

**THE EFFECTIVENESS OF WORDUP APPLICATION
ON GRADE VII STUDENTS' VOCABULARY MASTERY
IN MTs N 1 BANYUMAS**



AN UNDERGRADUATE THESIS

**Submitted to the 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.)**

by

**Muhamad Riki
Student Number 2017404018**

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

STATEMENT OF ORIGINALITY

STATEMENT OF ORIGINALITY

Here with I,
Name : Muhamad Riki
Student Number : 2017404018
Grade : Undergraduate
Faculty : Tarbiya and Teacher Training
Study Program : English Education Study Program

declare that the thesis I wrote with the title, "**The Effectiveness of WordUp Application on Grade VII Students' Vocabulary Mastery in MTs N 1 Banyumas**" is truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

If later on my statement is not true, then I am willing to accept the applicable academic sanctions (revocation of graduation predicate and bachelor degree).

Purwokerto, 13 Juni 2024

I Who Declare,



Muhamad Riki

S.N. 2017404018

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 Warahmatullahi Wabarakatuh

After conducting guidance, review, direction, and correction, I convey that:

Name : Muhamad Riki
Student Number : 2017404018
Department : Education
Study Program : English Education
Faculty : Tarbiya and Teacher Training
Title : The Effectiveness of WordUp Application on Grade VII
Students' Vocabulary Mastery in MTS N 1 Banyumas

I recommended this 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.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Purwokerto, 13 June 2024

Supervisor,


Windharivati Dyah Kusumawanti, M.A., M.Pd.

NIDN. 2001049001

APPROVAL SHEET

APPROVAL SHEET

This thesis, entitled:

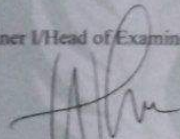
THE EFFECTIVENESS OF WORDUP APPLICATION ON GRADE VII STUDENTS' VOCABULARY MASTERY IN MTs N 1 BANYUMAS

written by Muhamad Riki (Student Number. 2017404018) English Education Study Program, Education Program, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto, was examined on July 1st, 2024 and declared qualified for achieving *Sarjana Pendidikan* (S.Pd.) Degree.

Purwokerto, July 5th, 2024

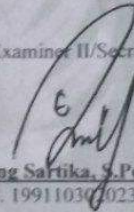
Approved by:

Examiner I/Head of Examiner/Supervisors



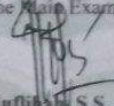
Windharivati Dyah K. M.A., M.Pd.
NIDN. 2001049001

Examiner II/Secretary



Endang Sartika, S.Pd.I., M.A.
NIP. 199110302023212040

The Main Examiner



Muflihah S.S., M.Pd.
NIP. 197209232003032001

Legalized by:

The Head of Education Department



Dr. Maria Lurah, M.Si.
NIP. 1986011452005012004

MOTTO

“Verily with every hardship comes ease.”

- Q.S Al-Insyirah verse 6



DEDICATION

*Dedicated to the Almighty, whose unwavering guidance and blessings have illuminated my path, and to my dearest parents (Mr. Rimun & Mrs. Katini) whose **ENDLESS** support and love have been my foundation in this pursuit.*



ACKNOWLEDGEMENT

Assalamu'alaikum Wr. Wb.

In the name of Allah, the most merciful and gracious, all praise be to Allah for granting me His blessings, mercy, and guidance to successfully complete this thesis titled "The Effectiveness of WordUp Application on Grade VII Students' Vocabulary Mastery in MTs N 1 Banyumas" Peace and blessings be upon our Prophet Muhammad SAW, who has illuminated our path with the truth and led us to the true essence of life.

I extend my deepest gratitude to the respected individuals whose steadfast support and mentorship have played a pivotal role in guiding me through this academic pursuit. Therefore, I wishes to extend heartfelt gratitude and appreciation to:

1. Prof. Dr. H. Fauzi, M.Ag., Dean of Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
2. Prof. Dr. Suparjo, M.A., as the 1st Vice Dean of the Faculty of Tarbiya and Teaching Training of UIN Prof. K.H. Saifuddin Zuhri Purwokerto
3. Dr. H. Nurfuadi, M.Pd.I., as the 2nd Vice Dean of the Faculty of Tarbiya and Teacher Training of UIN Prof. K.H. Saifuddin Zuhri Purwokerto
4. Prof. Dr. H. Subur, M.Ag., as the 3rd Vice Dean of the Faculty of Tarbiya and Teacher Training of UIN Prof. K.H. Saifuddin Zuhri Purwokerto
5. Dr. Maria Ulpah, M.Si., as Head of Tadris Department of the Faculty of Tarbiya and Teacher Training of UIN Prof. K.H. Saifuddin Zuhri Purwokerto
6. Abdal Chaqil Harimi, M.Pd.I., as the Secretary of Tadris Department in the Faculty of Tarbiya and Teacher Training of State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto.
7. Desi Wijayanti Ma'rufah, M.Pd., as the Coordinator of English Education Program of the Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
8. Windhariyati Dyah Kusumawanti, M.A., M.Pd., as my undergraduate thesis supervisor, for her dedication, constructive feedback, and invaluable guidance that significantly contributed to the completion of this thesis

9. All esteemed lecturers and staff members of State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto, for their invaluable contributions in imparting knowledge and cultivating a supportive academic atmosphere
10. My sincere gratitude to the esteemed School Headmaster, dedicated English Teacher (Mrs. Nur Hikmah Afiah, S.Pd.), and supportive Staff members of MTs N 1 Banyumas, whose gracious permission and facilitation enabled me to undertake and conduct my research with diligence and efficiency
11. My beloved late Grandmother, Almh. Mbah Kidem, whose unwavering belief in my abilities and relentless encouragement have been a source of inspiration. Her steadfast support and faith in my dreams have propelled me forward, instilling within me the determination to pursue and achieve my aspirations. May the Almighty (Allah SWT) bestow upon her the highest place in His dearest Jannah, as a testament to her kindness, love, and unwavering supports
12. My heartfelt gratitude to my beloved parents, Mr. Rimun and Mrs. Katini, for their immeasurable love, unwavering encouragement, and countless sacrifices, without which this milestone would have remained beyond reach. No combination of words from any language can adequately convey the depth of my blessings and gratitude for having both of you as guiding lights in my life
13. My two beloved brothers, Mas Riyan & Mas Ridho, whose unwavering support, encouragement, and inspiration have served as constant motivators throughout my academic journey, spurring me on to greater heights in my studies
14. All of my lovely relatives, whose support, prayers, and steadfast motivation have served as pillars of strength, guiding me with encouragement and determination throughout the journey of completing this thesis
15. My closest friends, Mas Karom, Mas Syakur, Sultan, Nabil, Deni, and Bahrul, your companionship has been an invaluable treasure over the past decade. I am deeply thankful for the time and camaraderie you've shared, enriching my life in countless ways. Your presence has been a source of strength, laughter, and unwavering support. Let us cherish this bond eternally and continue to strive for success together, as we navigate life's journey side by side

16. My cherished pen pal and distant confidant, Tofa Abdul Aziz, with whom I've shared a bond for numerous years, I extend my heartfelt gratitude. Thank you for your support and for graciously sharing invaluable stories, despite the physical and temporal distances that separate us. Your friendship transcends boundaries and enriches my life in ways I cannot fully express
17. My friends in ADIKSI UIN SAIZU, DEMA FTIK, HMJ TBI, UKM EASA, PMII Rayon Tarbiyah, Brain Academy by Ruang Guru, Bimbel AKSI, Bimbel Rumah Ilmu, Bimbel Seventh Education and various other organizations. It is through your kindness and opportunities that I have been able to participate, grow, and develop skills.
18. All of my friends in TBI A class of 2020, it has been a privilege to know each one of you, and I am grateful for the enriching experiences we have had together. Let us each pursue our paths to success with determination and purpose, knowing that we have each other's support along the way
19. To my own self, thank you for never giving up and for your endless hardwork

Their combined support, encouragement, and wisdom have played a crucial role in shaping this academic endeavor, and their contributions are profoundly valued and appreciated. Thank you

Wassalamu'alaikum Wr. Wb.

Purwokerto, 13th June 2024



Muhamad Riki

S.N. 2017404018

**THE EFFECTIVENESS OF WORDUP APPLICATION
ON GRADE VII STUDENTS' VOCABULARY MASTERY
IN MTs N 1 BANYUMAS**

MUHAMAD RIKI

S. N 2017404018

Abstract: Mastering vocabulary is essential for enhancing listening, speaking, reading, and writing skills, and the WordUp application facilitates this by offering authentic content and engaging visuals to address the common challenge of insufficient learning resources. This study aimed to investigate the effectiveness of WordUp application on grade VII students' vocabulary mastery in MTs N 1 Banyumas. This study utilized a quantitative approach. Data collection of this research involved administering pre-tests and post-tests in the form of multiple-choice assessments. The N Gain formula was employed to analyze potential disparities in mean scores between experimental and control groups. Before the research was conducted, both groups exhibited low pre-test scores, with mean scores of 62,2 and 55,5 for the experimental and control groups, respectively. However, after the research was conducted, the experimental group's post-test average score of 79.2 exceeded that of the control group, which scored 67. Therefore, the study showed that the use of WordUp application was effective in enhancing students' vocabulary mastery at MTs N 1 Banyumas.

Keywords: *Learning Media; Vocabulary Mastery; WordUp Application*

TABLE OF CONTENTS

STATEMENT OF ORIGINALITY	ii
OFFICIAL NOTE OF SUPERVISOR	iii
APPROVAL SHEET	iv
MOTTO	v
DEDICATION.....	vi
ACKNOWLEDGEMENT.....	vii
ABSTRACT.....	x
TABLE OF CONTENTS	xi
TABLE LIST.....	xiii
LIST OF APPENDICES	xiv
CHAPTER I INTRODUCTION	1
A. Background of the Study	1
B. Clarification of Key Terms.....	4
C. Research Question.....	5
D. Aims and Significances of the Study.....	5
E. Organization of the Paper	7
CHAPTER II LITERATURE REVIEW.....	8
A. Theoretical Framework.....	8
1. Vocabulary Mastery.....	8
2. WordUp Application.....	13
B. Previous Studies	19
C. Conceptual Framework.....	21
D. Research Hypothesis	22
CHAPTER III RESEARCH METHODOLOGY	23
A. Research Design	23
B. Research Site and Participants	25
C. Population and Sample.....	25
D. Variables of the Research.....	27
E. Data Collection Techniques.....	27
F. Data Analysis.....	37
CHAPTER VI FINDINGS AND DISCUSSION	39
A. Findings.....	39

1. Description of Data.....	39
2. Description of Treatment.....	42
3. Analysis of Data.....	50
B. Discussion.....	54
CHAPTER V CONCLUSION AND SUGGESTION	59
A. Conclusion.....	59
B. Limitation of the Study.....	60
C. Suggestion	60
REFERENCES.....	61
APPENDICES.....	67

