05 . The significant value in the pre-test and post-test of the experimental class and also the control class was bigger than 0.05, so the decision of the data is normally distributed.

2) Homogeneity Test

According to Arikunto and Suharsimi (1993), the homogeneity test was carried out to determine the homogeneity of the experimental class and the control class. This test used the results of the pre-test for the experimental

class and control class. The following is the data from the homogeneity test:

Table 4. 9 the Result of Homogeneity Test

Test of Homogeneity of Variance					
		Levene			
		Statistic	df1	df2	Sig.
Learning outcomes	Based on Mean	.327	1	58	.570
	Based on Median	.237	1	58	.628
	Based on Median and with adjusted df	.237	1	54.767	.628
	Based on trimmed mean	.337	1	58	.564

From the output above, it was found that the significant level result was 0.570. Based on the rule, if the significant value > significant level = 0.05, it can be said that the data is homogeneous because the analysis results show a value of $0.570 > 0.05$. It can be concluded that the experimental class and control class data are homogeneous.

3. Hypothesis Testing

Hypothesis testing can only carried out if the data was said to be normal and homogeneous. Therefore, in this study, to calculate the hypothesis test using the t-test.

a. Paired Sample T-test of Control Class

Paired sample t-test was carried out on two group of data, namely pre-test and post-test data for the control class. Data analysis assisted using IBM SPSS V 25 statistical software for Windows. The following are the results of the paired sample t-test:

Table 4. 10 the Result of Paired Sample Statistic in Control Class

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_Control	48.90	30	14.891	2.719
	Post_Control	61.13	30	12.918	2.359

The paired sample statistics are the result of data processing, which explained in descriptive analysis. Based on the table, it was shown that the mean pre-test score of the control class is 48.90, and the mean post-test score is 61.13. N is the number of respondent. The control class has 30 respondents. The standard deviation of the control class pre-test was 14.891, and the control class post-test was 12.918. This data used to measure risk. The standard error of the control class pre-test mean is 2.719, and the post-test is 2.359. This data used to estimate the population mean based on how good the average of each sample is. It was shown from the mean results in the control class pre-test and control class post-test, there was an increase of 12.23.

Table 4. 11 the Result of Paired Sample T-test in Control class

		Paired Samples Test								
		Paired Differences				95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper				
Pair 1	Pre_Ctrl - Post_Ctrl	-12.233	10.112	1.846	-16.009	-8.457	-6.626	29	.000	

Based on the Sig table. (2-tailed) $<$ Alpha. Based on decision making rules, if the significant value is <0.05 then H_a is accepted by H_0 and rejected. The table above shows that if the significant value is smaller than 0.05, H_a is accepted. It can be concluded that there is a difference in the results of the pre-test and post-test scores in the control class because H_0 is rejected and H_a is accepted.

b. Paired Sample T-test of Experiment Class

Paired sample t-test was carried out on two groups of data, the pre-test and post-test of the experimental class, assisted by

using IBM SPSS V 25 statistical software for Windows. The following are the results of the paired sample t-test:

Table 4. 12 the Result of Paired Sample Statistic in Experiment Class

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_Experiment	50.37	30	16.637	3.037
	Post_Experiment	79.53	30	10.095	1.843

The results of the table above were in the form of a descriptive analysis of the processed data, which was described through the paired sample group statistical table. The mean table shows the average value of each variable, and N shows the amount of data. Based on the data table above, it shows that the average score (mean) of 32 data pre-test is 50.37, and the average score (mean) of 32 data post-test is 79.53. The standard deviation of the pre-test showed a result of 16.637, and the post-test was 10.095. The standard error of the pre-test mean is 3.037, and the post-test is 1.843. The normality test previously had been carried out and it was found that the data was normally distributed, the standard error of the mean can be ignored. Based on the results of the average score (mean) pre-test and post-test data, it can be concluded that there is an increase where the post-test data increases compared to the pre-test.

Table 4. 13 the Result of Paired Sample T-test in Experiment class

Paired Samples Test									
		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre_Experiment - Post_Experiment	-29.167	9.154	1.671	-32.585	-25.748	-17.451	29	.000

If the significant value is <0.05 , then H_a is accepted and H_0 is rejected. Based on the results of the analysis above it can be

seen in the Sig table. (2-tailed) $<$ Alpha, in the table above shows the results of the Significant value are $0.000 < 0.05$, it can be said that H_a is accepted. There was an increase in the experimental class in vocabulary achievement because the post-test score was higher than the pre-test score. Based on the fact that H_a is accepted and H_o is rejected, it can be concluded that there is a significant difference in the pre-test and post-test scores.

c. Independent Sample T-test of Pre-test

Rasul *et al.* (2022) state that the rule for determining the independent sample t-test, if the value of Sig. (2-tailed) $<$ Research Alpha (0.05), then H_o is rejected and H_a is accepted. The following are the results of group statistics of pre-test data analysis for the experimental class and control class using helped of IBM SPSS V 25 software for Windows:

Table 4. 14 the Result of Group Statistics of Pre-test

Group Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Learning_outcomes	Experiment	30	50.37	16.637	3.037
	Control	30	48.90	14.891	2.719

The table above is the result of group statistics analysis of the pre-test experimental class and control class. Table N is the amount of data used, there are 30. In the mean table, the average score of the pre-test for the experimental class is 50.37 and the control class is 48.90. This table shows that there was only a slight difference in the average pre-test scores for the experimental class and control class. It can be concluded that the experimental class and control class have equivalent vocabulary achievement. To find out the level of risk, it shows at the standard deviation. The standard deviation of the experimental class is 16.637 and the standard deviation of the control class is 14.891. The standard error mean table functions to find out the mean data

from the sample for each variable to estimate the population mean. The standard error mean of the experimental class is 3.037 and the standard error mean of the control class is 2.719. The conclusion from the group statistics analysis of the pre-test experimental class and control class is that the data from the two classes is homogeneous.

Table 4. 15 the Result of Independent Sample Test of Pre-test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Learning_outcomes	Equal variances assumed	.364	.549	.360	58	.720	1.467	4.077	-6.693	9.627
	Equal variances not assumed			.360	57.301	.720	1.467	4.077	-6.695	9.629

The result of the independent samples test of pre-test using *Levene's test for equality of variances*. The significant value is 0.549 ($p > 0.05$), with this value indicating that the two variances were homogeneous. By the basis for determining the independent sample t-test, if the value of Sig. (2-tailed) $<$ Research Alpha (0.05), then H_0 is rejected and H_a is accepted. It can be seen in the Sig column. (2-tailed) equal variances section assumes the significant value is $0.720 > 0.05$, so it is concluded that H_0 is accepted and H_a is rejected. Therefore, it was found that the average pre-test scores in the experimental class and control class did not have a significant difference.

Learning_outcomes	Equal variance assumed	2.703	.106	6.147	58	.000	18.400	2.993	12.408	24.392
	Equal variance not assumed			6.147	54.799	.000	18.400	2.993	12.401	24.399

Levene's test for equality of variances was used to determine the results of the independent samples test of the post-test. If the value is significant ($p > 0.05$), then the data variation is homogeneous. The table above shows that the significant value is 0.106, which is higher than 0.05, so the data is said to be homogeneous. The T-test was taken based on equal variance assumed to compare the population mean. Based on decision making on the independent sample t-test, if the value of Sig. (2-tailed) $<$ Research Alpha (0.05), then H_0 is rejected and H_a is accepted. It shows in the table above that the significant value data results are $0.000 < 0.05$, so H_0 is rejected and H_a is accepted. The conclusion, there is significant difference between the average score of students' learning outcomes about vocabulary in the post-test in the control class and experimental class.

B. Discussion

The research objective was based on the data analysis that has been carried out to find out whether there is any significant effect of joyful learning strategy on students' vocabulary achievement at the eighth grade of SMP Negeri 3 Salaman Magelang after receiving treatment in learning activity. The research was conducted on the eighth grade students of SMP Negeri 3 Salaman Magelang from February 20th to March 16th, 2024. However, before starting to collect data, instrument testing in the form of pre-test and post-test was carried out to ensure that the instrument was

valid and reliable enough to be suitable for use. The instrument testing was carried out on January 30th, 2024 on class IXA students of SMP Negeri 3 Salaman Magelang. The results of the instrument testing were analyzed using validity and reliability tests.

The validity test used the *correlate bivariate* method by correlating the question items with all items for each variable. Based on the results of the validity test on the pre-test which consists of 20 multiple choice items, there are 15 items with $r_{count} < r_{table} = 0.05$ and there are 5 items with $r_{count} > r_{table} = 0.05$. Based on these results it can be concluded that 5 items were invalid and 15 items were valid. Then for the post-test, there were also 15 items with r_{count} was lower than the r_{table} and 5 items with r_{count} was higher than the r_{table} . Therefore, in the pre-test and post-test there were 15 items that were declared valid. To determine whether a research instrument is valid or not is if the $r_{count} > r_{table}$ or the $p\text{-value} < \text{value} (0.05)$, then the question items/statements in the instrument are declared valid (Mechali, 2021).

The research instrument was tested using reliability test with *Cronbarch's alpha* method. In the pre-test, the results showed a value of 0.720 and in the post-test, the results showed 0.772. The results of the pre-test and post-test show that both have a value higher than 0.7. Therefore, the research instrument was said to be reliable. Based on the rules if the instrument is reliable then the *Cronbarch's alpha* value is > 0.7 (Mechali, 2021).

The instrument testing was said to be valid and reliable so that the research can be continued with experimental research on the sample. The results of the data that have been collected through experimental research were then analyzed to find out whether the data can be used for hypothesis testing. The data analysis used the normality test and homogeneity test.

The results of the pre-test and post-test were used to test normality to find out whether the data is normally distributed. From the results of the normality test, it was found that the significant value in the pre-test and

post-test of the experimental class and also the control class was higher than 0.05, which can be seen in table 4.9. Based on these results it can be said that the data is normally distributed. Data normally distributed is data with a value > 0.05 (Machali, 2021).

Homogeneity test was carried out after knowing whether the data was normally distributed. Homogeneity testing needs to be carried out because it is a requirement for conducting hypothesis testing. The homogeneity test used the results of the pre-test from the experimental class and control class. The results of the homogeneity test found that the significant value was 0.570, which means that the data was homogeneous. Based on the rules, if the significant value $>$ significant value = 0.05 then the data is homogeneous (Arikunto and Suharsimi, 1993).