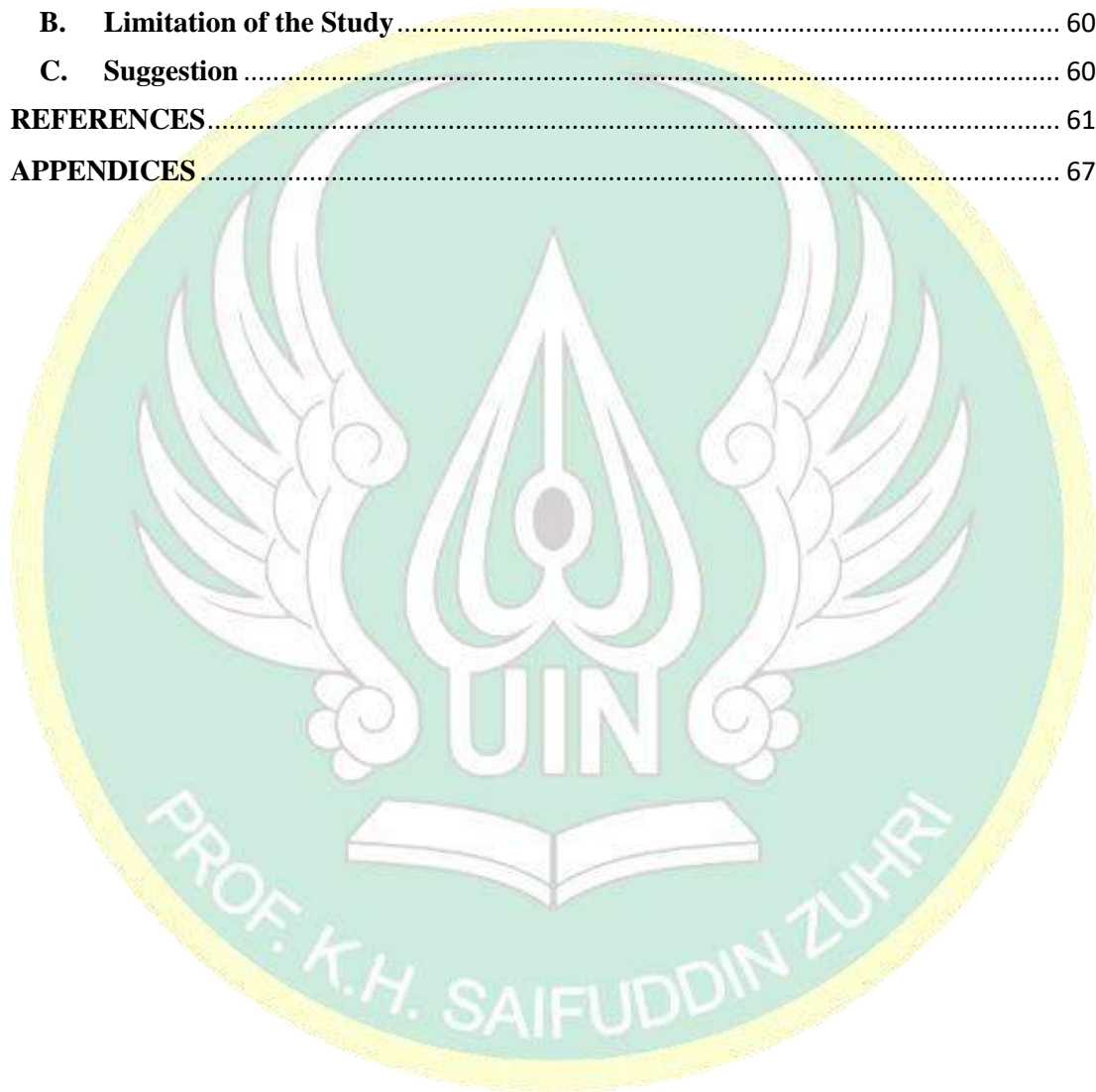


TABLE LIST

Table 3. 1 Research Population	26
Table 3. 2 Research Sample.....	27
Table 3. 3 Blueprint of the English Vocabulary Test.....	29
Table 3. 4 Validity Criteria	31
Table 3. 5 Interpretation of Validity Value	31
Table 3. 6 The Results of Validity Test for Questions of Pre Test.....	32
Table 3. 7 The Results of Validity Test for Questions of Post Test	33
Table 3. 8 Results of Reliability test for Pre test	36
Table 3. 9 Results of Reliability test for Post test.....	37
Table 3. 10 Gain Normality Value Classification.....	37
Table 4. 1 Scores of Pre-test and Post-test of Experimental Class	39
Table 4. 2 Score of Pre-test and Post-test of Control Class.....	41
Table 4. 3 The Score of N Gain of Experimental Class	50
Table 4. 4 The Score of N Gain of Control Class	52
Table 4. 5 Description of N Gain	53

LIST OF APPENDICES

- Appendix 1. Certificate of the research*
- Appendix 2. Validation Sheet*
- Appendix 3. Instrument of Pre Test before Validated by Expert Judgment*
- Appendix 4. Instrument of Post Test before Validated by Expert Judgment*
- Appendix 5. Instrument of Pre Test after Validated by Expert Judgment
(instrument before Pilot test)*
- Appendix 6. Instrument of Post Test after Validated by Expert Judgment
(instrument before Pilot test)*
- Appendix 7. Instrument of Pre Test after Pilot Test*
- Appendix 8. Instrument of Post Test after Pilot Test*
- Appendix 9. Students' Pre test and Post test Score in Experimental Class*
- Appendix 10. Students' Pre test and Post test Score in Control Class*
- Appendix 11. Sample of Students' Worksheet in Experimental Class*
- Appendix 12. Sample of Students' Worksheet in Control Class*
- Appendix 13. Description of Calculation Table of N Gain score*
- Appendix 14. Documentation of Teaching and Learning Process*
- Appendix 15. Teaching Module*

CHAPTER I

INTRODUCTION

This chapter describes the background of the study, clarification of key terms, research question, aims and significances of the research and organization of the research.

A. Background of the Study

Nowadays, English language becomes one of vital communication tool across the world. It plays major role in global communication and becomes an international language which is spoken by many people in many countries (Sofyan, 2021). They use English to discuss many sectors such as education, social, politics and etc. Therefore, acquiring English is essential for people especially to those who have intention to interact with people around the world. Hence, English becomes one of compulsory subject in schools from elementary to high school level (Taslim et al., 2019). Commonly, people will be able to use and master English through learning its skills first which include listening, speaking, reading and writing skill and other two elements of the language which are grammar and vocabulary. However, a language can be mastered if a learner masters its basic knowledge which is vocabulary (Lee et al., 2022). By having sufficient vocabulary, people will be easy to communicate effectively so that the vocabulary is an essential part of communication (As Sabiq & Sukirno, 2020).

However, in these days, many students still encounter several challenges in mastering vocabulary (Reskiawan et al., 2020). Many struggle with pronouncing words correctly, spelling them accurately, and grasping their meanings. Several factors contribute to these difficulties: firstly, discrepancies between written and spoken English; secondly, infrequent opportunities for English interaction and practice; thirdly, challenges in spelling words correctly and matching sounds to letters; fourthly, confusion caused by similar words

with different meanings; fifthly, mispronunciations due to dissimilarities between English and Indonesian phonetics; and sixthly, the limited availability of engaging and effective teaching media exacerbates these issues. The lack of media become one of most influencing factors for students in mastering vocabulary (Reskiawan et al., 2020). It is because students can not use learning media that can be used anywhere at anytime on their own. Most of the media that the students already had actually just being used in the classroom. Therefore, teacher need to provide more engaging and innovative teaching media such as WordUp application for the students.

The WordUp application is one of the media for learning vocabulary that the teacher can use in the classroom. This application is created in order to teach the students new and unusual English words through numerous authentic examples of spoken English for each words along with the suggestions which makes learning vocabulary more appealing (Nushi et al., 2021). This application provides fun and innovative way to learn vocabulary which will make students interested in vocabulary learning (Maenza & Gajić, 2020a). Furthermore, this application has several benefits that the learners can obtain. The first benefit is WordUp application provides real and up-to-date examples like movie scenes, clips, newspaper articles, and other engaging content. Subsequently, WordUp application uses computer-assisted corpus analysis to rank every word in the English language according to how valuable they are. This application concentrates on what matters most, each user makes the most of their learning time. Then, this application can determine which vocabulary is useful and necessary for the learners to learn and master automatically as what learners expect to learn. This application also has a feature to remind the learners to learn the vocabulary at particular time that the learners set as what they expect.

The researcher conducted preliminary research through a structured interview with an English teacher and three students of grade VII from three different classes at MTs N 1 Banyumas at 26 April 2024 . The results of the interview showed that most of the students in that class were not able to use

English as their main communication tool during the English lesson since they had lack of English vocabulary. Furthermore, the strategies and methods used in learning vocabulary were not quite various and even they did not try to learn vocabulary using mobile application such as WordUp application instead they used traditional strategies which was seemed as less effective and uninteresting way to learn vocabulary. Subsequently, the students did not use this application in advance for learning vocabulary although they had heard about the name. The students stated that they have ever seen this application on Google Play Store when they sought for English learning application. However, they did not try to use the application since there was no instruction from the teacher to use it. Subsequently, according to the interviews with the students, during the teaching and learning activities, they mentioned that the teacher consistently relied on traditional teaching materials, which they found less interesting. Therefore, after the researcher introduced WordUp application, the students showed their interest in using it as part of learning media to improve their English vocabulary mastery. Additionally, during the interview, the students expressed their desire to learn vocabulary through unconventional and innovative methods. In conclusion, teacher can provide more various strategies in learning and teaching process and using more technology such as WordUp application so that the students are expected to be more interested and have more precious opportunities for mastering vocabulary.

Prior studies have shown that using the WordUp program to improve vocabulary in English has a positive impact on students' learning. For the instance, the study that was conducted by Rodrigo in 2022 with the title "*WordUp Mobile Application In the English Vocabulary*", this study revealed the use of WordUp application improved the students' English vocabulary. Another prior study is a study that was conducted by Maenza and Gajic in 2020 with the title "*WordUp Mobile Application An Entertaining Form of Perfecting Your English Vocabulary*", this study showed that the WordUp application was effective to improve English vocabulary since this application was used as a digital dictionary by the students in school. However, some of these studies

were conducted in European countries at the university level rather than in junior high schools. Additionally, there is no previous research found regarding to the effectiveness of WordUp application at the seventh grade students' vocabulary mastery in MTs N 1 Banyumas. Thus, this research was intended to reveal whether the use of WordUp Application effective on student's vocabulary mastery at junior high school level. According to the previous points, this research will be carrying out a reseach entitled "The Effectiveness of WordUp Application on Grade VII Students' Vocabulary Mastery in MTs N 1 Banyumas".

B. Clarification of Key Terms

1. Vocabulary Mastery

Vocabulary can be defined as the words that must be understood in order to be able to speak effectively (Aminatun & Oktaviani, 2019). In a person's language, a vocabulary is a collection of well-known words. In addition, vocabulary is a component that supports every level of communication and comprehension in the target language (Nikolov, 2009). Hence, a vocabulary is a helpful and essential instrument for communication and knowledge mastery that is often grown with age (Agustin & Ayu, 2021). In order to be able to be a good English speaker, people need to acquire and master a lot of vocabularies. It implies that vocabulary has a significant impact on English language learners and serves as the foundation for effective spoken and written communication (Ambarwati & Mandasari, 2020). While, mastery refers to having in-depth knowledge of a subject, advanced skills, or proficiency in a specific activity (Taslim et al., 2019). Therefore, vocabulary mastery can be defined as the ability to manage, command, decide, and rule over vocabulary as a crucial and useful communication tool as well as the competence in using the familiar words to be able to communicate.

2. WordUp Application

WordUp is a sophisticated and amusing smartphone software for learning new English words and expanding one's vocabulary (Gajić &

Maenza, 2022). Users can install it as an application on their desktops, iPads, and cellphones. Both iOS and Android users can get this application. Moreover, this software has the benefit of allowing users to work online while saving all of their work in the application's cloud and functioning without an internet connection. The WordUp mobile application offers features that make it unique for use in classrooms (Maenza & Gajić, 2020b).

In order to provide students with the most amazing experience and pleasant word examples, one of the highlights of the application is its analysis of millions of programs, songs, Tv series, papers, and statements from famous individuals. Additionally, as this application's goal is to teach users how to use words in context, it demonstrates the definitions of words that users might really use. Furthermore, this application has lot of interesting and unique features to try. One of the features that makes this application interesting is called personalisation. This feature can detect which the level of the users in. After this application can create a personalised learning plan that focuses on the English level of the students, this application always ensures that the learners learn the most useful and necessary word based on the level they choose.

C. Research Question

This research is conducted to answer the following question: Is the use of WordUp application effective on grade VII students' vocabulary mastery in MTs N 1 Banyumas?

D. Aims and Significances of the Study

1. Aims of the Study

Based on the research question, the aim of this study is to investigate whether the use of WordUp Application has significant effect on grade VII students' vocabulary mastery in MTs N 1 Banyumas.

2. Significances of the Study

a. Theoretical Significance

There are two theoretical significances that can be obtained from this research. Here are the significances:

- 1) This research can contribute to enriching theories related to vocabulary learning, such as the effectiveness of using mobile applications in enhancing students' vocabulary mastery.
- 2) This study can contribute to the understanding of the effectiveness of digital applications in the context of learning, helping to test and strengthen theories related to the use of technology in language learning processes.

b. Practical Significance

There are three practical significances that can be obtained from this research, here are the significances:

1) For Researcher

This study will contribute towards meeting the criteria for obtaining a bachelor's degree. Additionally, it enhances the writer's proficiency in academic writing and conducting scientific research.

2) For Teacher

This study will provide English teacher additional insights into the WordUp Application, offering potential application within the educational context. Moreover, it has the potential to enhance the quality of English teaching, especially in leveraging technology for mastering English vocabulary.

3) For Other Researcher

This study serves as a valuable contribution among numerous researches examining the utilization of WordUp application for fostering discussions, offering diverse features that enhance student motivation in language learning. Additionally, it lays the groundwork for future investigations by scholars interested in mastering English vocabulary.

E. Organization of the Paper

In order to do a systemic research, a researcher needs to categorize the structure of the research. In general, a thesis research is divided into 3 parts which are the beginning part, the main part and the end.

The beginning part of this research consisted of cover page, title page, statement of originality, approval sheet, official note of supervisor, motto, dedication, preface, abstract, table of content, list of tables, list of pictures and list of appendices page. While the main part contained 5 chapters as follow:

Chapter I presented an introduction of the research. It included the background of the study, the operational definition, the research question, aim and significances of the research and structure of the research.

Chapter II presented literature review or relating theories about WordUpp Application and teaching vocabulary. It included theoretical description, previous relevant studies, the theoretical framework and the hypothesis.

Chapter III presented research methodology and it included type of the research, time and location of the research, population and sampe of the research, variable of the research, indicator of the research, techniques of data collection and techniques of data analysis.

Chapter IV discussed about the research findings and discussion to show how effective the WordUp Application was in vocabulary mastery.

Chapter V presented the conclusion of the research, implication of the research, limitation of the research and suggestion .

The end part of the research consisted bibliography, appendices and curriculum vitae of the researcher.

CHAPTER II

LITERATURE REVIEW

This section of the literature review thoroughly evaluates the theories employed as foundations for investigating the effect of WordUp Application on English vocabulary mastery among junior high school students. It encompasses an in-depth examination of scholarly works and research discoveries that collectively elucidate the theory of vocabulary mastery, as well as the pros, cons, and procedural aspects of utilizing the WordUp application in a school setting. Through an exploration of relevant literature, this segment aims to establish a robust and scientifically grounded understanding of the utilization of the WordUp Application as a tool for assisting junior high school students in mastering English vocabulary, specifically in MTs N 1 Banyumas.

A. Theoretical Framework

1. Vocabulary Mastery

a. Definition of Vocabulary

Vocabulary is the collection of commands about which the user is familiar and has practical experience, and it frequently grows over time as abilities increase (Thomas, 1998). Subsequently, vocabulary can be defined as a set of sounds or letter combinations that represent things and trigger a certain meaning (Bahang, 2022). Moreover, vocabulary also can be defined as a list of terms in the target language (Yanti, 2017). Additionally, the term of vocabulary may be defined as the words that have particular meaning. Furthermore, one of the components that supports every level of communication and comprehension in the target language is vocabulary and it implies that vocabulary serves as the foundation for effective spoken and written communication (Ambarwati & Mandasari, 2020). In conclusion, the definition of vocabulary is a set or group of words that can be used in

communication both written and spoken in order to deliver certain meaning that the speaker intends to deliver.

b. Definition of Vocabulary Mastery

Mastery refers to having in-depth knowledge of a subject, advanced skills, or proficiency in a specific activity (Taslim et al., 2019). Mastery also can be defined as the state or condition of possessing comprehensive knowledge or skill in a particular subject, activity, or field, typically achieved through extensive practice, experience, or study (Bahang, 2022). It implies a high level of proficiency and understanding, often characterized by the ability to perform tasks with ease and excellence. Thus, vocabulary mastery entails the skill to effectively utilize words in communication while comprehending the meanings of words or phrases in English (Hulu, 2022). To sum up, vocabulary mastery is the capacity to effectively manage, control, decide, and govern language as a vital and practical communication tool.

c. Types of Vocabulary

Vocabulary is categorized into two kinds which are receptive vocabulary and productive vocabulary (Alqahtani, 2015). Here are the definition of both kinds:

1) Receptive Vocabulary

Words that students can recognize and comprehend when they are spoken in context are referred to as receptive vocabulary. It is language that students recognize when they read a text or come across it, but they do not utilize it when they talk or write.

2) Productive Vocabulary

Words that learners can grasp, pronounce correctly, and use effectively in speaking and writing are known as productive vocabulary. It includes the elements required for receptive vocabulary as well as the capacity to speak or write at the proper

time. The students can create words to communicate their ideas to others. The productive vocabulary can be handled as an active activity.

d. Vocabulary Learning Strategies

A very broad definition of vocabulary learning strategies (VLS) is any action made by language learners to promote vocabulary learning in the target language (Tilfarlıoğlu & Bozgeyik, 2012). Subsequently, Vocabulary learning strategies are divided into two types. Here are the explanation of both types:

1) Discovery Strategies

The purpose of discovery strategies is to figure out or what new and unfamiliar words imply (Lee et al., 2022). In discovery strategies, there are more subdivided strategies. The first subdivided strategies is determination strategies. The determination strategies is a type of vocabulary learning strategy in which a learner guesses new and unfamiliar words' meaning in a particular context. Subsequently, the second subdivided strategies is called social strategies. The social strategies is defined as strategy in which a language learner asks other people about the meaning of new and unfamiliar words.

2) Consolidation Strategies

The aim of consolidation strategies in vocabulary learning is to make learners remember the words that are already taught or given (Lee et al., 2022). Furthermore, these strategies are subdivided into some strategies. Here are the explanations of the strategies:

a) Memory Strategy

In memory strategy, students are required to execute manipulative mental processing. This strategy includes mental linkages, imagery, physical responses, grouping and

classification, auditory representation, association, and elaboration (Farragher, 2004). In addition, this strategy is used to relate previously acquired knowledge of learners to new words that they learn (Noprianto & Purnawarman, 2019). Subsequently, this strategy can help learners to store and acquire new knowledge by doing includes activities such as associating a small part of information to another, utilizing imagery to understand new words and using new words context (Putri & Wahyuni, 2019).

b) Cognitive Strategy

Cognitive strategy is a strategy in which the learners do repetition of new and unfamiliar words and understanding the meaning of the words by writing new words or saying them silently or aloud using cards of words or creating word list (Noprianto & Purnawarman, 2019). Furthermore, this strategy also includes activities such as practicing, summarizing, sending messages and highlighting. Students who use more cognitive strategy when acquiring vocabulary also demonstrate higher levels of self-regulation in their learning (Banisaeid, 2010).

c) Metacognitive Strategy

The metacognitive strategy is a strategy in which the learners do self regulate their own vocabulary learning. The learners control their vocabulary assessment and evaluation as well as their vocabulary improvement by using tools such as vocabulary test (Noprianto & Purnawarman, 2019). Metacognitive strategy for English vocabulary mastery include raising general awareness, strengthening self-knowledge and regulating skills, and creating learning contexts that encourage metacognitive building and application (Schraw, 2001). Furthermore, the learners can

understand new words on their own by centering, arranging, planning and evaluating.

d) Social Strategy

Social strategy in mastering English vocabulary pertains to methods that incorporate social interactions or learning from peers to enhance one's vocabulary skills. These methods encompass actions like mimicking others when uncertain, aligning with the majority, or observing and emulating those who excel (Laland, 2004). In addition, there are three activities in this strategy which are asking questions, cooperating with others and empathizing with others (Noprianto & Purnawarman, 2019).

e. **Vocabulary Assessment**

Assessment is a method employed by educators to gather information about the outcomes of the learning process, aiming to ascertain the depth of students' comprehension (Panjaitan et al., 2021). The vocabulary assessment strategy involves creating questions for testing vocabulary knowledge and assessing student performance in vocabulary exams (Pearson et al., 2007). Subsequently, assessing vocabulary entails examining learners' comprehension of substantive words, assessing their capacity to grasp and apply vocabulary in broader contexts, and utilizing a collection of content words for analysis (Read, 2012). There are some types of assessments that can be used in order to measure someone's vocabulary mastery (Tampubolon et al., 2022). Below are a few examples of such assessments:

1) Written Test

The first type is the most common one. A written test in vocabulary teaching refers to an assessment method used to evaluate students' understanding and retention of vocabulary knowledge (Pearson et al., 2007). It involves testing students on their ability to recognize,

recall, and use words in written form, assessing their language skills and proficiency. These tests can include various question formats like short-answer, long-answer, multiple-choice, and true-false questions to measure vocabulary acquisition and application. The goal of such tests is to assess students' vocabulary knowledge, comprehension, and ability to use words effectively in written communication. By using this type of assessment, teachers are able to determine how many vocabularies their students have and how skillful the students are in constructing sentences.

2) Listening and memorizing the word

Listening is the ability to recognize verbal information and offer appropriate remarks while memorization is a technique of inserting something to memory. Memorization is typically a conscious cognitive process used to store information in memory for later retrieval. Examples of such information include lists, names, appointments, addresses, phone numbers, stories, poems, images, maps, diagrams, facts, tracks, and various visual, aural, or tactical statistics. Students in college may be more inventive and vibrant while using this method.

3) Communication/conversation

The exchange of questions and responses between two people is called a conversation which is almost the same as methods for asking and responding. Using this method, students are expected to actively converse with their co-stars, which will increase their vocabulary and let the instructor to evaluate their skill.

2. WordUp Application

a. Definition of WordUp Application

WordUp is a unique and entertaining smartphone application for learning new English words and boosting vocabulary (Gajić & Maenza, 2022). In addition, the WordUp is a vocabulary builder that teaches English words through exciting methods from thousands of

movies, songs, famous quotes, and more, as opposed to merely dry text descriptions (Disalva & Mary, 2020). It is a groundbreaking smartphone application for learning new English words and enhancing vocabulary (Maenza & Gajić, 2020b). There are more than twenty thousand words in this mobile application which can support students to learn new useful English vocabulary for daily activity.

What makes WordUp special and distinguished is that the words included in it are categorized into 25 groups of one thousand words, ranked from the most useful and frequently used to the most unfrequently used ones. This specialty will help students to learn from the very beginning to the most advanced ones easily. Subsequently, once the students begin studying a term, an entry from a dictionary that includes the meaning, pronunciation, function, first language (L1) equivalency, and a few examples appears. Furthermore, This application has a long collection of real-world examples that are located through the use of artificial intelligence and search engines. This list appears following the dictionary item, and users can search through and add quotes, TV show, movie, and news program snippets, as well as songs, to these lists. This long collection of real-world examples will encourage students to participate in the vocabulary-building process and provide them with opportunities to enjoy picking up new vocabulary while they read, watch, or listen to engaging texts and other media.

b. How to Use WordUp

Before using this application, there are steps the learners need to do in signing up and using this application (Gajić & Maenza, 2022).