When the data can be confirmed to be normally distributed and homogeneous, hypothesis testing can be carried out by analyzing the data that has been collected. Paired sample t-test was used to analyze the data. Paired sample statistics describe the descriptive analysis of data processing. In the paired statistical samples, the mean pre-test and post-test scores from the control class and also the experimental class are available with the number of respondents for each class being 30. In the control class, the mean pre-test score is 48.90 and the mean post-test is 61.13. In the control class the mean pre-test score was 50.37 and the mean post-test score was 79.53.

From the results of the paired sample statistical analysis for the pre-test scores in both classes, both have low mean. It can be seen that students have low vocabulary achievements. The results of the post-test mean scores for both classes increased, although the levels of increase in the control class and experimental class were different. The experimental class experienced an increase in mean score by 29.16, exceeding the control class, which increased by 12.23. Based on these data, it can be concluded that the Joyful learning strategy was effective in improving student learning vocabulary. Joyful learning is learning that is designed in

such a way as to create an atmosphere that is comfortable, enjoyable, and most importantly not boring. Because if students feel bored, their attention to learning decreases, but if the teacher can build Joyful learning in the class, it should be able to make students more focused on learning activities in class, by increasing student attention because it is driven by a sense of enthusiasm, it can be higher. This can improve student learning outcomes (Djamarah, 2010).

The results of hypothesis testing with paired sample t-test in the control class and experimental class were obtained sig. (2-tailed) of $0.000 < 0.05$, then it can be said that H_a is accepted. Based on the results of this hypothesis test, it can be said that there is a significant difference before the treatment and after treatment in the experiment and the control class. Therefore, the results of this hypothesis test also confirm the results of the descriptive analysis.

During the experiment in the experimental class and control class, there were differences in the learning atmosphere. The experimental class looks more enthusiastic and students look comfortable in teaching and learning activities, while the control class looks more passive in teaching and learning activities. Based on direct observations, it was found that the application of joyful learning strategies in learning English made students feel comfortable participating in learning activities and fostered students' interest in learning. Joyful learning is a learning strategy that makes students feel calm and comfortable, thereby increasing students' interest in participating in learning activities (Wei *et al.* 2011).

By using a joyful learning strategy, learning activities become more diverse. With the diversity of activities carried out during learning activities, students do not get bored easily, and create a comfortable classroom atmosphere for students. The concept of joyful learning is to make students comfortable in learning. With joyful learning, teachers can create various creative activities for learning and use more games so that students are interested in learning. Joyful learning creates learning that can

make students feel comfortable and not get bored easily (Herwiana *et al.* 2019).



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents three sub-chapters, including the conclusion which contains a summary of the entire research, suggestions, and limitations of the study.

A. Conclusion

This research was conducted to find out the effectiveness of joyful learning strategy on students' vocabulary achievement in learning English at the eighth grade of SMP Negeri 3 Salaman Magelang. By using quantitative data analysis, the necessary data has been collected. These data show that initially, the pre-test scores for both classes were low. Although the experimental class and control class also experienced an increase in post-test scores, in contrast to the experimental class which received joyful learning strategy treatment, the post-test scores for the experimental class were above the post-test scores for the control class. By comparing the results of the experimental class and control class scores, it can be said that the joyful learning strategy is effective.

Based on the findings and discussion, it can be concluded that the vocabulary achievements of students who received joyful learning strategy treatment increased. In addition, the experimental class experienced an increase in mean score of 29.16, and the control class experienced an increase of 12.23. The difference in mean scores between the experimental class and the control class can be said to be far. Then the results of hypothesis testing used the Paired Sample T-test in the control class and experimental class obtained sig. (2-tailed) of $0.000 < 0.05$ with a significant value smaller than 0.05. So the null hypothesis, which states that there is no difference was rejected, and the alternative hypothesis, which states that there is a difference was accepted. In other words, joyful learning strategy can be said to be effective in teaching vocabulary to students.

B. Suggestion

At the end of this research entitled "The Effectiveness of Joyful Learning Strategy on Students' Vocabulary Achievement in Learning English at the Eighth Grade SMP Negeri 3 Salaman Magelang" there are several suggestions as follows:

1. For the Teacher
 - a. Teachers can use joyful learning strategies in teaching English as a reference.
 - b. Teachers can create more diverse activities to attract students' interest in learning.
 - c. Teachers can dilute the stress in learning so that students can feel comfortable in learning activities.
2. For another Research
 - a. This research can provide insight for other researchers who have ideas for conducting research on joyful learning strategies.

C. Limitation of the Study

This research, entitled "The Effectiveness of Joyful Learning Strategy on Students' Vocabulary Achievement in Learning English at the Eighth Grade of SMP Negeri 3 Salaman Magelang", has limitation of the study with two variables, the independent variable was joyful learning and the dependent variable which was the sample from the research. The sample in this study was class VIII D as the experimental class and class VIII C as the control class. This research only focuses on the results of the experiment to find out whether there is a significant effect on students' vocabulary achievement after received treatment joyful learning strategy in learning English, which showed a significant influence on the experimental class after receiving action with a joyful learning strategy in learning English.

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Appendix 1. The Official Letter of Individual Research



PEMERINTAH KABUPATEN MAGELANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 3 SALAMAN

Ds. Banjarharjo, Kec. Salaman, Kab. Magelang ✉ 56162 ☎ (0293) 5507767

SURAT KETERANGAN

Nomor : 423.4/59 /04.3.SMP/2024

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 3 Salaman, Kabupaten Magelang, dengan ini menerangkan dengan sesungguhnya bahwa:

Nama : IZNA YUNDA AFRILA
NIM : 1917404088
Program Studi : Tadris Bahasa Inggris
Dosen Pembimbing : WINDHARIYATI DYAH K,M.A.,M.Pd.
Perguruan Tinggi : Universitas Islam Negeri Purwokerto

Benar-benar telah melaksanakan penelitian dalam rangka penulisan Tugas Akhir Skripsi di SMP Negeri 3 Salaman pada tanggal 20 Februari s.d 16 Maret 2024 dengan Judul " The Effectiveness of Joyful Learning Strategy on Students' Vocabulry Achievement in Learning English at the Eighth Grade SMP Negeri 3 Salaman Magelang "

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



Salaman, 16 Maret 2024

Kepala Sekolah

SRI PURWANTI HIDAYATI, S.Pd.,M.Pd.
NIP. 19730528 2005012 010

Appendix 2. Research Instrument Expert Validation Sheet

LEMBAR VALIDASI AHLI INSTRUMEN PENELITIAN

Nama : Izná Yunda Afrila
 NIM : 1917404088
 Jurusan/Prodi : FTIK/TBI
 Judul Penelitian : The Effectiveness of Joyful Learning Strategy on Students' Vocabulary Achievement in Learning English at the Eighth Grade SMP Negeri 3 Salaman Magelang

Petunjuk :

- a) Bapak / Ibu validator dimohon memberikan penilaian dengan memberikan tanda cek pada kolom skor penilaian yang tersedia. Deskripsi skala penilaian sebagai berikut:
 1 = Tidak Sesuai
 2 = Kurang Sesuai
 3 = Sesuai
 4 = Sangat Sesuai
- b) Apabila menurut bapak/ibu validator instrument ini perlu adanya revisi, mohon ditulis pada bagian komentar dan saran guna perbaikan.

No	Aspek yang Divalidasi	Penilaian			
		1	2	3	4
1	Kalimat pada soal mudah dipahami				
2	Kalimat menggunakan bahasa yang baik dan benar				
3	Soal sudah sesuai dengan materi pembelajaran				

Komentar dan Saran

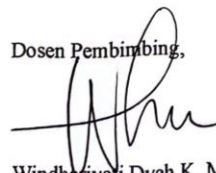
.....

Kesimpulan

Berdasarkan penilaian di atas, lembar instrument soal ini dinyatakan:

- a. Layak digunakan b. Layak digunakan c. Tidak layak digunakan
 Tanpa revisi dengan revisi

Dosen Pembimbing,



Windharyati Dyah K., M. A., M. Pd.
 NIDN. 2001049001

Purwokerto, 23 Januari 2024

Validator,



Khairunnisa Dwinalida, M. Pd.
 NIP.199211152019032034

Appendix 3. Pre-test

1. Sinta : What do you think of the dress?

Laras : Well, I think that's too big for me. I want to find a smaller one.

Sinta : Ok.

What is the antonym of "**big**"?

- a. Tall
- b. Slim
- c. Small
- d. Short

2. Fajar : Do you like this song?

Irawan : Yeah, it sounds great. What about you?

Fajar : I don't really like this kind of song.

What is the opposite word of "**great**"?

- a. Impressive
- b. Excellent
- c. Fine
- d. Bad

3. Lala : Mirna what do you think about my painting?

Mirna : In my opinion your paintings are wonderful.

Lala : Okey then I'll put them on our class wall magazine.

What is the antonym of "**wonderful**"?

- a. Fantastic
- b. Amazing
- c. Plain
- d. Great

4. Read the dialogue below to answer questions number 4 and 5!

Siti : Do you watch the movie that I recommend to you?

Julia : Yes, I watched it last night.

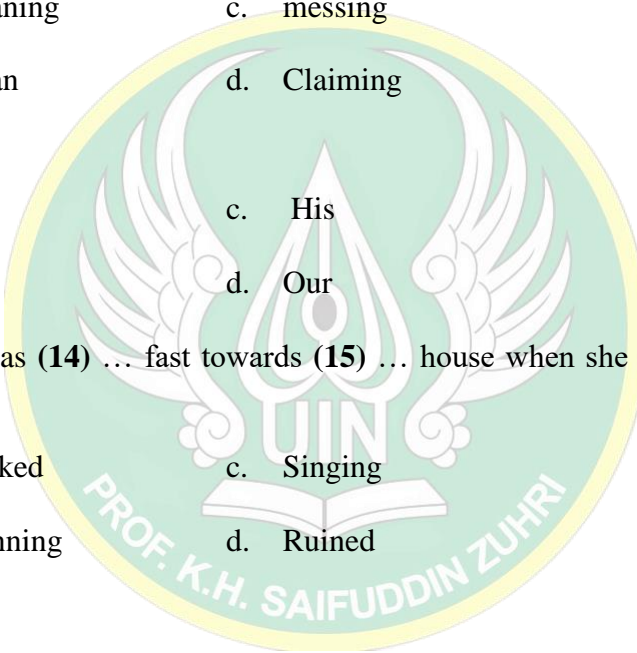
Siti : What do you think about it?

Julia : It's a good movie, I really like it.

Siti :Glad you like it.

What is the similar meaning of word “**recommend**”?