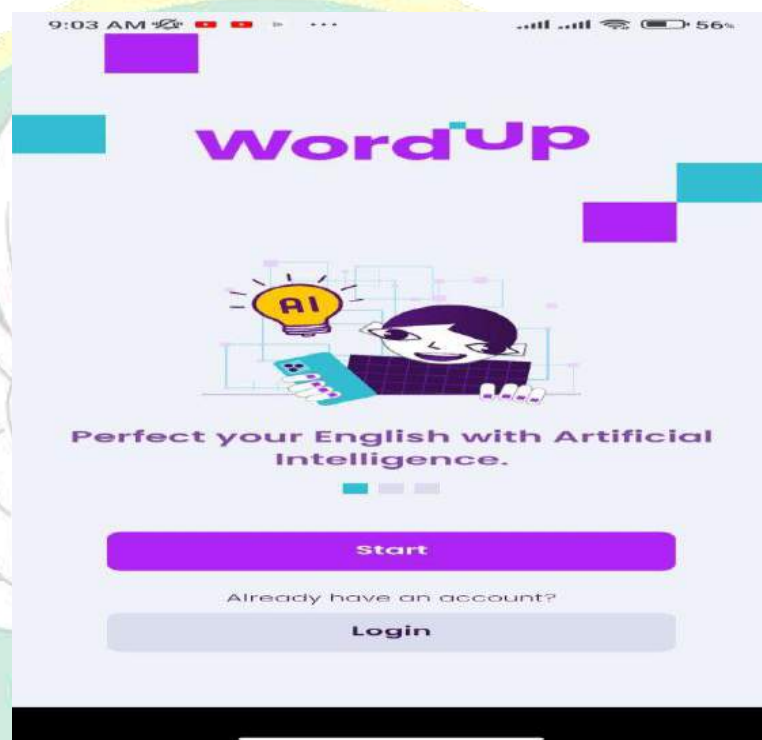
The steps to sign up and use are as follow:

1. Steps for Signing Up

To begin the process of signing up for the WordUp application, here are the steps:

- a) Before using WordUp application, the students need to download the application first through its website at <https://www.wordupapplication.com/> and select the type of device that the WordUp will be downloaded in. It can be used for android, IOS or Windows system.

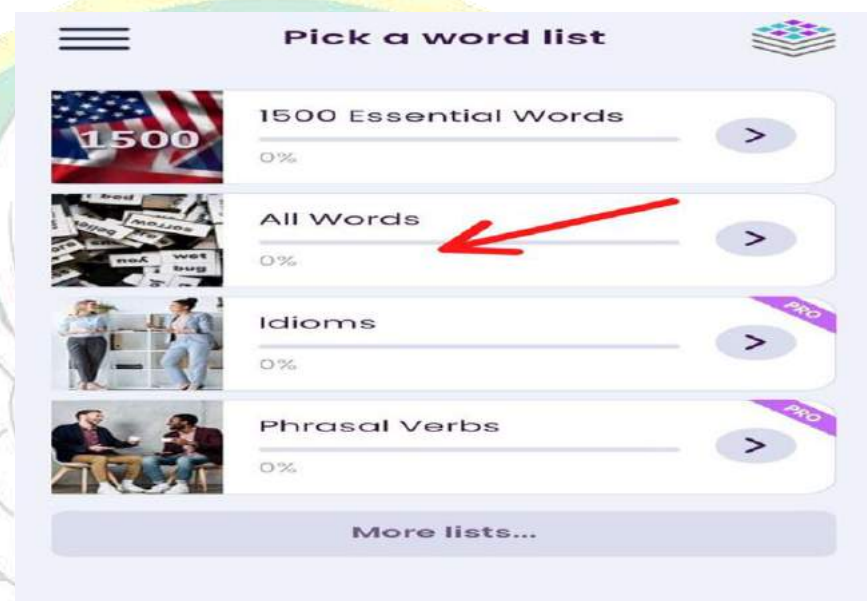
Figure 2.1. Front View of the WordUp Application



- b) As what presented in figure 2.1, After the application is downloaded, students will be directed to its front page. Students may sign up first by clicking “Let’s get started” button or if students have an account they can click the “Log in” button directly.
- c) Once students click “Get Started” button, the students will see two options and they have to choose whether English is their native language or it is their secondary language. After that, the students have to choose the preference accent that they want to listen and use whether it is American English or British English. In the next slide, the students have to determine the

purpose of learning English and it will determine the vocabulary they need to learn. Then the students have to choose their level of proficiency and if they feel hesitated they can do the 3 minutes test to measure it. The students can use their email address to sign up.

Figure 2.2 The Vocabulary Parts



- d) After that, students may open the application and do the vocabulary exercises that provided by the application.
- e) Finally, the students are already set to learn new English vocabularies.

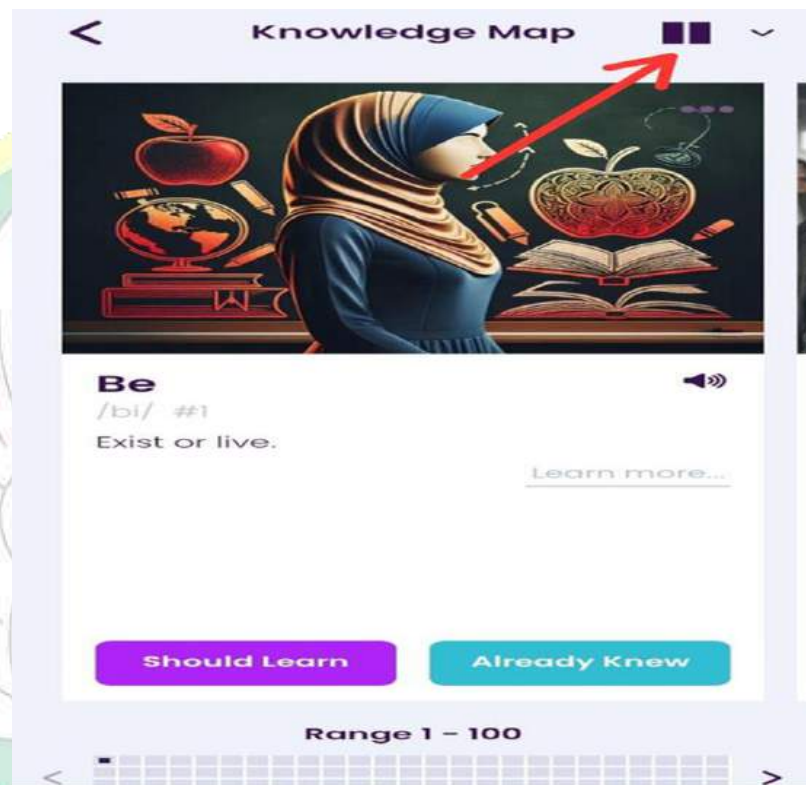
2. Steps in Using the Application

To begin the process of using this application, the learners must follow these steps:

- a) First, users select their preferred accent, approximate language proficiency level, and age. This helps personalize the learning experience.
- b) Next, users take a placement test. This test assesses their vocabulary knowledge and suggests where they stand on a list of twenty-five thousand words.

- c) After the placement test, users take a similar test every day. These daily tests help users discover new words from a set of one thousand words suitable for their level.

Figure 2.2 Knowledge Map Part



- d) During the learning phase, users encounter three options:
- 1) They can affirm that they know the word.
 - 2) They can confirm that they do not know the word and want to learn it.
 - 3) They can request the program to test them if they are unsure about the word's meaning.
- e) Once users become familiar with the application, WordUp prompts them to define a term the next day after practicing it in various contexts.
- f) Users are asked to recall the word after three days, a week, a month, three months, and a year, assuming they respond correctly.

- g) If users correctly recall the word, the process of reminding them will restart. However, if users mispronounce a word during the exercise, the reminder process resets.

c. Advantages and Disadvantages of WordUp Application

This application has several advantages and disadvantages, below are some of them:

1) The Advantages

This application has several advantages that can be beneficial for its users (Nushi et al., 2021). Here are some advantages of WordUp Application that they need to know for better understanding:

- a) The WordUp application offers concrete and current examples such as film parts, clips, newspaper and other fascinating content.
- b) The WordUp application uses computer-assisted corpus analysis to rank every word in the English language according to how valuable they are. This application concentrates on what matters most, each user makes the most of their learning time.
- c) This application can serve as a learning tool to make your time be more productive with its entertaining features and fun activity.
- d) This application can determine which vocabulary is useful and necessary for the learners to learn and master automatically as what learners expect to learn.
- e) The WordUp application can help the learners manage the directions of learning and acquiring new words in the most efficient way.
- f) The WordUp application can help the teachers in assessing their students' English proficiency.
- g) This application is designed to follow the learners' lives as well as supporting and motivating the learners.

- h) This application has a feature to remind the learners to learn the vocabulary at particular time that the learners set as what they expect.

2) The Disadvantages

WordUp application also has several disadvantages even though the benefits are prominent (Nushi et al., 2021). Here are some of the advantages that the users may experience.

- a) WordUp provides the students with the definitions of the new terms. The L1 equivalents, on the other hand, do not seem to be appropriate for learners with varying degrees of language skill because they appear to have been lifted from web dictionaries.
- b) Furthermore, some words have many parts of speech, and this software typically does not give users the L1 equivalents for multiple parts of speech. The similar issue arises when words have distinct meanings. Additionally, WordUp lists idioms that employ the words but does not provide an L1 equivalent for them.
- c) Certain quotations contain words that are difficult to understand outside of their original context. In addition, several quotations appear to be dependent clauses with the remainder of the utterance missing, which makes it challenging for students to interpret the examples.

B. Previous Studies

For the reference sources, the researcher already reviewed some previous studies that have been conducted previously, they are as follow:

Firstly, the researcher reviewed an undergraduate thesis written by Marlon Rodrigo Recalde Jumboi (2022) with the title “*WordUp Mobile Application In the English Vocabulary*”. This research aimed to describe how WordUp Mobile application improves the learning process of English vocabulary. This research used quantitative research method. Subsequently, the research showed that the WordUp mobile application

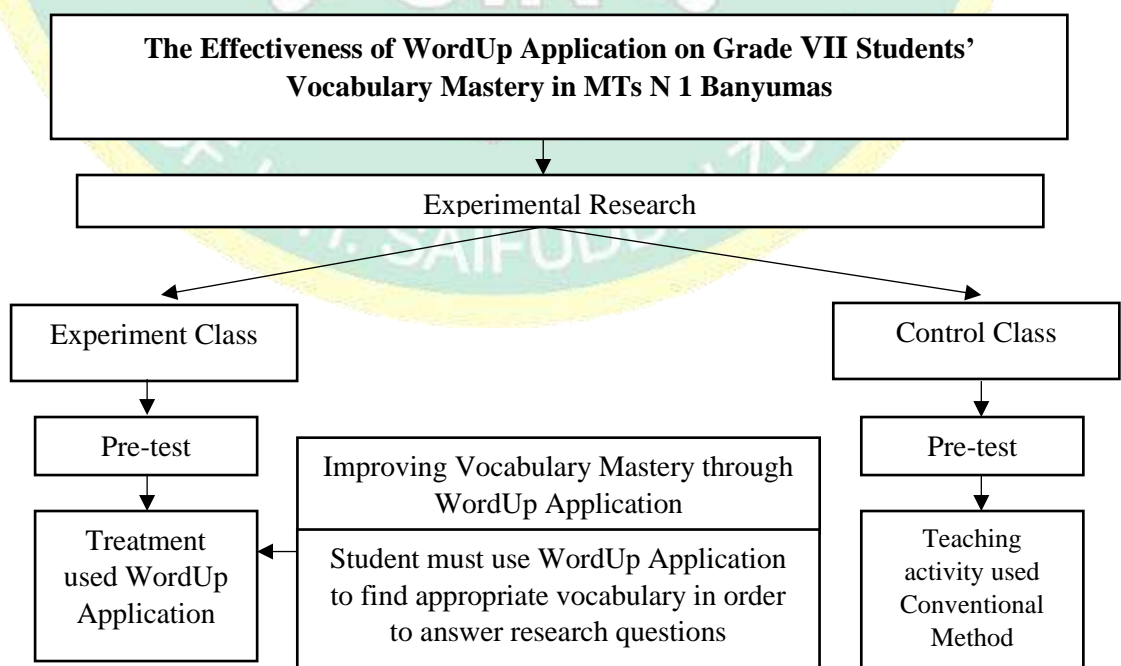
improved students' English vocabulary. In this regard, there are relationship and difference in the concept of this research to this current research concept. The relationship of this research to the current research is that the research had similar aims in which examined the use of WordUp mobile application for enriching students' vocabulary mastery. Furthermore, the difference between this research to the current research is that the research had a purpose to describe how WordUp mobile application could improve learning process of the English vocabulary and focused only in the learning process in general and it was conducted in junior high school level. Meanwhile, this current research focused in experimenting the WordUp application in mastering English vocabularies which has a purpose to seek for the effectiveness of the application in the mastering process in particular at the senior high school level.

Secondly, the researcher reviewed a journal article written by Neda Maenza and Tijana Gajic (2020) with the title "*WordUp Mobile Application An Entertaining Form of Perfecting Your English Vocabulary*". This study aimed to examine students' views on the usefulness of the application. This study used qualitative research method. An important finding of this study is that WordUp is quite often used instead of dictionary. This application is suitable for all people willing to improve their English vocabulary in a flexible and dynamic way. In this regard, there are relationship and difference to this current research. The relationship to this current research is that the research examined the usefulness of the WordUp Mobile application based on enhancing English vocabulary. Meanwhile, the difference is the study examined the use of the application in university level and not in high school level. It is contrast to this current study concept in which this study was conducted in order to reveal the effectiveness of the application in improving English vocabulary to the high school students especially to those who study in an Islamic school.

Thirdly, the researcher reviewed an article written by Musa Nushi, Alireza Aghaei and Maryam Roshanbin (2021) with the title “*WordUp: An App that Teaches English Words through Extensive Exposure to Authentic Materials*”. This research aimed to review the use of WordUp Application that can help learners to learn new English words through numerous authentic examples. Subsequently, qualitative research method was employed in this study. The result showed that the WordUp Application is recommended for the learners above level A1 who wish to learn the appropriate application of the learned material through authentic input. In this regard, there are relationship and difference to this current research. The relationship is that the research also explored the use of WordUp Application in English teaching and learning activities. Whereas, the difference is that the research did not explore more about how this application technically help students acquire the foreign and new English vocabulary in which it is quite contrast to the this current study.

C. Conceptual Framework

In order to understand the flow of the research. The researcher provided conceptual framework. This framework explained the brief stages for conducting the research. Here is the framework and its explanation:



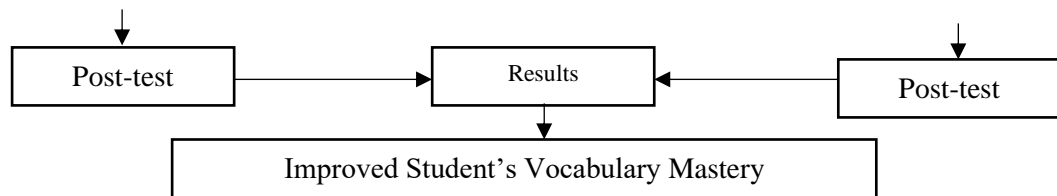


Figure 2.1 Conceptual Framework of the Research

The flow started by determining which class considered to be an experiment class and a control class. Subsequently, both classes were given some similar pre-tests to gain the initial data. After having the data, the experiment class was given treatment during the class by using WordUp application while for the control class was not given particular treatment. When the experiment class was given treatment, the students in that class had to use WordUp Application to find appropriate vocabulary in order to answer research questions. After the learning and teaching activities ended, both classes were given post test to analyze whether the class that was given special treatment gained significant improvement and to investigate whether the application was effective.

D. Research Hypothesis

This research used hypothesis that concerned about the effectiveness of using WordUp application on Grade VII students' Vocabulary mastery in MTs N 1 Banyumas. The hypothesis were as follow:

- H_0 : Null hypothesis, there was no significant effect of using WordUp Application on Grade VII students' vocabulary mastery in MTs N 1 Banyumas.
- H_1 : Alternative hypothesis, there was significant effect of using WordUp Application on Grade VII students' vocabulary mastery in MTs N 1 Banyumas.

CHAPTER III

RESEARCH METHODOLOGY

This chapter outlines the procedure for conducting research. It consists of research design, research site and participants, population and sample, variable and indicators of the research, data collection techniques, and data analysis.

A. Research Design

This research employed quantitative approach. The quantitative approach is a research that uses numerical data and statistical analysis (Rukminingsih et al., 2020). The goal of quantitative approach is to evaluate hypothesized correlations between variables; nomothetic approaches are utilized less frequently while idiographic approaches are more common (Dźwigoł, 2021). Subsequently, the type of this research was experimental research. The experimental research can be defined as a method used to find the effect of certain treatments on others under controlled conditions (Sugiyono, 2015). The design used in this research was Pretest-Posttest Control Group Design. In this design, two groups were selected randomly, then given a pretest to determine the initial conditions if there were any differences between the experimental group and the control group. In addition, here is the Pretest-Posttest Control Group Design scheme (Flannelly et al., 2018):



Figure 3.1 Pretest-posttest control group design

Description:

R: Random sampling

X: Treatment in the experimental class

O₁: Pretest

O₂: Posttest

To begin a pretest-posttest control group design, the researcher started by randomly assigning participants into two groups: the experimental group and the control group. Randomization helped ensure that any differences observed between the groups could be attributed to the intervention rather than pre-existing characteristics (Jolicoeur, 1999).

Subsequently, in this research, the duration of this research was 3 weeks. The first week was used to administer pretest and first treatment, the second week was used to do the treatment and the third week was used to administer the third treatment and the posttest. Therefore, the treatment was conducted 3 times in 3 weeks. The material that was used during the treatment was School Activities.

In the experimental class, the students were taught using WordUp application. They were required to install it on their devices and used it as a media to understand the vocabulary of the material that was being discussed. The researcher created 3 lesson plans for 3 meetings in this experimental class. Meanwhile, in the control class, the students were taught using another teaching media. The material that was taught in this class remained similar which was School Activities.

Before any intervention was introduced, a pretest was conducted to measure baseline characteristics and assess any initial differences between the experimental and control groups. This pretest served as a baseline measurement against which post-intervention outcomes could be compared (Sharma, 2017). By identifying and accounting for any initial disparities between the groups, the researcher could more accurately evaluate the impact of the intervention.

Following the pretest, the experimental group received the designated intervention or treatment, while the control group received no intervention. This ensured that any differences in outcomes between the groups could be attributed to the intervention itself rather than external factors.

After the intervention period, a posttest was administered to both the experimental and control groups to measure the outcomes of interest. This posttest provided data on the effects of the intervention and allowed the researcher to assess any changes or improvements in the experimental group compared to the control group.

Finally, data analysis was conducted to compare the posttest scores of the experimental group with those of the control group. By analyzing the differences in outcomes between the two groups, the researcher can determine the final result of the test.

B. Research Site and Participants

This research was conducted in MTs N 1 Banyumas. According to the interview with English teacher for grade VII classes in preliminary research and based on the scores of the English examination that the students had, it was evident that the students in the eleventh grade class exhibited insufficient vocabulary. In the results of the test, the students tended to use similar vocabulary continuously and they did not develop or use other vocabularies. Therefore, it was important to conduct this study in order to help the students to improve their comprehension of English vocabulary. The school was located at Jl. Jend. Sudirman No. 791 Purwokerto, Banyumas, Jawa Tengah. The time of this research was in May in academic year of 2023/2024.

C. Population and Sample

1. Population of Research

The term "population" refers to the category of things or subjects that researchers choose to study in order to draw generalizations about and from which they might make decisions (Sugiyono, 2015). Furthermore, population can be defined as a collection of entities or observations about whom data is sought (Jolicoeur, 1999). In this research, the researcher chose students randomly from the seventh grade classes at MTs N 1 Banyumas from VII A class to VII J class.

Table 3. 1 Research Population

No	Class	Number of Students
1.	VII A Class	32
2.	VII B Class	35
3.	VII C Class	35
4.	VII D Class	32
5.	VII E Class	36
6.	VII F Class	35
7.	VII G Class	35
8.	VII H Class	34
9.	VII I Class	34
10.	VII J Class	34
Total number of students		343

According to the table 3.1, the number of population in this research were 343 students. The population were the students in VII A class to VII J class at MTs N 1 Banyumas. Subsequently, VII B class was chosen as the experimental class and VII E class was chosen as the control class.

2. Sample of Research

The sample is part of the number and characteristics possessed by the population (Sugiyono, 2015). In this research, the sampling technique that employed was probability sampling technique. Probability sampling is any sampling scheme in which the probability of choosing each individual is the same (Sharma, 2017). This is also called random sampling. Subsequently, the method used was simple random sampling. In this technique, each member of the population has an equal chance of being selected as subject. The entire process of sampling is done in a single step with each subject selected independently of the other members of the population. The sample is chosen randomly in order to provide equal chances for the subjects of the population to be able to participate in the research. Furthermore, the process of selecting samples begins with writing the names of classes on small pieces of paper, which are then rolled and placed into a bottle. The bottle is then shaken, and two pieces of paper are drawn. The first class name drawn is designated as the experimental group, while the

subsequent class name drawn is designated as the control group. According to the research, there were two classes for the sample in this research. Those classes were VII B Class as the experimental class and VII E Class as the control class.

Table 3. 2 Research Sample

No	Class	Number of Students
1.	VII B Class	35
2.	VII E Class	36
Total number of students		71

D. Variables of the Research

A research variable is a quality, characteristic, or value that pertains to a person, thing, or activity that has specific variations decided upon by the researcher to be investigated and subsequently conclusions derived (Sugiyono, 2015). In this research, there were two variables examined which were independent variable and dependent variable. According to the relationship between a variable to another variable, there are two kinds of variable as follow:

1. Independent Variable

Independent variable is a factor that affects, contributes to, or results in the development of the dependent variable (Sugiyono, 2015). Therefore, the independent variable in this research was WordUp application.

2. Dependent Variable

The variable that is impacted by or is the outcome of the independent factors is known as the dependent variable (Sugiyono, 2015). Therefore, the dependent variable in this research was students' vocabulary mastery.

E. Data Collection Techniques

In order to obtain essential data for this research, the researcher employed a data collection technique. This technique assisted the researcher to

collect, test, and analyze the data gained. Here is the explanation of data collection technique:

1. Test

A test is a tool or technique used to discover or measure anything in the environment in accordance with the existing laws and regulations (Suharman, 2018). The test used was multiple choice test which was given to each of the classes at the beginning of the research (pre test) and at the end of the research (post test). The questions were adapted from English textbook for the seventh grade classes that were provided by the school and most specifically from the materials and questions in exercises that have not been done and learned in the class previously. This method was used in order to measure the vocabulary mastery of the grade seventh students in MTs N 1 Banyumas.

The data of this research were collected by administering test to the students. In this case, the test has two kinds as follows:

a. Pretest

Pretest is the initial assessment given to all participants before any intervention or treatment is applied (Huck & McLean, 1975). The purpose of the pretest is to measure the participants' baseline levels of the outcome variable that the intervention aims to affect. In this research, the test used was multiple choice test. Furthermore, the questions in the test were related to the life at school material. At the initial meeting, students took a pretest to assess their English vocabulary proficiency before utilizing the WordUp application in the experimental class. Additionally, students in the control class also took a pre-test as well.

b. Posttest

Posttest is an assessment that occurs after the intervention or treatment has been administered (Huck & McLean, 1975). The post-tests were administered in both the control and experimental classes. The post-test in the experimental class aimed to collect data on students'

vocabulary proficiency following their use of the WordUp application. Subsequently, in this research, the test used was multiple choice test. Furthermore, the questions in the test were related to the life at school material. The question level and format remained consistent with the pre-test to ensure accurate measurement of students' vocabulary mastery.

In order to determine the questions for the pretest and posttest, the researcher adapted the questions from the English book called Bupena of the seventh grade. Subsequently, the researcher created indicators for the questions of the test in order to measure the results of the test effectively. The indicators were developed from the theory of the aspects of vocabulary proposed by Harmer (2003) which were essential for students to grasp in order to improve their vocabulary mastery. The aspects of vocabulary that the students had to master in order to improve their vocabulary mastery were words meaning, words use, words combination and words grammar (Harmer, 2003).

Before being validated, the total questions that were created by the researcher were 30 questions. The topic of those questions were related to the material of life at school which was learned by the seventh grade students at the time when the research was conducted.