- a. Suggested
 - b. Dislike
 - c. Reject
 - d. Refuse
5. “I really like **it**.” The word “**it**” refers to?
- a. Movie
 - b. Siti
 - c. Julia
 - d. Julia’s opinion
6. Adit : Rudi did you heard the news about bomb attack in Gaza?
 Rudi : Yeah I watched the news on the television last night.
 Adit : What do you think about that?
 Rudi : It was really brutal, they attack ordinary citizens. I was about to cry when I see innocent children become victims.
 Adit : Me too, it’s really hard to see their suffering.
 It’s really hard to see **their** suffering. The word “**their**” refers to?
- a. Adit
 - b. Rudi
 - c. Gaza
 - d. People in Gaza
7. My brother and I were ... pizza at 11 p.m yesterday.
- a. Eat
 - b. Eating
 - c. Eats
 - d. Was eating
8. Last night I was ... TV when suddenly I heard a scream.
- a. Watch
 - b. Watching
 - c. Saw
 - d. See
9. When our father come back from his office
- a. We were watching TV
 - b. Were we watching TV
 - c. TV were we watching

- d. Watching TV were we
10. When John was sleeping last night, someone stole ... car.
- a. It
 - b. She
 - c. He
 - d. His
11. Gery was ... his bike when I passed his house.
- a. Dreaming
 - b. Waited
 - c. Washing
 - d. Washed
12. We were **(12)** ... the house when grandma comes to visit **(13)** ... house.
- a. Cleaning
 - b. Clean
 - c. messing
 - d. Claiming
- 13.
- a. It
 - b. Her
 - c. His
 - d. Our
14. Sasha was **(14)** ... fast towards **(15)** ... house when she was chased by a dog.
- a. Walked
 - b. Running
 - c. Singing
 - d. Ruined
- 15.
- a. It
 - b. She
 - c. Her
 - d. He
- 
- The image contains a large, semi-transparent watermark in the center. It is a circular emblem with a green background and a yellow border. The emblem features a stylized white oil lamp (Lamp of Knowledge) with wings on either side. Below the lamp is an open book. The acronym 'UIN' is written in large letters across the middle. The full name 'PROF. K.H. SAIFUDDIN ZUHRI' is written in a smaller font along the bottom curve of the circle.

Appendix 4. Post-test

1. Laras : So, what do you think of my jump?

Fira : That's pretty high. If you keep doing this I think you can break your own record.

Laras : I hope so.

What is the antonym of "**high**"?

- a. Big
- b. Tall
- c. Low
- d. Small

2. Fahri : Can I ask your opinion about something?

Tiara : Sure, I'll give my honest opinion.

Fahri : Thanks.

What is the opposite word of "**honest**"?

- a. Truth
- b. Trust
- c. Talk
- d. Lie

3. Dandi : Do you have any suggestions for dinner?

Rio : How about pizza or pasta?

Dandi : I prefer pasta. Are you ok with that?

Rio : that's a good choice.

What is the opposite word of "**good**"?

- a. Bad
- b. Pretty
- c. Fine
- d. Great

4. Kiki : What do you think about this restaurant?

Jono : I think the price is too expensive.



Kiki : Right, I also feel uncomfortable here.

Jono : I think it's the last time we come to this restaurant haha.

What is the antonym of “**uncomfortable**”?

- a. Happy
- b. Sad
- c. Enjoy
- d. Awkward

5. Vina : hey look at that dress. Isn't that pretty?

Sarah : Yeah it is. But I think its too expensive for me.

“Yeah **it** is.” The word “**it**” refers to?

- a. Dress
- b. Cost
- c. Vina
- d. Sarah

6. Aska : Dit, I just don't understand why you guys like smoking?

Dodit : Well it's nice you know.

Aska : Nice? What is nice about smoking? There is so many disadvantages.

Dodit : I know but it can't be that bad.

Aska : Oh god really?! Many people suffer from smoking.

How does Aska feels about smoking?

- a. Like
- b. Hate
- c. Enjoy
- d. Nice

7. “Well **it** is nice you know”. The word “**it**” refers to?

- a. People
- b. Dodit
- c. Aska
- d. Smoking

8. Maya and John ... TV when I came.

- a. Were watching c. Are watch
b. Was watching d. Is watched
9. I was ... at 7 p.m. this morning.
a. Exercise c. Exercises
b. Exercised d. Exercising
10. ... when her father came back from his office.
a. She was washing clothes
b. Was she washing clothes
c. Washing clothes was she
d. Clothes was washing she
11. My parents ... when I had an accident.
a. Was working
b. Were working
c. Was work
d. Were work
12. John (12) ... a bath when someone knocked (13)... door.
a. Was taking c. Is taking
b. Were taking d. Are taking
13.
a. He c. His
b. She d. Her
14. When Diana and I were (14) ... home, (15) ... saw a cute kitty on the street.
a. Go c. Going
b. Went d. Goes
- 15.

- a. I
- b. You
- c. They
- d. We



Appendix 5. Key Answer

Pre-test

1. C
2. D
3. C
4. A
5. A
6. D
7. B
8. B
9. A
10. D
11. C
12. A
13. D
14. B
15. C

Post-test

1. C
2. D
3. A
4. C
5. A
6. B
7. D
8. A
9. D
10. A
11. B
12. A
13. C



14. C

15. D



Appendix 6. ATP of Class VIII

ALUR TUJUAN PEMBELAJARAN BAHASA INGGRIS FASE D KELAS VIII

Nama : RINA SULISTIANI, S.Pd.
Asal Sekolah : SMP Negeri 3 Salaman
Fase : D (SMP Kelas 7, 8, 9)
Tanggal : 3 Juli 2023

Capaian Pembelajaran Fase D		Pada akhir fase D, siswa menggunakan teks lisan, tulisan, dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks asli menjadi rujukan utama dalam mempelajari Bahasa Inggris di fase ini. Peserta didik menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam Bahasa Inggris.					
No	Domain/Elemen	Alur Capaian Pembelajaran Per Tahun	Tujuan pembelajaran	Pekan/JP	Kata/Frase Kunci	Profil Pelajar Pancasila	Glosarium
Kelas VIII							
1	Celebrating Independent Day	The students should be able to talk about personal experiences in the past, Identify specific information about personal experiences, and write the main events of personal experiences.	1.1 The students should be able to talk about personal experiences in the past; experiences. 1.2 The students	6 pekan/ 18 JP	Talking personal experience Identifying	<ul style="list-style-type: none"> Beriman, bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia Berkebinekaan global Bergotong royong 	Talking, Identifying, writing personal experience.

			should be able to Identify specific information about personal experiences; and		personal experience	<ul style="list-style-type: none"> Mandiri Bernalar kritis, dan Kreatif 	
			1.3 The students should be able to write the main events of personal		Writing personal experience		
2	Kindness begin with me	The students should be able to connect and sequence events in an imaginative story, explain characters' actions, feelings, and behavior in an imaginative story; and retell and rewrite an imaginative story.	2.1 The students should be able to connect and sequence events in an imaginative story; 2.2 The students should be able to explain characters' actions, feelings, and behavior in an imaginative story; and 2.3 The students should be able to retell and rewrite an imaginative story.	6 pekan/ 18 JP	Connecting and sequence event Explaining characters', actions, feeling, and behaviour in imaginative story Retelling and rewrite an imaginative story	<ul style="list-style-type: none"> Beriman, bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia Berkebinekaan global Bergotong royong Mandiri Bernalar kritis, dan Kreatif 	Connecting sequence event, explaining characters', actions, feeling, and behaviour, retelling and rewrite in imagnate story.
3	Love our world	The students should be able to ask and give opinion about familiar topics around the school; categorise actions based on a given situation; and write instructions on posters.	1.1 The students should be able to ask and give opinion about familiar topics around the school; 3.2 The students should be able to categorise actions based on a given situation; and	6 pekan/ 18 JP	Asking and giving opinion about familiar topics around the school Categorising actions based on a given situation	<ul style="list-style-type: none"> Beriman, bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia Berkebinekaan global Bergotong 	Asking and giving opinion about familiar topics around the school, Categorising actions based on given situation,

			3.3. The students should be able to write instructions on posters		Writing instructions on posters	royong • Mandiri • Bernalar kritis, dan • Kreatif	writing instructions on posters.
4	No littering	4.1 The students should be able to talk about past incidents or events, make questions for a short interview about past incidents or events, identify the main idea and detailed information on a series of past incidents or events, write a series of past events.	4.1 The students should be able to talk about past incidents or events; 4.2 The students should be able to make questions for a short interview about past incidents or events; 4.3 The students should be able to identify the main idea and detailed information on a series of past incidents or events; 4.4 The students should be able to write a series of past events	6 pekan/ 18 JP	talking about past incidents or events making questions for a short interview about past incidents or events; identifying the main idea and detailed information on a series of past incidents or events; Describing one's study habits.	• Beriman, bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia • Berkebinekaan global • Bergotong royong • Mandiri • Bernalar kritis, dan • Kreatif	talking about past incidents or events, making questions for a short interview, identifying the main idea and detailed information on series of past incidents or events, describing one's study habits.
5	Embrace yourself	5.1 The students should be able to ask for and give opinions; identify sequences of main events in a story; and write the main events of a story.	5.1 The students should be able to ask for and give opinions; 5.2 The students should be able to identify sequences of main events in a story; and	6 pekan/ 18 JP	asking for and giving opinions Identifying sequences of main events in a story; and	• Beriman, bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia • Berkebinekaan	asking for and giving opinions, Identifying sequences of main events in a story and

		events of a story.	5.3 The students should be able to write the main events of a story.		Writing the main events of a story	global • Bergotong royong • Mandiri • Bernalar kritis, dan • Kreatif	writing the main events of a story.
--	--	--------------------	--	--	------------------------------------	--	-------------------------------------



Appendix 7. The Result of Validity Pre-test

Number of Old Item	Number of New Item	Value of r_{tabel} (N-2=30, $\alpha=0,361$)	Value of r_{hitung}	Nilai $\alpha = 0,05$	Nilai Sig. 2-tailed	Description
1	1	0,361	0,409	0,05	0,020	Valid
2	2	0,361	0,442	0,05	0,011	Valid
3	3	0,361	0,460	0,05	0,008	Valid
4	4	0,361	0,578	0,05	0,001	Valid
5	5	0,361	0,418	0,05	0,017	Valid
6	6	0,361	0,596	0,05	0,000	Valid
7	7	0,361	0,549	0,05	0,001	Valid
8	8	0,361	0,618	0,05	0,000	Valid
9	9	0,361	0,386	0,05	0,029	Valid
10	10	0,361	0,666	0,05	0,000	Valid
11		0,361	0,069	0,05	0,706	Invalid
12	11	0,361	0,456	0,05	0,009	Valid
13	12	0,361	0,423	0,05	0,016	Valid
14		0,361	0,141	0,05	0,442	Invalid
15		0,361	0,050	0,05	0,787	Invalid
16		0,361	-0,078	0,05	0,672	Invalid
17	13	0,361	0,363	0,05	0,044	Valid
18	14	0,361	0,395	0,05	0,025	Valid
19		0,361	0,228	0,05	0,209	Invalid
20	15	0,361	0,383	0,05	0,030	Valid