In this research, certain criteria were typically utilized to assess vocabulary proficiency, including meaning, form, and use. The details of these criteria for both the pretest and posttest were outlined in the following table:

Table 3. 3 Blueprint of the English Vocabulary Test

Indicators for vocabulary mastery	Try Out		Total
	Pre test	Post test	
The students are able to understand the meaning of	1,2,3,4,5	1,2,3,4,5	

adjective for the life school topic.			
The students are able to understand the meaning of noun for the life school topic.	6,7,8,9,10	6,7,8,9,10	30
The students are able to understand the meaning of verb for the life school topic	11,12,13,14,15	11,12,13,14,15	
The students are able to understand the compound noun for the life school topic	16,17,18,19,20	16,17,18,19,20	30
The students are able to understand the compound adjective for the life school topic	21,22,23,24,25	21,22,23,24,25	
The students are able to understand the compound verb for the life school topic	26,27,28,29,30	26,2,28,29,30	
Total	30	30	60

While for the instrument testing, the researcher used validity test and reliability to measure whether the test used was valid and reliable. Here are the explanations:

a. Instrument Testing

When the research instrument will be used, it must be tested first in advance. The test aimed to reveal whether the instrument was valid and reliable or not. In this research, the tests used were pre test and post test which aimed to measure the effectiveness of wordup application in teaching vocabulary.

1) Validity Test

The validity test is a test which aims to measure whether the research instrument is valid or not (Sugiyono, 2015). Subsequently, validity also can be defined as the extent to which a concept is precisely measured in a quantitative research (Heale & Twycross, 2015). In this research, the validity test used was content validity. The aim of the content validity test is to determine the degree of validity of an instrument to assess the precision between the data on the actual object which is the lesson material and the data that the researcher make which is the content of the instrument (Sugiharni, 2018). The researcher used SPSS version 21 to test the instrument which contained of 30 questions and they were tested to other class outside of experiment and control class. The criteria of the content validation test was as follows:

Table 3. 4 Validity Criteria

Sig. Value	Interpretation
Sig. Value < 0,05	Valid
Sig. Value > 0,05	Invalid

The table 3.4 consists of the validity criteria. If the sig value of the question is less than 0,05 then the question is considered valid. However if the sig value of the question is more than 0,05 then the question is considered invalid.

Table 3. 5 Interpretation of Validity Value

Value	Interpretation
0,800 – 1,00	Very High
0,600 – 0,799	High
0,400 – 0,599	Sufficient
0,200 – 0,399	Low
0,000 – 0,199	Very Low

The table 3.4 consists of the interpretation of validity value. If the value of the question is between 0,800-1,00 then the question is considered very high. Subsequently, if the value of the question

is in between 0,600 – 0,799 then the interpretation of this question is high. Then, if the value of the question is in between 0,400 – 0,599 then the interpretation of this question is sufficient. However if the value of the question is in between 0,200 – 0,399 then the interpretation value is low and if the question's value in between 0,000 – 0,199 then then the question is considered very low and it can not be used as intruments for the research.

Table 3. 6 The Results of Validity Test for Questions of Pre Test

Question	Pearson Cor.	Sig. Value	Conclusion	Interpretation
Number 1	0,380	0,29	INVALID	VERY LOW
Number 2	0,623	0,000	VALID	HIGH
Number 3	0,485	0,004	VALID	SUFFICIENT
Number 4	a	a	INVALID	VERY LOW
Number 5	0,452	0,008	VALID	SUFFICIENT
Number 6	a	a	INVALID	VERY LOW
Number 7	0,344	0,050	VALID	LOW
Number 8	a	a	INVALID	VERY LOW
Number 9	a	a	INVALID	VERY LOW
Number 10	0,344	0,050	VALID	LOW
Number 11	a	a	INVALID	VERY LOW
Number 12	a	a	INVALID	VERY LOW
Number 13	a	a	INVALID	VERY LOW
Number 14	a	a	INVALID	VERY LOW
Number 15	a	a	INVALID	VERY LOW
Number 16	0,626	0,000	VALID	HIGH
Number 17	0,681	0,000	VALID	HIGH
Number 18	0,425	0,014	VALID	LOW
Number 19	0,651	0,000	VALID	HIGH

Number 20	0,692	0,000	VALID	HIGH
Number 21	0,396	0,023	VALID	LOW
Number 22	0,495	0,003	VALID	SUFFICIENT
Number 23	0,567	0,001	VALID	SUFFICIENT
Number 24	0,351	0,054	INVALID	VERY LOW
Number 25	0,106	0,556	INVALID	VERY LOW
Number 26	0,204	0,256	INVALID	VERY LOW
Number 27	0,151	0,401	INVALID	VERY LOW
Number 28	0,123	0,495	INVALID	VERY LOW
Number 29	-0,061	0,735	INVALID	VERY LOW
Number 30	0,372	0,033	VALID	LOW

According to the results of validity test for item validity of pre test showed in table 3.6, it was found that from 30 questions tested, there were only 14 questions were considered valid. Those questions were number 2,3,5,7,10,16,17,18,19,20,21,22,23,30. Therefore the researcher used the 14 questions that were considered valid to make pre-test for experimental and control class.

Table 3. 7 The Results of Validity Test for Questions of Post Test

Question	Pearson Cor.	Sig. Value	Conclusion	Inter-pretation
Number 1	0,5	0,03	VALID	SUFFICIENT
Number 2	0,483	0,04	VALID	SUFFICIENT
Number 3	0,439	0,011	VALID	SUFFICIENT
Number 4	0,515	0,002	VALID	SUFFICIENT
Number 5	0,364	0,037	VALID	LOW
Number 6	b	b	INVALID	VERY LOW
Number 7	0,165	0,357	INVALID	VERY LOW

Number 8	0,421	0,15	INVALID	VERY LOW
Number 9	0,273	0,124	INVALID	VERY LOW
Number 10	b	b	INVALID	VERY LOW
Number 11	0,363	0,38	INVALID	VERY LOW
Number 12	0,323	0,67	INVALID	VERY LOW
Number 13	0,152	0,399	INVALID	VERY LOW
Number 14	0,509	0,003	VALID	SUFFICIENT
Number 15	0,187	0,296	INVALID	VERY LOW
Number 16	0,404	0,2	INVALID	VERY LOW
Number 17	0,687	0	VALID	VERY HIGH
Number 18	0,245	0,169	INVALID	VERY LOW
Number 19	0,78	0,665	INVALID	VERY LOW
Number 20	0,265	0,136	INVALID	VERY LOW
Number 21	0,462	0,007	VALID	SUFFICIENT
Number 22	0,35	0,846	INVALID	VERY LOW
Number 23	0,386	0,026	VALID	LOW
Number 24	0,525	0,002	VALID	SUFFICIENT
Number 25	0,462	0,007	VALID	SUFFICIENT
Number 26	0,486	0,004	VALID	SUFFICIENT
Number 27	0,509	0,003	VALID	SUFFICIENT
Number 28	0,37	0,839	INVALID	VERY LOW
Number 29	0,483	0,04	VALID	SUFFICIENT
Number 30	0,451	0,009	VALID	LOW

On the other hand, based on the validity test results of the post-test in table 3.7, it was discovered that out of the 30 questions assessed, only 15 were deemed valid. These questions included numbers 1, 2, 3, 4, 5, 14, 17, 21, 23, 24, 25, 26, 27, 29 and 30. Consequently, the researcher utilized these 15 questions to create the post-test for both the experimental and control groups.

2) Scoring Procedure

This study established the procedure employed to score the students' work. The maximum score attainable is 100. The scores for both the pre-test and post-test were determined using the subsequent formula which was adjusted to the numbers of question in both pre test and post test:

a) Scoring for Pre test

$$S = r \times 7 + 2 = 100$$

S : Score of the test

r : total of the right answer

Since the total valid questions for the pre-test were 14 questions, the researcher adjusted the way of scoring. Based on the scoring procedure above, S stands for the score and r stands for the total of the right answers. If the students answer the 14 questions correctly, then the total answers are multiplied by 7, which equals 98, and then added by 2, so the total score is 100.

b) Scoring for Post test

$$S = r \times 6 + 10 = 100$$

S : Score of the test

r : total of the right answer

Given that there were 15 valid questions for the post-test, the researcher modified the scoring method. According to the aforementioned procedure, S denotes the score, and r represents the total of correct answers. Should students answer all 15 questions accurately, their total responses are multiplied by 6, resulting in 90, and then increased by 10, thereby yielding a total score of 100.

3) Reliability Test

A result of research can be considered as reliable if its instrument has and gain similar and consistent data in different times (Sugiyono, 2015). Reliability is concerned with the consistency of a measure (Heale & Twycross, 2015). When taking

an assessment designed to gauge motivation, a participant need to provide about the same answers each time. Subsequently, the reliability instrument is a must-have element before testing the validity of the instrument. This research used Cronbach's Alpha coefficient technique to measure whether the instrument of the research was reliable or not. The formula of this technique was as follow:

$$r_x = \left(\frac{n}{n-1} \right) \left(1 - \frac{\sum \sigma_t^2}{\sigma_x^2} \right)$$

Description:

r_x = reliability coefficient

n = number of questions item

$\sum \sigma_t^2$ = number of variances of the score of each item

σ_x^2 = total score variance

1 = constant number

The instrument will be considered reliable If the Cronbach alpha value is > 0.60 , the data is declared reliable. If the Cronbach alpha value is < 0.60 , the data is declared unreliable. Subsequently, if the instrument of the research is considered reliable, it then can be used in collecting the data.

Table 3. 8 Results of Reliability test for Pre test

Reliability Statistics	
Cronbach's Alpha	N of Items
,667	30

According to the results of reliability test of pre-test, the alpha value was 0,683 in which the instrument of pre-test was

declared as reliable. Therefore, the questions can be used as instruments for the research.

Table 3. 9 Results of Reliability test for Post test

Reliability Statistics	
Cronbach's Alpha	N of Items
,734	30

Subsequently, according to the table 3.9 it could be seen that the results of reliability test of post-test was 0, 734 in which the instrument of the post-test was considered as reliable. Since, the instruments were reliable, the researcher used those instruments to test the students' vocabulary mastery.

F. Data Analysis

In this research, the technique used to analyze the data was Normality gain (N-gain) score. This technique was employed in order to reveal effectiveness of the treatment given. The formula to calculate Normality gain score according Meltzer is as follow (Oktavia et al., 2019):

$$N - gain = \frac{S_{post} - S_{pre}}{S_{maks} - S_{pre}}$$

Description:

N-gain: gain normality test value

S_{pre}: pretest score

S_{post}: posttest score

S_{maks}: maximum score

The effectiveness criteria are interpreted from the normality value of the gain, below is the criteria (Oktavia et al., 2019):

Table 3. 10 Gain Normality Value Classification

Gain Normality Value	Criteria
$0,70 \leq n \leq 1,00$	High
$0,30 \leq n < 0,70$	Medium

$0,00 < n < 0,30$	Low
-------------------	-----



CHAPTER VI

FINDINGS AND DISCUSSION

The researcher presents findings and discussion in this chapter to solve research questions obtained through testing. The key themes of this chapter are examining the effectiveness of the WordUp application on grade VII students' vocabulary mastery in MTs N 1 Banyumas.

A. Findings

The researcher collected and analyzed data from both the experimental and control groups before and after implementing the WordUp application to teach vocabulary. The analysis results, along with tables and explanations, are provided. Moreover, the final outcome of the processed data aims to illustrate any significant differences between the control and experimental groups.

1. Description of Data

Data collection involved utilizing both the pre-test and post-test scores of students from each group. The data for the control and experimental groups are showcased in distinct tables, accompanied by explanations clarifying the data. Further explanations are provided below:

a. The scores of Pre-test and Post-test in Experimental Class

Here are the results of the scores for pre-test and post-test obtained from the experimental class:

Table 4. 1 Scores of Pre-test and Post-test of Experimental Class

Students' Code	Score of Pre-test	Score of Post-test
1 st Student	72	82
2 nd Student	51	64
3 rd Student	51	70
4 th Student	51	82
5 th Student	51	70
6 th Student	51	70
7 th Student	93	100

8 th Student	65	82
9 th Student	79	100
10 th Student	51	70
11 th Student	51	70
12 th Student	51	64
13 th Student	65	82
14 th Student	65	70
15 th Student	86	94
16 th Student	65	76
17 th Student	65	94
18 th Student	65	88
19 th Student	65	76
20 th Student	44	70
21 st Student	72	88
22 nd Student	58	70
23 rd Student	65	76
24 th Student	65	82
25 th Student	86	94
26 th Student	51	70
27 th Student	51	82
28 th Student	86	94
29 th Student	72	82
30 th Student	51	94
31 st Student	58	70
32 nd Student	51	80
33 rd Student	51	76
34 th Student	51	64
35 th Student	79	88
SUM	2177	2774
MEAN	62,2	79,2
MAXIMUM SCORE	93	100
MINIMUM SCORE	44	64

The data of experimental class from the table indicated that the average pre-test score for thirty-five students was 62.2, while the average post-test score was 79.2. The pre-test had a maximum score of 93 and a minimum score of 44, whereas the post-test had maximum scores of 100 and minimum of 64. After the researcher used the WordUp application to enhance the students' vocabulary learning, their scores increased. The results indicated a significant difference in the students' performance before and after the test.

b. Scores of Pre-test and Post-test in Control Class

Here are the results of the scores for pre-test and post-test obtained from the control class:

Table 4. 2 Score of Pre-test and Post-test of Control Class

Students' Code	Score of Pre-test	Score of Post-test
1 st Student	58	70
2 nd Student	35	46
3 rd Student	65	82
4 th Student	58	64
5 th Student	51	76
6 th Student	65	76
7 th Student	49	64
8 th Student	72	82
9 th Student	65	70
10 th Student	51	82
11 th Student	58	64
12 th Student	72	82
13 th Student	58	64
14 th Student	79	64
15 th Student	65	64
16 th Student	65	70
17 th Student	30	34
18 th Student	56	88
19 th Student	72	82
20 th Student	72	88
21 st Student	30	34
22 nd Student	30	76
23 rd Student	65	70
24 th Student	51	76
25 th Student	51	70
26 th Student	51	28
27 th Student	58	88
28 th Student	44	76
29 th Student	79	88
30 th Student	44	64
31 st Student	72	64
32 nd Student	65	40
33 rd Student	44	88
34 th Student	16	22
35 th Student	58	40
36 th Student	44	76

SUM	1998	2412
MEAN	55,5	67
MAXIMUM SCORE	79	88
MINIMUM SCORE	16	22

The data from the table showed that the average pre-test score for thirty-six students in the control class was 55.5, while the average post-test score was 67. The pre-test had a maximum score of 79 and a minimum score of 16, while the post-test had maximum scores of 88 and a minimum of 22. Based on the pre-test and post-test results, it could be seen that the experimental class showed greater improvement compared to the control class.

2. Description of Treatment

This research was conducted in 5 meetings. It was started by conducting the pre-test for experimental class and control class at 3rd of May 2024. Subsequently, according to the policy of the school, the researcher was given only 3 weeks to conduct the treatments since the time of the research was close to the time for final term examination. Therefore, the treatments were given to the experimental class at 6th, 13th and 20th of May 2024 respectively. After giving the treatments, the post-test was conducted to both experimental and control class to measure whether the use of WordUp was effective. It was conducted at 22th of May 2024. Here are the further explanations of the treatment:

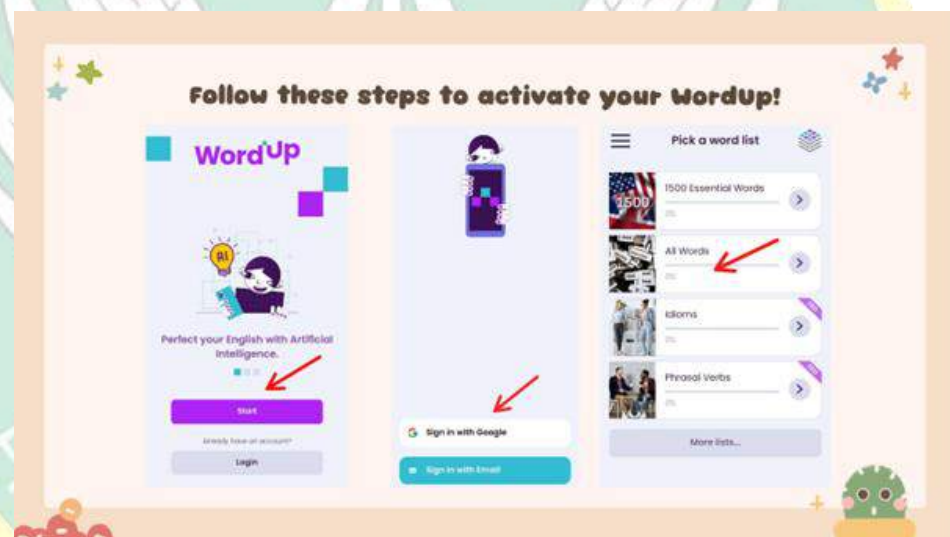
1) Description of the Treatment for Experimental Class

The first meeting was conducted at 3rd of May 2024 at 13.00 to 13.30 PM. In this first meeting, the researcher introduced himself to the students and began to explain the purpose of the research to the students of the class. Subsequently, the researcher began to share the pre-test to each students. The pre-test consisted of 14 questions. The time for conducting the test was 30 minutes. They were instructed to do the test

in the form of multiple choice. After having, the results of the test, the researcher ended the class by praying together.

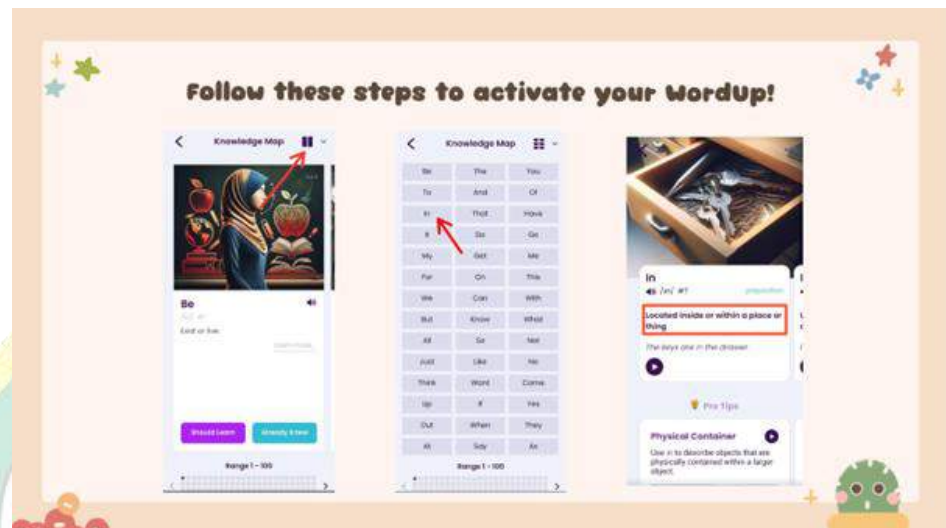
The second meeting for the treatment was conducted on Monday, 6th of May 2024 at 13.00 PM to 14.10 PM. To begin the meeting, the researcher carried out several procedures which were adjusted to the lesson plan such as opening the class by praying together, attendance checking and reviewing the material of the last week. The class that was randomly selected as experimental class was VII B class which consisted of 36 students. After introducing the purpose of the research, the researcher began to ask each of the students to install the WordUp application on the Google Play Store.

Figure 4.1 Steps for Signing Up to WordUp



The students were required to sign up to the application by following the instructions provided by the teacher as presented in the figure 4.1. First, the students were instructed to open the front menu of the application. They were instructed to sign up by using their email account. Subsequently, students were guided to open the feature of word list. In this research, the students were instructed to open the part of All words. In this part, there were five thousand basic words and some of them were related to the materials of seventh grade that the students could learn.

Figure 4.2 Steps for Signing Up to WordUp!



Based on figure 4.2, after the students chose All words' part, they could learn the vocabulary based on the material they had to learn. They could learn the meaning of the words and how to use the word in the correct context. They also could learn the word based on the authentic examples provided. In order to make the learning more engaging, the students were asked to make 7 groups consisted of 4-5 people. After the groups were set, the treatment was started.

Figure 4.3 Learning the Meaning of School Facilities Vocabulary Through WordUp



According to the figure 4.3, in this meeting, the material that was given was about school facilities which included the nouns and

adjectives commonly used for describing school facilities. The students were required to mention several facilities in advance according to their understanding. There were only 2-3 students that already knew about the nouns and adjectives for school facilities while others were still clueless. Therefore, the students were instructed to open the application and to look for the meaning of the nouns and adjectives for school facilities as well as the examples provided on the application. Subsequently, after finding the nouns and adjectives, each group was given a piece of paper by the researcher and they were instructed to write the meaning of the nouns and adjectives along with one simple sentence which was constructed based on the nouns and adjectives found. The class ended by students of each group presenting the meaning of the nouns and adjectives along with the examples made.

Figure 4.4 Learning the Meaning of School Extracurricular Activities Vocabulary Through WordUp



Based on figure 4.4, the third meeting for the treatment was conducted on Monday, 13th of May 2024, at 13.00 to 14.10 PM. In this meeting, the researcher also carried out some procedures which were adjusted to the lesson plan such as opening the class by praying together, attendance checking and reviewing lesson in the past week. Subsequently, the students were required to seat with their friends in the same group that was created last week. After that, the students were required to review the last material about nouns and adjectives for

school activities. In this meeting, most of the students remembered what nouns and adjectives were learned in the last week. It was proven after the researcher asked them one by one. subsequently, the materials that were given in this meeting were about preposition of place and school extracurricular activities.

Figure 4.5 Pictures of Things in the Class



As presented in figure 4.5, before the students were instructed to open the application, the students were required to mention some preposition of place and school extracurricular activities based on their understanding in the picture. In this meeting, the number of students answered the question was unexpected. There was only one student who knew about what preposition of place was and what kinds of school extracurricular activities were. Therefore, the students were instructed to learn about the meaning of preposition of place and nouns related to school extracurricular activities on the application. The flow remained similar, the students were instructed to open the application and to find the preposition of place commonly used in the school and nouns related to school extracurricular activities. After that, they were required to make one simple sentence of each nouns and preposition found on the WordUp. The class was ended by each group presenting the meaning

of preposition of place and school extracurricular activities along with the examples made.

The fourth meeting for the treatment was conducted on Monday, 20th of May 2024 at 13.00 to 14.10. During the meeting, the researcher conducted certain activities aligned with the lesson plan, including starting with a group prayer, taking attendance, and reviewing the previous week's lesson. Following that, students were instructed to sit with their friends in the same groups formed the week before. Subsequently, the students were asked to review the last week's material about preposition of place and school extracurricular activities.

In this meeting, many students still remembered about what preposition of place was and what the names of school extracurricular activities were. It was proven after the researcher asked them by one by one. They were able to answer the questions clearly. In this meeting the materials given were about great festival at school and present continuous tense. Subsequently, before the students were instructed to learn about the nouns related great festival at school, they were required to mention all nouns related to festival at school and examples of the use of present continuous tense. Surprisingly, only few students already understood about what present continuous tense was and what nouns related to festival school were. Therefore, the researcher began to explain what present continuous was.

Figure 4.6 Students Learned Simple Present Tense



Based on figure 4.6, the researcher mainly talked about the formula or how to form a simple sentence using this tense as presented in the figure 4.6. After that, the researcher instructed the students to open the WordUp application and to find the nouns related to great festival material. Then, the students were required to make a simple sentence of each nouns related to great festival at school using present continuous tense. The meeting ended by each group presenting the meaning of nouns related to festival at school and examples of sentences which included the nouns and were created by using present continuous tense.

The fifth or the last meeting was conducted at 22th of May 2023. In the last meeting, the researcher conducted the class was mainly to share the post-test. The test was in the form of multiple choice and it consisted of 15 questions. The time for doing the test was 30 minutes. After getting the results of the test. The researcher ended the meeting by praying together with the class members.

2) Description of the Treatment for Control Class

In control class, the researcher did not give any treatment at all. The main teacher of this class was the English teacher of MTs N 1

Banyumas. The students learned about the material mainly from the textbook and by using conventional method such as lecture.