Appendix 8. The Result of Validity Post-test

Number of Old Item	Number of New Item	Value of r_{tabel} (N-2=30, $\alpha=0,361$)	Value of r_{hitung}	Nilai $\alpha = 0,05$	Nilai Sig. 2-tailed	Description
1		0,361	0,081	0,05	0, 658	Invalid
2		0,361	-0,155	0,05	0,396	Invalid
3	1	0,361	0,464	0,05	0,007	Valid
4	2	0,361	0,587	0,05	0,000	Valid
5	3	0,361	0, 636	0,05	0,000	Valid
6	4	0,361	0,407	0,05	0,021	Valid
7		0,361	0,010	0,05	0,958	Invalid
8	5	0,361	0,506	0,05	0,003	Valid
9	6	0,361	0,584	0,05	0,000	Valid
10	7	0,361	0, 608	0,05	0,000	Valid
11		0,361	0,030	0,05	0,872	Invalid
12	8	0,361	0,383	0,05	0,030	Valid
13	9	0,361	0,434	0,05	0,013	Valid
14	10	0,361	0, 667	0,05	0,000	Valid
15		0,361	0,019	0,05	0,918	Invalid
16	11	0,361	0,407	0,05	0,021	Valid
17	12	0,361	0,468	0,05	0,007	Valid
18	13	0,361	0,497	0,05	0,004	Valid
19	14	0,361	0,490	0,05	0,004	Valid
20	15	0,361	0,430	0,05	0,014	Valid

Appendix 9. Pre-test Instrument Before Having Expert Judgement for the Validation

Instrument Pre-test

No. Soal	Materi Pembelajaran	Indikator Soal	Soal	Kunci Jawaban
1 2 3	Asking and giving opinion	1. Disajikan dialog. Siswa mengidentifikasi kata yang memiliki arti berbeda	<p>1. Sinta : What do you think of the dress? Laras : Well, I think that's too big for me. I want to find a smaller one. Sinta : Ok. What is the antonym of "big"?</p> <p>a. Tall b. Slim c. Small d. Short</p> <p>2. Fajar : Do you like this song? Irawan : Yeah, it sounds great. What about you? Fajar : I don't really like this kind of song. What is the opposite word of "great"?</p> <p>a. Impressive b. Excellent c. Fine d. Bad</p>	C D C

			<p>3. Lala : Mirna what do you think about my painting? Mirna : In my opinion your paintings are wonderful. Lala : Okey then I'll put them on our class wall magazine. What is the antonym of "wonderful"?</p> <p>a. Fantastic b. Amazing c. Plain d. Great</p>	
4 5 6		1. Disajikan dialog. Siswa mengidentifikasi kata yang memiliki arti sama.	<p>1. Sinta : What do you think of the dress? Laras : Well, I think that's too big for me. I want to find a smaller one. Sinta : Ok. What is the antonym of "big"?</p> <p>a. Tall b. Slim c. Small d. Short</p> <p>2. Fajar : Do you like this song? Irawan : Yeah, it sounds great. What about</p>	C D A C

			<p>4. Lala : Mima what do you think about my painting? Mima : In my opinion your paintings are wonderful. Lala : Okey then I'll put them on our class wall magazine. What is the antonym of "wonderful"?</p> <p>e. Fantastic f. Amazing g. Plain h. Great</p>	
7 8		<p>1. Disajikan dialog. Siswa mengidentifikasi kata yang memiliki arti sama. 2. Berdasarkan dialog sebelumnya. Siswa dapat menganalisa <i>pronoun</i> tersebut merujuk pada benda tertentu.</p>	<p>1. Read the dialogue below to answer questions number 7 and 8! Siti : Do you watch the movie that I <u>recommend</u> to you? Julia : Yes, I watched it last night. Siti : What do you think about it? Julia : It's a good movie, I really like it. Siti : Glad you like it. What is the similar meaning of word "recommend"?</p> <p>a. Suggested</p>	A A

			<p>you? Fajar : I don't really like this kind of song. What is the opposite word of "great"?</p> <p>a. Impressive a. Excellent b. Fine c. Bad</p> <p>3. Sarah : I really love this place. What's the name again? Rudi : It's Sundak beach. Very beautiful isn't it? Sarah : Absolutely. The weather is cool and calm. I'm glad you take me here. Rudi : You're welcome, but it's time to leave. Sarah : Ok, let's go to the car. What is the opposite word of "beautiful"?</p> <p>a. Terrible b. Pretty c. Fine d. Great</p>	
--	--	--	--	--

17		<i>past continuous tense.</i>	<p>b. Eating d. Was eating</p> <p>2. Last night I was ... TV when suddenly I heard a scream.</p> <p>a. Watch c. Saw</p> <p>b. Watching d. See</p> <p>3. Tamara and Tania were ... to Palembang at this time last week.</p> <p>a. Go c. Went</p> <p>b. Going d. Is going</p> <p>4. Cindy was ... an article when her baby boy cried.</p> <p>a. Write c. Wrote</p> <p>b. Writes d. Writing</p>	D
16		1. Siswa dapat menentukan <i>pronoun</i> yang tepat untuk mengisi kalimat rumpang.	<p>1. Dinda was talking to me when ... mother picked her up.</p> <p>a. She c. His</p> <p>b. He d. Her</p>	D

18		1. Siswa dapat menyusun kalimat <i>past continuous tense.</i>	<p>1. When our father come back from his office</p> <p>a. We were watching TV</p> <p>b. Were we watching TV</p> <p>c. TV were we watching</p> <p>d. Watching TV were we</p>	A
19 20		<p>1. Siswa dapat menentukan kata kerja yang tepat untuk mengisi kalimat <i>past continuous tense</i> rumpang.</p> <p>2. Siswa dapat menentukan <i>pronoun</i> yang tepat untuk mengisi kalimat rumpang.</p>	<p>1. When John was (19) ... last night, someone stole (20) ... car.</p> <p>a. Sleep c. Sleeping</p> <p>b. Sleeps d. Is sleeping</p> <p>2.</p> <p>a. It c. He</p> <p>b. She d. His</p>	C D

			<p>d. Happy</p> <p>2. It's really hard to see their suffering. The word "their" refers to?</p> <p>a. Adit</p> <p>b. Rudi</p> <p>c. Gaza</p> <p>d. People in Gaza</p>	
11	Past continuous tense	1. Siswa dapat menentukan <i>to be</i> untuk <i>singular subject</i> dan kata kerja yang tepat pada kalimat <i>past continuous tense</i> .	1. From the sound it was clear that she ... the piano. a. Is playing c. Was playing b. Are playing d. Were playing	C
14		1. Siswa dapat menentukan <i>to be</i> untuk <i>plural subject</i> dan kata kerja yang tepat pada kalimat <i>past continuous tense</i> .	1. They ... a toast at this time. a. Were making c. Are make b. Was making d. Is make	A
12 13 15		1. Siswa dapat menentuka kata kerja yang digunakan pada kalimat	1. My brother and I were ... pizza at 11 p.m yesterday. a. Eat c. Eats	B B B

			<p>b. Dislike</p> <p>c. Reject</p> <p>d. Refuse</p> <p>2. "I really like it." The word "it" refers to?</p> <p>a. Movie c. Julia</p> <p>b. Siti d. Julia's opinion</p>	
9 10		<p>1. Disajikan dialog. Siswa dapat menganalisa pesan tersirat yang menggambarkan <i>adjective</i>.</p> <p>2. Berdasarkan dialog sebelumnya. Siswa dapat menganalisa <i>pronoun</i> tersebut merujuk pada benda tertentu.</p>	<p>1. Adit : Rudi did you heard the news about bomb attack in Gaza? Rudi : Yeah I watched the news on the television last night. Adit : What do you think about that? Rudi : It was really brutal, they attack ordinary citizens. I was about to cry when I see innocent children become victims. Adit : Me too, it's really hard to see their suffering. How does Rudi feel when he sees innocent children become victims?</p> <p>a. Angry</p> <p>b. Sad</p> <p>c. Enjoy</p>	B D

Appendix 10. Post-test Instrument Before Having Expert Judgement for the Validation

Instrument Post-test

No. Soal	Materi Pembelajaran	Indikator Soal	Soal	Kunci Jawaban
1 2	Asking and giving opinion	1. Disajikan dialog. Siswa mengidentifikasi kata yang memiliki arti sama	1. Read the dialogue below to answer the question number 1 and 2! Dinda : What do you think of this restaurant? David : I like the food is delicious and also the food portions are quiet large. Dinda : Right. What is the similar word of “delicious”? a. Tasty b. Horrible c. Nasty d. Bad 2. What is the synonym of “large”? a. Little b. Small c. Tiny d. Huge	A D
3 4		1. Disajikan dialog. Siswa	1. Laras : So, what do you think of my jump? Fira : That’s pretty high. If you keep doing this I	C D



5		mengidentifikasi kata yang memiliki arti berbeda.	think you can break your own record. Laras : I hope so. What is the antonym of " high "? a. Big b. Tall c. Low d. Small	A C
6			2. Fahri : Can I ask your opinion about something? Tiara : Sure, I'll give my honest opinion. Fahri : Thanks. What is the opposite word of " honest "? a. Truth b. Trust c. Talk d. Lie	
			3. Dandi : Do you have any suggestions for dinner? Rio : How about pizza or pasta? Dandi : I prefer pasta. Are you ok with that? Rio : that's a good choice. What is the opposite word of " good "? a. Bad b. Pretty	

			c. Fine d. Great	
7		1. Disajikan dialog. Siswa mengidentifikasi kata yang memiliki arti sama.	1. Kiki : What do you think about this restaurant? Jono : I think the price is too expensive. Kiki : Right, I also feel uncomfortable here. Jono : I think it's the last time we come to this restaurant haha. What is the similar meaning of word " expensive "? a. Costly b. Cheap c. Peach d. Offensive	A A
8		2. Berdasarkan dialog sebelumnya. Siswa dapat menganalisa <i>pronoun</i> tersebut merujuk pada benda tertentu.	2. Vina : hey look at that dress. Isn't that pretty? Sarah : Yeah it is. But I think its too expensive for me. "Yeah it is." The word " it " refers to? a. Dress c. Vina b. Cost d. Sarah	
9		1. Disajikan dialog. Siswa dapat menganalisa pesan tersirat yang	1. Aska : Dit, I just don't understand why you guys like smoking? Dodit : Well it's nice you know. Aska : Nice? What is nice about smoking? There is so	B D
10				

		<p>menggambarkan <i>adjective</i>.</p> <p>2. Berdasarkan dialog sebelumnya. Siswa dapat menganalisa <i>pronoun</i> tersebut merujuk pada kata tertentu.</p>	<p>many disadvantages.</p> <p>Dodit : I know but it can't be that bad.</p> <p>Aska : Oh god really?! Many people suffer from smoking.</p> <p>How does Aska feels about smoking?</p> <p>a. Like</p> <p>b. Hate</p> <p>c. Enjoy</p> <p>d. Nice</p> <p>2. Well it is nice you know. The word "it" refers to?</p> <p>a. People</p> <p>b. Dodit</p> <p>c. Aska</p> <p>d. Smoking</p>	
11	Past continuous tense	1. Siswa dapat menentukan <i>to be</i> untuk <i>singular subject</i> dan kata kerja yang tepat pada kalimat <i>past continuous tense</i> .	1. He ... playing video games every week.	C
12		1. Siswa dapat menentukan to be	1. Maya and John ... TV when I came.	A
16			a. Were watching c. Are watch	

		<p>untuk <i>plural subject</i> dan kata kerja yang tepat pada kalimat <i>past continuous tense</i>.</p>	<p>b. Was watching d. Is watched</p> <p>2. My parents ... when I had an accident.</p> <p>a. Was working</p> <p>b. Were working</p> <p>c. Was work</p> <p>d. Were work</p>	
13		1. Siswa dapat menentuka kata kerja yang digunakan pada kalimat <i>past continuous tense</i> .	1. I was ... at 7 p.m. this morning.	D
15			a. Exercise c. Exercises	B
			b. Exercised d. Exercising	
			2. Dito was ... when I come home.	
			a. Sleep c. Sleepy	
			b. Sleeping d. Were sleep	
14		1. Siswa dapat menyusun kalimat <i>past continuous tense</i> .	2. ... when her father came back from his office.	A
			a. She was washing clothes	
			b. Was she washing clothes	
			c. Washing clothes was she	
			d. Clothes was washing she	
17		1. Siswa dapat menentukan kata kerja	1. John (17) ... a bath when someone knocked (18) ...	A
18			door.	C
				C

19 20		<p>yang tepat untuk mengisi kalimat <i>past continuous tense</i> rumpang.</p> <p>2. Siswa dapat menentukan <i>pronoun</i> yang tepat untuk mengisi kalimat rumpang.</p>	<p>a. Was taking c. Is taking b. Were taking d. Are taking</p> <p>2. a. He c. His b. She d. Her</p> <p>3. When Diana and I were (19) ... home, (20) ... saw a cute kitty on the road. a. Go c. Going b. Went d. Goes</p> <p>4. a. I c. They b. You d. We</p>	D
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Appendix 11. Lesson Plan Experiment class

Satuan Pendidikan	: SMP Negeri 3 Salaman
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII D/Genap
Materi Pokok	: Asking and giving opinion
Fokus Skill	: Speaking
Alokasi Waktu	: 2 X 40 Menit
Tahun Ajar	: 2023/2024
Penyusun	: Izna Yunda Afrila

A. Capaian Pembelajaran Fase D

Peserta didik menggunakan teks lisan, tulisan, dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks asli menjadi rujukan utama dalam mempelajari Bahasa Inggris di fase ini. Peserta didik menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam Bahasa Inggris.

B. Tujuan Pembelajaran

Setelah mempelajari materi ini, peserta didik diharapkan mampu menggunakan teks lisan dan tulisan tentang asking and giving opinion untuk berinteraksi dengan guru, teman sebaya, dan orang lain dengan struktur yang tepat dan kosa kata yang beragam.

C. Indikator

1. Memahami ungkapan-ungkapan menanyakan dan merespon pendapat.
2. Menentukan ungkapan-ungkapan menanyakan dan merespon pendapat.
3. Menanyakan pendapat kepada seseorang dengan kalimat yang tepat.
4. Mengungkapkan pendapat dengan kalimat yang beragam yang sudah dipelajari sebelumnya.

D. Langkah-langkah pembelajaran

Pertemuan ke-1

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka. • Menanyakan kepada siswa mengenai kesiapan dan kenyamanan untuk memulai pembelajaran. • Mempersilahkan salah satu siswa untuk memimpin do'a. • Mengecek kehadiran siswa. • Mengaitkan materi dipertemuan sebelumnya dengan materi yang akan dipelajari dikaitkan dengan pengalaman peserta didik. • Memberikan gambaran tentang manfaat mempelajari materi pembelajaran. 	10 menit
Inti	<p>Mengamati</p> <ul style="list-style-type: none"> • Guru menjelaskan ulang materi dipertemuan sebelumnya secara garis besar. • Guru memberikan stimulus dengan mempraktekan percakapan dengan menggunakan Asking and giving opinion kepada siswa tanpa. <p>Mempertanyakan</p> <ul style="list-style-type: none"> • Peserta didik diberi kesempatan untuk bertanya bagian yang dirasa masih kurang dipahami. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Guru meminta peserta didik untuk berpasangan dengan teman sebangku. • Guru meminta peserta didik untuk praktek percakapan mengenai asking and giving opinion dengan pasangan masing-masing. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Peserta didik diajarkan untuk bernyanyi Banana club yang terdiri dari beberapa kosa kata yang dapat diperagakan. • Guru memperagakan kepada peserta didik 	60 menit

	<p>menyanyi banana club sambil memperagakan gerakan sesuai dengan nyanyian.</p> <ul style="list-style-type: none"> • Siswa diminta untuk bernyanyi bersama sambil belajar kosa kata baru melalui bernyanyi dan peraga Banana club. <p>Mengkomunikasi</p> <ul style="list-style-type: none"> • Guru meminta peserta didik untuk mengulang kosa kata baru yang telah diterima dengan Tanya jawab arti kosa kata bersama-sama 	
Penutup	<ul style="list-style-type: none"> • Guru dan peserta didik membuat rangkuman/simpulan mengenai materi yang telah dipelajari. • Guru memberikan evaluasi mengenai pembelajaran yang telah dilakukan. • Guru memberikan pengertian tujuan dari mempelajari materi tersebut. • Guru menyampaikan materi yang akan dipelajari dipertemuan selanjutnya. • Guru memberikan motivasi kepada siswa. • Guru menutup pembelajaran dengan salam penutup. 	10 menit

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMP Negeri 3 Salaman
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII D/Genap
Materi Pokok	: Past continuous tense
Fokus Skill	: Reading, writing, speaking
Alokasi Waktu	: 2 X 40 Menit
Tahun Ajar	: 2023/2024
Penyusun	: Izna Yunda Afrila

A. Capaian Pembelajaran Fase D

Peserta didik menggunakan teks lisan, tulisan, dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks asli menjadi rujukan utama dalam mempelajari Bahasa Inggris di fase ini. Peserta didik menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam Bahasa Inggris.

B. Tujuan Pembelajaran

Setelah mempelajari materi ini, peserta didik diharapkan mampu menggunakan teks lisan dan tulisan tentang kegiatan yang sedang berlangsung di masa lampau (past continuous tense) untuk berinteraksi dengan guru, teman sebaya, dan orang lain, dengan struktur dan kosa kata yang beragam.

C. Indikator

1. Memahami cara membentuk V-ing (past participle).
2. Mengidentifikasi rumus kalimat positif, negatif, dan interogatif dalam “past continuous tense”.

3. Mengidentifikasi penggunaan linking verb was dan were berdasarkan subjek.
4. Melengkapi kalimat dalam past continuous tense dengan linking verb (to be) yang sesuai.
5. Mengubah kata kerja kerja dalam bentuk yang benar dalam past continuous tense.
6. Mengurututkan kata-kata menjadi kalimat-kalimat bentuk past continuous tense.
7. Mengubah kalimat-kalimat yang diberikan ke dalam bentuk lain; positif/negatif/tanyaa.
8. Membuat dialog sederhana berdasarkan contoh dan gambar yang diberikan.
9. Membuat kalimat-kalimat dalam past continuous tense berdasarkan pengamatan lingkungan, yang mereka lakukan.

D. Langkah-langkah pembelajaran

Pertemuan ke-2

Kegiatan	Deskripsikegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka melalui google meet. • Menanyakan kepada siswa mengenai Kesiapan dan kenyamanan untuk belajar. • Memimpin do'a bersama sebelum memulai kegiatan pembelajaran melalui google meet. • Mengecek kehadiran siswa. 	10 menit

	<ul style="list-style-type: none">• Mengaitkan materi sebelumnya dengan materi yang akan dipelajari dikaitkan dengan pengalaman peserta didik.• Menginformasikan materi yang akan dipelajari.• Memberikan gambaran tentang manfaat Mempelajari materi yang akan dipelajari.	
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Inti	<p>Mengamati</p> <ul style="list-style-type: none"> • Guru menampilkan gambar yang ada di power point • Guru memberikan stimulus mengenai past continuous tense dengan meminta dan memberi informasi yang dialami peserta didik berdasarkan gambar yang telah ditampilkan. • Guru bersama dengan peserta didik membaca materi yang ada di power point • Peserta didik menyimak penyampaian materi past continuous tense oleh guru. <p>Mempertanyakan</p> <ul style="list-style-type: none"> • Peserta didik diberi kesempatan untuk bertanya bagian yang dirasa mereka masih kurang dipahami. • Guru memberikan kosa kata yang terkait dengan materi siswa dan siswa mengidentifikasi arti dari kosa kata tersebut <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Guru memberikan contoh kalimat past continuous tense dengan bentuk video komunikasi animasi untuk diidentifikasi struktur teksnya bersama dengan peserta didik. • Peserta didik dibentuk menjadi kelompok yang terdiri dari 3 siswa. 	60 menit
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	<ul style="list-style-type: none"> • Guru memberikan teks rumpang untuk setiap kelompoknya <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Peserta didik diminta untuk berdiskusi dengan kelompoknya mengenai susunan yang tepat dari teks yang telah diberikan untuk masing masing kelompok. • Guru membimbing diskusi kelompok dengan membuka ruang obrolan bersama di WhatsApp. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Guru memanggil kelompok secara random, untuk membacakan hasil dari diskusi kelompok. 	
Penutup	<ul style="list-style-type: none"> • Guru dan peserta didik membuat rangkuman/simpulan mengenai materi yang telah dipelajari. • Guru memberikan evaluasi mengenai pembelajaran yang telah dilakukan. • Guru memberikan pengertian tujuan dari mempelajari materi tersebut. • Guru menyampaikan materi yang akan dipelajari dipertemuan selanjutnya. • Guru memberikan motivasi kepada siswa. • Guru menutup pembelajaran dengan salam penutup. 	10 menit

Pertemuan ke-3

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka. • Menanyakan kepada siswa mengenai 	10 menit

	<p>kesiapan dan kenyamanan untuk memulai pembelajaran.</p> <ul style="list-style-type: none"> • Mempersilahkan salah satu siswa untuk memimpin do'a. • Mengecek kehadiran siswa. • Mengaitkan materi dipertemuan sebelumnya dengan materi yang akan dipelajari dikaitkan dengan pengalaman peserta didik. • Memberikan gambaran tentang manfaat mempelajari materi pembelajaran 	
Inti	<p>Mengamati</p> <ul style="list-style-type: none"> • Guru mengulang kembali materi dipertemuan ke-2, tentang definisi past continuous dan kapan penggunaanya. • Guru menyampaikan materi mengenai penggunaan to be pada past continuous sesuai dengan subjeknya. • Guru membuatkan table penggunaan to be sesuai dengan subjeknya di papan tulis. • Guru menyampaikan penggunaan verb-ing pada kalimat past continuous tense. <p>Mempertanyakan</p> <ul style="list-style-type: none"> • Peserta didik diberi kesempatan untuk bertanya bagian yang dirasa masih kurang dipahami. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk membuat barisan untuk bermain permainan ular naga, dengan peraturan jika yang tertangkap akan diberikan pertanyaan mengenai kosa kata yang sudah dipelajari dan juga penggunaan to be dengan subjek yang sesuai. • Guru meminta peserta didik untuk membuat lingkaran besar. • Peserta didik diminta untuk saling memegang pundak satu sama lain. • Guru mengenalkan permainan Move-on look-back untuk membedakan verb1 dan verb-ing dengan cara, jika guru memberikan 	60 menit

	<p>aba-aba Move-on ditambah dengan contoh verb1, maka peserta didik melangkah ke depan secara serentak sambil mengucapkan kata move-on dan verb1 yang diberikan. Kebalikan dengan aba-aba move-on, untuk aba-aba look-back melangkah kebelakang dan contoh verb-ing.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Peserta didik diminta mendengarkan aba-aba dengan saksama dalam permainan move-on look-back. <p>Mengkomunikasi</p> <ul style="list-style-type: none"> • Guru mengkomunikasikan kepada peserta didik mengenai bermain sambil belajar, apakah peserta didik merasa menjadi lebih antusias dalam belajar. 	
Penutup	<ul style="list-style-type: none"> • Guru dan peserta didik membuat rangkuman/simpulan mengenai materi yang telah dipelajari. • Guru memberikan evaluasi mengenai pembelajaran yang telah dilakukan. • Guru memberikan pengertian tujuan dari mempelajari materi tersebut. • Guru menyampaikan materi yang akan dipelajari dipertemuan selanjutnya. • Guru memberikan motivasi kepada siswa. • Guru menutup pembelajaran dengan salam penutup. 	10 menit

Pertemuan ke-4

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka. • Menanyakan kepada siswa mengenai kesiapan dan kenyamanan untuk memulai pembelajaran. • Mempersilahkan salah satu siswa untuk 	10 menit

	<p>memimpin do'a.</p> <ul style="list-style-type: none"> • Mengecek kehadiran siswa. • Mengaitkan materi dipertemuan sebelumnya dengan materi yang akan dipelajari dikaitkan dengan pengalaman peserta didik. • Memberikan gambaran tentang manfaat mempelajari materi pembelajaran 	
Inti	<p>Mengamati</p> <ul style="list-style-type: none"> • Guru bersama siswa mengulas kembali materi yang telah dipelajari dipertemuan sebelumnya. <p>Mempertanyakan</p> <ul style="list-style-type: none"> • Peserta didik diberi kesempatan untuk bertanya bagian yang dirasa masih kurang dipahami. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Guru memberikan kuis tentang materi past continuous dengan menggunakan quizizz. • Setelah selesai mengerjakan quizizz, guru memberikan permainan tebak gambar tentang verb-ing sebagai ice breaking sekaligus mengulas materi mengenai verb-ing <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Guru memberikan perintah kepada peserta didik untuk membentuk kelompok dengan jumlah 2 orang. • Guru memberikan pekerjaan rumah berupa menyusun kalimat past continuous dengan urutan yang benar secara berkelompok. <p>Mengkomunikasi</p> <ul style="list-style-type: none"> • Guru bertanya kepada peserta didik apakah instruksinya jelas. 	60 menit
Penutup	<ul style="list-style-type: none"> • Guru dan peserta didik membuat rangkuman/simpulan mengenai materi yang telah dipelajari. • Guru memberikan evaluasi mengenai pembelajaran yang telah dilakukan. • Guru memberikan pengertian tujuan dari 	10 menit

	<p>mempelajari materi tersebut.</p> <ul style="list-style-type: none"> • Guru menyampaikan materi yang akan dipelajari dipertemuan selanjutnya. • Guru memberikan motivasi kepada siswa. • Guru menutup pembelajaran dengan salam penutup. 	
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Pertemuan ke-5

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka. • Menanyakan kepada siswa mengenai kesiapan dan kenyamanan untuk memulai pembelajaran. • Mempersilahkan salah satu siswa untuk memimpin do'a. • Mengecek kehadiran siswa. • Mengaitkan materi dipertemuan sebelumnya dengan materi yang akan dipelajari dikaitkan dengan pengalaman peserta didik. • Memberikan gambaran tentang manfaat mempelajari materi pembelajaran 	10 menit
Inti	<p>Mengamati</p> <ul style="list-style-type: none"> • Guru mengacak peserta didik untuk maju kedepan untuk memperlihatkan hasil kerja kelompok pada pertemuan sebelumnya yaitu menyusun kalimat past continuous sesuai urutannya. <p>Mempertanyakan</p> <ul style="list-style-type: none"> • Guru mengkoreksi jawaban peserta didik. • Peserta didik diberi kesempatan untuk bertanya bagian yang dirasa masih kurang dipahami. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Peserta didik dijelaskan kembali mengenai susunan kalimat past continuous. <p>Mengasosiasi</p>	60 menit

	<ul style="list-style-type: none"> • Guru membagi siswa menjadi 2 gelombang untuk bermain cham-cham. Dimana game ini membuat siswa berbaris menghadap kearah guru. Guru disini sebagai pemberi arahan tangan. Jika peserta didik yang menoleh sesuai arahan tangan guru, peserta didik tersebut akan diberikan soal mengenai kosa kata yang telah dipelajari bisa berupa arti atau bentuk verb-ing. <p>Mengkomunikasi</p> <ul style="list-style-type: none"> • Guru mengulas kembali materi mengenai past continuous tense yang telah dipelajari selama 4 pertemuan • Siswa diberikan kesempatan bertanya jika masih ada yang kurang dipahami. 	
Penutup	<ul style="list-style-type: none"> • Guru dan peserta didik membuat rangkuman/simpulan mengenai materi yang telah dipelajari. • Guru memberikan evaluasi mengenai pembelajaran yang telah dilakukan. • Guru memberikan pengertian tujuan dari mempelajari materi tersebut. • Guru menyampaikan materi yang akan dipelajari dipertemuan selanjutnya. • Guru memberikan motivasi kepada siswa. • Guru menutup pembelajaran dengan salam penutup. 	10 menit

Appendix 12. Lesson Plan Control Class

Satuan Pendidikan	: SMP Negeri 3 Salaman
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII D/Genap
Materi Pokok	: Asking and giving opinion
Fokus Skill	: Speaking
Alokasi Waktu	: 2 X 40 Menit
Tahun Ajar	: 2023/2024
Penyusun	: Izna Yunda Afrila

A. Capaian Pembelajaran Fase D

Peserta didik menggunakan teks lisan, tulisan, dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks asli menjadi rujukan utama dalam mempelajari Bahasa Inggris di fase ini. Peserta didik menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam Bahasa Inggris.

B. Tujuan Pembelajaran

Setelah mempelajari materi ini, peserta didik diharapkan mampu menggunakan teks lisan dan tulisan tentang asking and giving opinion untuk berinteraksi dengan guru, teman sebaya, dan orang lain dengan struktur yang tepat dan kosa kata yang beragam.

C. Indikator

1. Memahami ungkapan-ungkapan menanyakan dan merespon pendapat.
2. Menentukan ungkapan-ungkapan menanyakan dan merespon pendapat.
3. Menanyakan pendapat kepada seseorang dengan kalimat yang tepat.
4. Mengungkapkan pendapat dengan kalimat yang beragam yang sudah dipelajari sebelumnya.

D. Langkah-langkah pembelajaran

Pertemuan ke-1

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka. • Menanyakan kepada siswa mengenai kesiapan dan kenyamanan untuk memulai pembelajaran. • Mempersilahkan salah satu siswa untuk memimpin do'a. • Mengecek kehadiran siswa. • Mengaitkan materi dipertemuan sebelumnya dengan materi yang akan dipelajari dikaitkan dengan pengalaman peserta didik. • Memberikan gambaran tentang manfaat mempelajari materi pembelajaran. 	10 menit
Inti	<p>Mengamati</p> <ul style="list-style-type: none"> • Guru menjelaskan ulang materi dipertemuan sebelumnya secara garis besar. <p>Mempertanyakan</p> <ul style="list-style-type: none"> • Peserta didik diberi kesempatan untuk bertanya bagian yang dirasa masih kurang dipahami. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Guru meminta peserta didik untuk mengulangi kalimat asking and giving opinion yang diucapkan oleh guru. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Guru memberikan siswa latihan soal. <p>Mengkomunikasi</p> <ul style="list-style-type: none"> • Guru bertanya kepada peserta didik apakah ada yang perlu dijelaskan ulang. 	60 menit
Penutup	<ul style="list-style-type: none"> • Guru dan peserta didik membuat rangkuman/simpulan mengenai materi yang telah dipelajari. • Guru memberikan evaluasi mengenai pembelajaran yang telah dilakukan. • Guru memberikan pengertian tujuan dari 	10 menit

	<p>mempelajari materi tersebut.</p> <ul style="list-style-type: none">• Guru menyampaikan materi yang akan dipelajari dipertemuan selanjutnya.• Guru memberikan motivasi kepada siswa.• Guru menutup pembelajaran dengan salam penutup.	
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RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMP Negeri 3 Salaman
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII D/Genap
Materi Pokok	: Past continuous tense
Fokus Skill	: Reading, writing, speaking
Alokasi Waktu	: 2 X 40 Menit
Tahun Ajar	: 2023/2024
Penyusun	: Izna Yunda Afrila

A. Capaian Pembelajaran Fase D

Peserta didik menggunakan teks lisan, tulisan, dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks asli menjadi rujukan utama dalam mempelajari Bahasa Inggris di fase ini. Peserta didik menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam Bahasa Inggris.

B. Tujuan Pembelajaran

Setelah mempelajari materi ini, peserta didik diharapkan mampu menggunakan teks lisan dan tulisan tentang kegiatan yang sedang berlangsung di masa lampau (past continuous tense) untuk berinteraksi dengan guru, teman sebaya, dan orang lain, dengan struktur dan kosa kata yang beragam.

C. Indikator

1. Memahami cara membentuk V-ing (past participle).
2. Mengidentifikasi rumus kalimat positif, negatif, dan interogatif dalam “past continuous tense”.

3. Mengidentifikasi penggunaan linking verb was dan were berdasarkan subjek.
4. Melengkapi kalimat dalam past continuous tense dengan linking verb (to be) yang sesuai.
5. Mengubah kata kerja kerja dalam bentuk yang benar dalam past continuous tense.
6. Mengurututkan kata-kata menjadi kalimat-kalimat bentuk past continuous tense.
7. Mengubah kalimat-kalimat yang diberikan ke dalam bentuk lain; positif/negatif/tanyaa.
8. Membuat dialog sederhana berdasarkan contoh dan gambar yang diberikan.
9. Membuat kalimat-kalimat dalam past continuous tense berdasarkan pengamatan lingkungan, yang mereka lakukan.

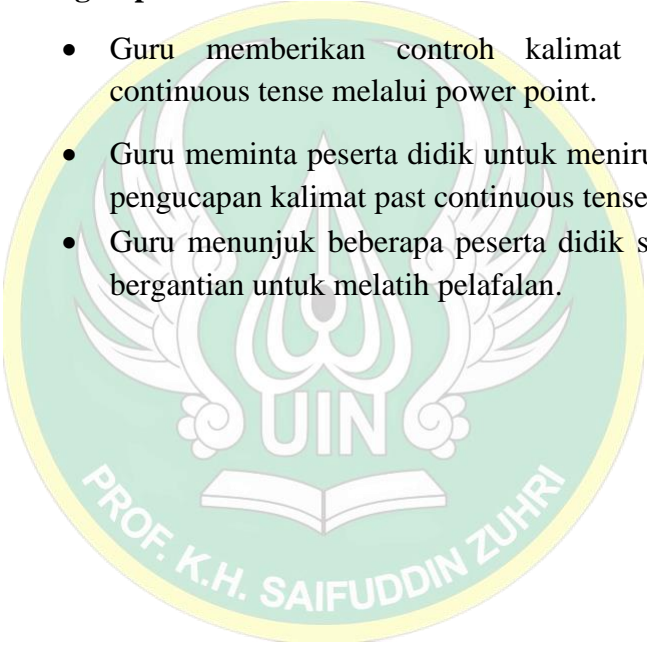
D. Langkah-langkah pembelajaran

Pertemuan ke-2

Kegiatan	Deskripsikegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka melalui google meet. • Menanyakan kepada siswa mengenai Kesiapan dan kenyamanan untuk belajar. • Memimpin do'a bersama sebelum memulai kegiatan pembelajaran melalui google meet. • Mengecek kehadiran siswa. 	10 menit

	<ul style="list-style-type: none">• Mengaitkan materi sebelumnya dengan materi yang akan dipelajari dikaitkan dengan pengalaman peserta didik.• Menginformasikan materi yang akan dipelajari.• Memberikan gambaran tentang manfaat Mempelajari materi yang akan dipelajari.	
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Inti	<p>Mengamati</p> <ul style="list-style-type: none"> • Guru menampilkan materi past continuous tense melalui power point • Guru menjelaskan materi yang tertera pada power point • Peserta didik menyimak penyampaian materi past continuous tense oleh guru. <p>Mempertanyakan</p> <ul style="list-style-type: none"> • Peserta didik diberi kesempatan untuk bertanya bagian yang dirasa mereka masih kurang dipahami. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Guru memberikan contoh kalimat past continuous tense melalui power point. • Guru meminta peserta didik untuk menirukan pengucapan kalimat past continuous tense. • Guru menunjuk beberapa peserta didik secara bergantian untuk melatih pelafalan. 	60 menit
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	<p>Mengasosiasi</p> <ul style="list-style-type: none"> • Peserta didik diberikan latihan soal berupa perubahan verb-ing <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Guru memandu peserta didik cara mengerjakan latihan soal • Guru mencocokkan jawaban dengan peserta didik 	
Penutup	<ul style="list-style-type: none"> • Guru dan peserta didik membuat rangkuman/simpulan mengenai materi yang telah dipelajari. • Guru memberikan evaluasi mengenai pembelajaran yang telah dilakukan. • Guru memberikan pengertian tujuan dari mempelajari materi tersebut. • Guru menyampaikan materi yang akan dipelajari dipertemuan selanjutnya. • Guru memberikan motivasi kepada siswa. • Guru menutup pembelajaran dengan salam penutup. 	10 menit

Pertemuan ke-3

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka. • Menanyakan kepada siswa mengenai 	10 menit

	<p>kesiapan dan kenyamanan untuk memulai pembelajaran.</p> <ul style="list-style-type: none"> • Mempersilahkan salah satu siswa untuk memimpin do'a. • Mengecek kehadiran siswa. • Mengaitkan materi dipertemuan sebelumnya dengan materi yang akan dipelajari dikaitkan dengan pengalaman peserta didik. • Memberikan gambaran tentang manfaat mempelajari materi pembelajaran 	
Inti	<p>Mengamati</p> <ul style="list-style-type: none"> • Guru mengulang kembali materi dipertemuan ke-2, tentang definisi past continuous dan kapan penggunaanya. • Guru menyampaikan materi mengenai penggunaan to be pada past continuous sesuai dengan subjeknya. • Guru membuatkan table penggunaan to be sesuai dengan subjeknya di papan tulis. <p>Mempertanyakan</p> <ul style="list-style-type: none"> • Peserta didik diberi kesempatan untuk bertanya bagian yang dirasa masih kurang dipahami. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Guru memberikan pesert didik contoh kalimat past continuous tense • Peserta didik diminta untuk menganalisis penggunaan to be apakah sudah sesuai dengan subjeknya. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Pesrta didik diminta untuk cek pekerjaan teman sebangkunya. <p>Mengkomunikasi</p> <ul style="list-style-type: none"> • Guru memberikan jawaban yang benar kepada peserta didik. 	60 menit
Penutup	<ul style="list-style-type: none"> • Guru dan peserta didik membuat rangkuman/simpulan mengenai materi yang telah dipelajari. • Guru memberikan evaluasi mengenai 	10 menit

	<p>pembelajaran yang telah dilakukan.</p> <ul style="list-style-type: none"> • Guru memberikan pengertian tujuan dari mempelajari materi tersebut. • Guru menyampaikan materi yang akan dipelajari dipertemuan selanjutnya. • Guru memberikan motivasi kepada siswa. • Guru menutup pembelajaran dengan salam penutup. 	
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Pertemuan ke-4

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka. • Menanyakan kepada siswa mengenai kesiapan dan kenyamanan untuk memulai pembelajaran. • Mempersilahkan salah satu siswa untuk memimpin do'a. • Mengecek kehadiran siswa. • Mengaitkan materi dipertemuan sebelumnya dengan materi yang akan dipelajari dikaitkan dengan pengalaman peserta didik. • Memberikan gambaran tentang manfaat mempelajari materi pembelajaran 	10 menit
Inti	<p>Mengamati</p> <ul style="list-style-type: none"> • Guru bersama siswa mengulas kembali materi yang telah dipelajari dipertemuan sebelumnya. <p>Mempertanyakan</p> <ul style="list-style-type: none"> • Peserta didik diberi kesempatan untuk bertanya bagian yang dirasa masih kurang dipahami. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Guru menjelaskan penggunaan verb-ing di kalimat past continuous kepada peserta didik • Peserta didik diminta untuk mengulangi verb-ing yang diucapkan oleh guru. 	60 menit

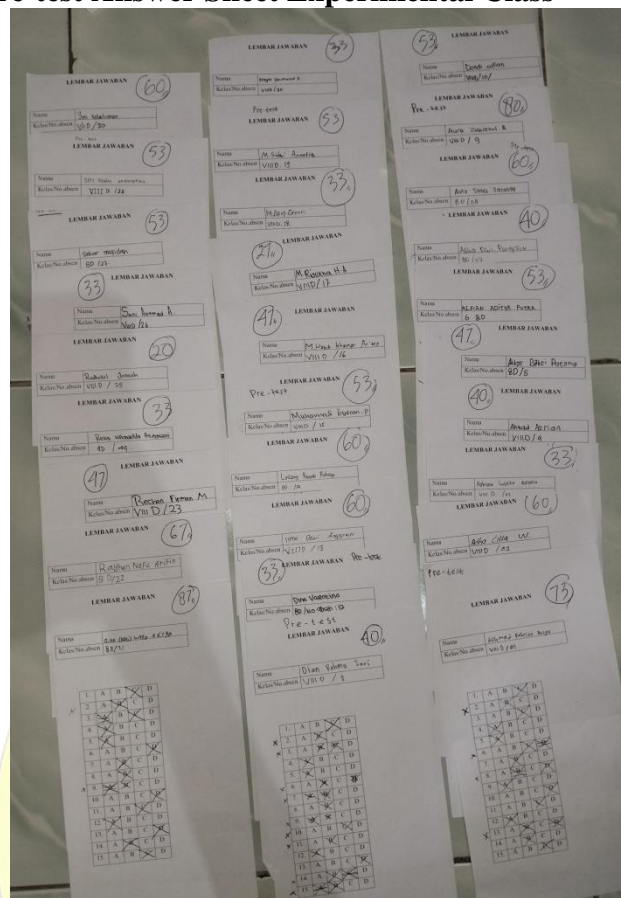
	<p>Mengasosiasi</p> <ul style="list-style-type: none"> • Guru memberikan latihan soal berupa perubahan verb menjadi verb-ing. <p>Mengkomunikasi</p> <ul style="list-style-type: none"> • Guru berkelilin kelas untuk memastikan pekerjaan peserta didik. • Guru memberikan kesempatan pada siswa jika ada yang tidak paham. 	
Penutup	<ul style="list-style-type: none"> • Guru dan peserta didik membuat rangkuman/simpulan mengenai materi yang telah dipelajari. • Guru memberikan evaluasi mengenai pembelajaran yang telah dilakukan. • Guru memberikan pengertian tujuan dari mempelajari materi tersebut. • Guru menyampaikan materi yang akan dipelajari dipertemuan selanjutnya. • Guru memberikan motivasi kepada siswa. • Guru menutup pembelajaran dengan salam penutup. 	10 menit

Pertemuan ke-5

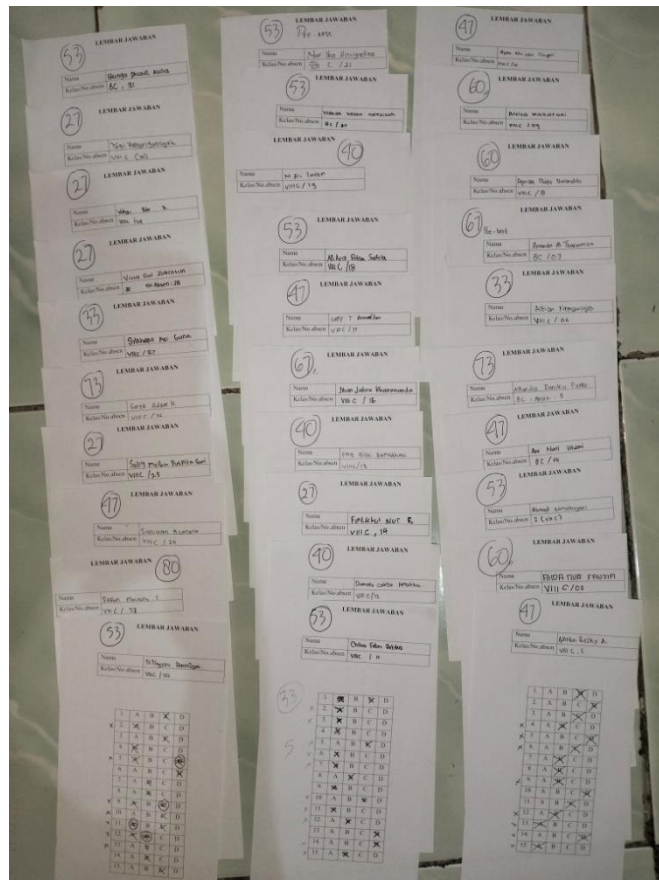
Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka. • Menanyakan kepada siswa mengenai kesiapan dan kenyamanan untuk memulai pembelajaran. • Mempersilahkan salah satu siswa untuk memimpin do'a. • Mengecek kehadiran siswa. • Mengaitkan materi dipertemuan sebelumnya dengan materi yang akan dipelajari dikaitkan dengan pengalaman peserta didik. • Memberikan gambaran tentang manfaat mempelajari materi pembelajaran 	10 menit
Inti	Mengamati	60 menit

	<ul style="list-style-type: none"> • Guru memberikan contoh kalimat past continuous tense yang ditulis di papan tulis. • Peserta didik diminta bersama-sama menganalisis struktur kalimatnya. <p>Mempertanyakan</p> <ul style="list-style-type: none"> • Peserta didik diberi kesempatan untuk bertanya bagian yang dirasa masih kurang dipahami. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Peserta didik dijelaskan kembali mengenai susunan kalimat past continuous. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Guru mengulas kembali materi mengenai past continuous tense yang telah dipelajari selama 4 pertemuan. <p>Mengkomunikasi</p> <ul style="list-style-type: none"> • Siswa diberikan kesempatan bertanya jika masih ada yang kurang dipahami. 	
Penutup	<ul style="list-style-type: none"> • Guru dan peserta didik membuat rangkuman/simpulan mengenai materi yang telah dipelajari. • Guru memberikan evaluasi mengenai pembelajaran yang telah dilakukan. • Guru memberikan pengertian tujuan dari mempelajari materi tersebut. • Guru menyampaikan materi yang akan dipelajari dipertemuan selanjutnya. • Guru memberikan motivasi kepada siswa. • Guru menutup pembelajaran dengan salam penutup. 	10 menit

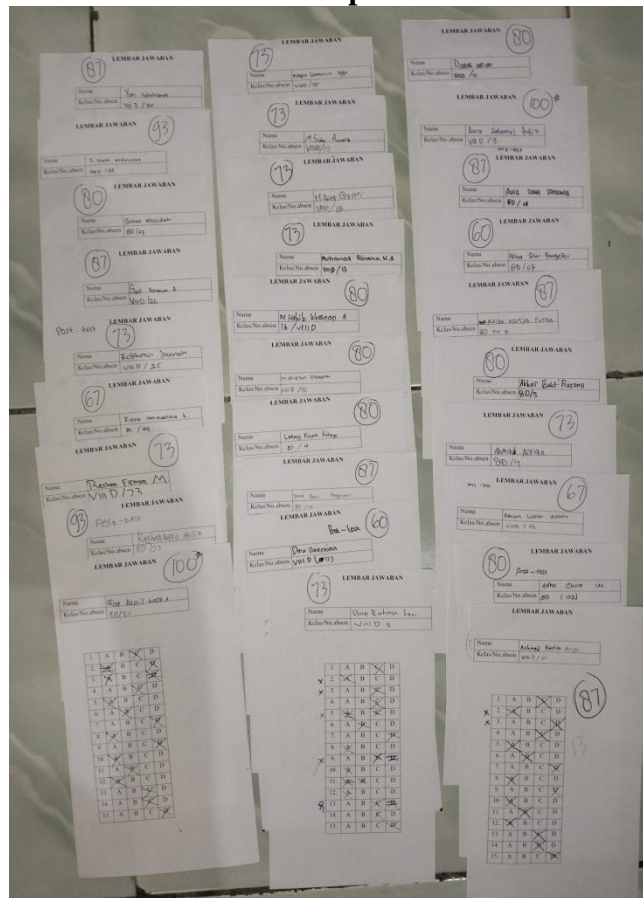
Appendix 13. Pre-test Answer Sheet Experimental Class



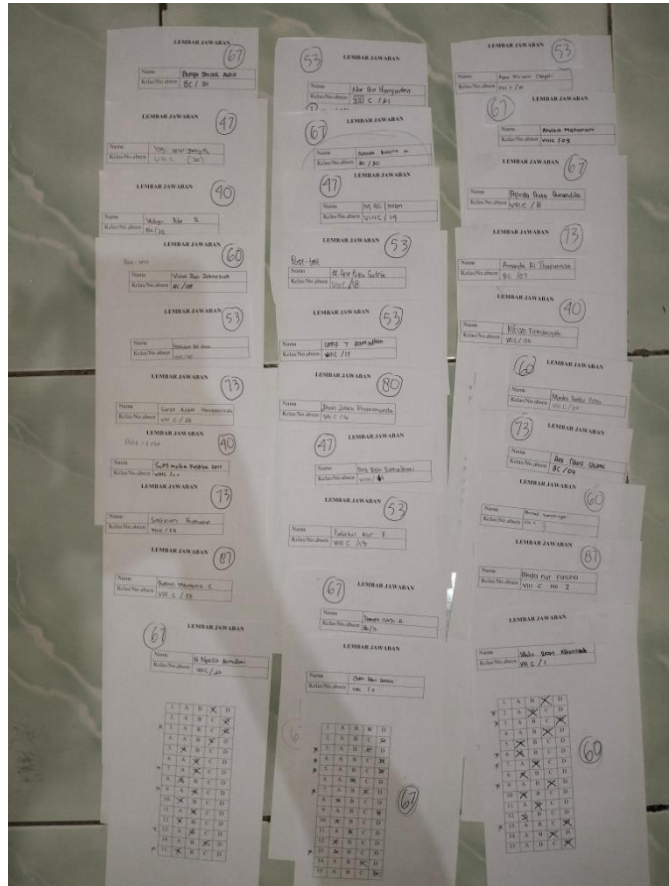
Appendix 14. Pre-test Answer Sheet Control Class



Appendix 15. Post-test Answer Sheet Experiment Class



Appendix 16. Post-test Answer Sheet Control Class



Appendix 17. Learning activities



Figure 1. Singing and demonstrate in accordance with the lyrics



Figure 2. Game ular naga and game move-on look-back

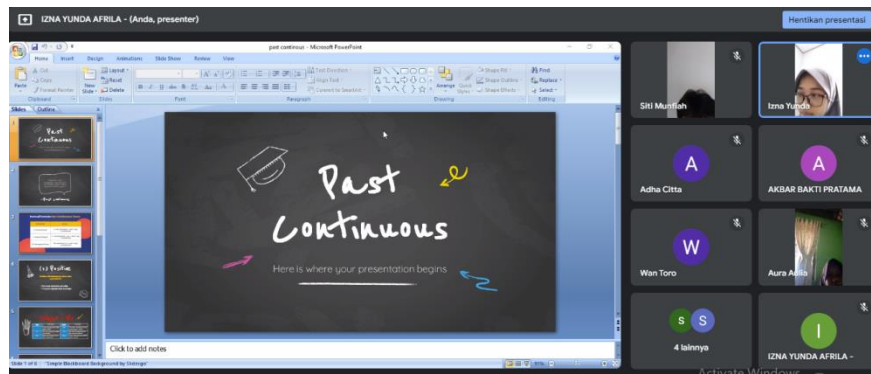


Figure 3. Online class



Figure 4. Students do quizizz about past continuous tense and guessing picture



Figure 5. Students show their result of group work



Figure 6. Game cham-cham

BIOGRAPHY

A. Personal Detail

1. Name : Izna Yunda Afrila
2. Student Number : 1917404088
3. Place, Date of Birth : Semarang, 20 April 2002
4. Address : Dusun Jonggrangan, Desa Kalisari, Rt 02/ Rw 07,
Kec. Tempuran, Kab. Magelang
5. Name of Father : Muhammad Daim
6. Name of Mother : Sri Yuniatiningsih

B. Educational Background

1. SD/MI, graduation year : SDN Kalisari 2
2. SMP/MTS, graduation year : SMP Negeri 3 Salaman
3. SMA/SMK/MA, graduation year : SMK Syubbanul Wathon Tegalrejo
4. SI, entry year : UIN prof. K. H. Saifuddin Zuhri
Purwokerto



Purwokerto, 24 April 2024

Izna Yunda Afrila

S.N. 1917404088