Figure 4.7 Students of Control Class were doing Pre Test



According to figure 4.7, the researcher conducted a pre-test activity in 3rd May of 2024. In the beginning of the class, the researcher opened the class by praying together. Following that, the researcher introduced the purpose of the research to the class. They were instructed to open the link of google form for the pre-test. The pre-test activity lasted 30 minutes from 10.30-11.00 AM. Subsequently, the questions given were in the form of multiple choices which consisted of 14 questions. After the results of the data were obtained, the researcher dismissed the class by praying together.

Figure 4.8 Students of Control Class were doing Post Test



Based on the figure 4.8, in the last meeting, the researcher focused only on giving the post-test. The post-test activity was conducted at 22th of May 2024 at 10.30-11.00 AM. It was intended to obtain the data of the control class. In the beginning of this meeting, the researcher explained the purpose of doing the post-test. Students were instructed to open their phones to access the link for the post-test. The test was in the form of multiple choices and it consisted of 15 questions. Students seemed enthusiast in doing the test. After the data were obtained, the researcher dismissed the class by praying together.

3. Analysis of Data

In the process of analyzing data, information from both the pretest and posttest was gathered across both classes. Following this, the researcher utilized IBM SPSS 21 version compute the N-gain score, which facilitates the identification of disparities in students' vocabulary proficiency. This score compared the performance levels of the experimental and control groups before and after treatment. The resulting N-gain scores from both experimental and control classes are showcased in the table provided below.

Table 4. 3 The Score of N Gain of Experimental Class

Students' Code	N-Gain
1 st Student	.36

2 nd Student	.27
3 rd Student	.39
4 th Student	.63
5 th Student	.39
6 th Student	.39
7 th Student	1.00
8 th Student	.49
9 th Student	1.00
10 th Student	.39
11 th Student	.39
12 th Student	.27
13 th Student	.49
14 th Student	.14
15 th Student	.57
16 th Student	.31
17 th Student	.83
18 th Student	.66
19 th Student	.31
20 th Student	.46
21 st Student	.57
22 nd Student	.29
23 rd Student	.31
24 th Student	.49
25 th Student	.57
26 th Student	.39
27 th Student	.63
28 th Student	.57
29 th Student	.36
30 th Student	.88
31 st Student	.29
32 nd Student	.59
33 rd Student	.51
34 th Student	.27
35 th Student	.47
MEAN/AVERAGE	0.4817

According to the data presented in table 4.3, it becomes evident that the N-gain score findings in both the pre-test and post-test phases for the experimental group amount to 0.4817. As elucidated in chapter 3, when considering the normalized gain criteria, this score places the experimental group within the medium category. Thus, the N-gain score attained by the

experimental group aligns with the benchmarks outlined in the normalization criteria provided in the preceding chapter.

Table 4. 4 The Score of N Gain of Control Class

Students' Code	N-Gain
1 st Student	.29
2 nd Student	.17
3 rd Student	.49
4 th Student	.14
5 th Student	.51
6 th Student	.31
7 th Student	.29
8 th Student	.36
9 th Student	.14
10 th Student	.63
11 th Student	.14
12 th Student	.36
13 th Student	.14
14 th Student	-.71
15 th Student	-.03
16 th Student	.14
17 th Student	.06
18 th Student	.73
19 th Student	.36
20 th Student	.57
21 st Student	.06
22 nd Student	.66
23 rd Student	.14
24 th Student	.51
25 th Student	.39
26 th Student	-.47
27 th Student	.71
28 th Student	.57
29 th Student	.43
30 th Student	.36
31 st Student	-.29
32 nd Student	-.71
33 rd Student	.79
34 th Student	.07
35 th Student	-.43
36 th Sudent	.57
MEAN/AVERAGE	0.2347

According to the table 4.4, the N-gain score outcomes in both the pre-test and post-test phases for the control group stand at 0.2347. Consequently, adhering to the parameters delineated in chapter 3 regarding normalized gain criteria, it is evident that the N-gain score for the control group falls within the low category. Thus, the data from the control group aligns with the predetermined benchmarks stipulated within the normalization criteria elucidated in the third chapter of this study.

Table 4.5 Description of N Gain

Descriptives						
Kelas		Statistic	Std. Error			
NGain_Score	Experiment	Mean	.4817	.03478		
		95% Confidence Interval for Mean	Lower Bound	.4110		
			Upper Bound	.5524		
		5% Trimmed Mean	.4688			
		Median	.4286			
		Variance	.042			
		Std. Deviation	.20574			
		Minimum	.14			
		Maximum	1.00			
		Range	.86			
		Interquartile Range	.26			
		Skewness	1.043	.398		
		Kurtosis	.864	.778		
		Control	Control	Mean	.2347	.06314
				95% Confidence Interval for Mean	Lower Bound	.1065
Upper Bound	.3628					
5% Trimmed Mean	.2582					
Median	.3042					
Variance	.144					
Std. Deviation	.37883					
Minimum	-.71					
Maximum	.79					
Range	1.50					
Interquartile Range	.42					
Skewness	-1.003			.393		
Kurtosis	.776			.768		

The above table was obtained from the IBM SPSS 21. According to the results acquired, it showed that the mean or the averages score of N Gain in experimental class was higher than the average score of N Gain in control class which indicated that the use of WordUp Application on improving students' vocabulary mastery was effective. In the table 4.5, it also showed that the maximum score in experimental class was 1.00 and the minimum score was 0.14 and the maximum score of control class was 0.79 while the minimum score was -0.71. To see whether the application was effective on vocabulary mastery, the researcher also provide the results of independent sample T-test.

Table 4.6 Output of Group Statistic

Group Statistics					
	Kelompok	N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar	Class 7B	35	79.54	10.606	1.793
	Class 7E	35	66.74	18.369	3.105

Based on Table 4.6, it was known that the number of students for Class 7B was 35, while for Class 7E was also 35 students. The average value of student learning outcomes, or Mean, for Class 7B was 79.54, while for Class 7E was 66.74. Thus, descriptive statistics indicated that there was a difference in the average student learning outcomes between Class 7B and Class 7E. To determine whether this difference was significant, the T-test output was provided below.

Table 4.7 Output of Independent Sample T-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
Hasil Belajar	Equal variances assumed	5.447	.023	3.570	68	.001	12.800	3.685	5.645	19.955
	Equal variances not assumed			3.570	54.402	.001	12.800	3.585	5.613	19.987

Based on Table 4.7, in the "Equal variances assumed" section, the Sig (2-tailed) value was 0.01, which was less than 0.05. Therefore, according to the basis for decision-making in the independent t-test, it can be concluded that H₀ was rejected and H_a was accepted. Thus, it can be concluded that there was a significant difference between the average learning outcomes of students in Class 7B and Class 7E.

B. Discussion

Vocabulary refers to the set of commands that a user knows and has hands-on experience with, which often expands as their skills develop over time (Thomas, 1998). Subsequently, vocabulary is regarded as the primary element in enhancing learners' lexical skills, fostering critical thinking, and

facilitating decision-making, particularly in primary and secondary educational settings (Kamola, 2023). Nevertheless, most students face challenges in mastering vocabulary because they lack opportunities for application on daily basis. One reason contributing to this issue is an external factor, mainly due to the insufficient utilization of learning support facilities, such as the lack of innovative media in vocabulary learning (Purwati et al., 2023). Therefore, there is a need for the use of effective and more engaging media, particularly in vocabulary learning, especially considering that nowadays, technology in education has advanced significantly.

Students occasionally face challenges when learning vocabulary due to limited exposure to authentic material because the teacher rarely provides it. In fact, according to prior research, students highly value the flexibility to access authentic English language learning materials because they are able to experience what they see and hear (Nuraeni et al., 2020). Therefore, the use of applications that provide authentic materials is necessary, especially when it comes to improving vocabulary mastery. According to the data gathered, teaching English vocabulary through mobile-assisted language learning, such as using WordUp application, has demonstrated students' increased interest in the subject and improvement in their vocabulary skills. The frequency and percentage of students' pre-test and post-test scores support this observation. Following treatment with the WordUp application, students showed improvement compared to their initial results.

Based on the findings, prior to introducing Word Up, students at MTs Negeri 1 Banyumas performed poorly in seventh-grade assessments concerning their grasp and application of vocabulary in context. The pre-test outcomes revealed that neither the experimental group nor the control group achieved high scores. Specifically, the experimental group averaged 62.2, while the control group averaged 55.5. These results suggest that students still have limited mastery of vocabulary. Consequently, they face

challenges comprehending and utilizing English vocabulary, especially within specific contexts. Vocabulary proficiency is crucial in English learning, as a restricted vocabulary impedes other language skills. Additionally, inadequate vocabulary poses difficulties across reading, writing, listening, and speaking activities (Reskiawan et al., 2020). Through vocabulary acquisition, students can decode sentences and texts during reading, compose sentences in writing tasks, grasp information, prevent misunderstandings during listening exercises, and effectively articulate ideas during speaking engagements.

Mobile devices have become ubiquitous across various domains of human activity, including education. Prior studies suggest that the integration of smartphone applications into learning environments is steadily increasing due to their ability to enhance memory retention and boost student engagement (Klimova & Polakova, 2020). One such application is WordUp, designed to facilitate vocabulary learning. This mobile application assists students in comprehending and correctly pronouncing words, offering accessibility to vocabulary lessons anytime and anywhere, while also providing valuable corrective feedback. In this study, WordUp was utilized to teach students English vocabulary pronunciation and comprehension. Analysis revealed that following the application's implementation, students demonstrated improved mastery of vocabulary. The decision to employ this application stemmed from the belief that it would aid students in enhancing their vocabulary skills by enabling them to grasp contextual nuances, enjoy the learning process, and collaborate with peers. Consequently, students experienced enhanced comprehension of vocabulary without encountering difficulties.

WordUp is unique in its organization of words into 25 groups based on their usage frequency, facilitating learning for students across different proficiency levels (Maenza & Gajić, 2020b). Upon encountering a new word, students are provided with a comprehensive dictionary entry, including its meaning, pronunciation, usage, and examples. Additionally,

the application incorporates real-world examples sourced through AI and search engines (Nushi et al., 2021). In this study, the researcher opted for WordUp to teach English vocabulary related to school facilities and extracurricular activities. Post-test scores served as indicators of improvement, with the experimental group scoring an average of 79.2, surpassing the control group's 67. Utilizing WordUp for contextual word learning ensures an engaging and enjoyable learning environment. The application's benefits cater to the needs of both teachers and students.

Disalva (2020) demonstrated in her study that WordUp serves as an effective tool for enhancing vocabulary skills because it is user-friendly and it also offers students an engaging experience while allowing them to assess their vocabulary proficiency levels (Disalva, 2020). In line with the previous study, the data analysis of this research showed an improvement in English vocabulary mastery for the experimental group. On average, students in this group scored 79.2, with the highest score being 100 and the lowest 64. Meanwhile, the control group achieved an average score of 67, with the highest at 88 and the lowest at 32. Based on the N-gain scores for both groups in Table 3.5, it was evident that the increase in student learning outcomes was greater in the experimental group compared to the control group in which the significance category was high.

The findings of this research align with previous studies, indicating there were improvements in vocabulary mastery after using the WordUp application. For the instance, a study by Neda Maenza and Tijana Gajic demonstrated that innovative approaches to enhancing English language skills, such as WordUp, are engaging for students (Maenza & Gajić, 2020b). Students found mobile applications like this enjoyable and beneficial, often integrating them into their weekly curriculum and using them independently during leisure time. Survey respondents viewed WordUp as an effective educational tool that contributes to tangible learning progress. A significant discovery from this research was that WordUp was frequently chosen over

traditional dictionaries by students due to its reliability, interest factor, and accessibility.

Another study, such as Ricardo Jumbo's examination of WordUp, further validated that utilizing the WordUp application resulted in higher post-test scores compared to pre-test scores (Jumbo, 2022). Prior to the treatment, the pre-test averaged 9.0, while the post-test averaged 10.68, showing an increase of 1.68. To test the hypothesis, a t-test was employed, revealing a p-value of 0.000, below the significance level of 0.05, thereby supporting the alternative hypothesis. Ultimately, the research concluded that the WordUp mobile app improved students' English vocabulary, indicating its significant impact on vocabulary acquisition. This suggests that the application is notably effective for mastering vocabulary.

Nushi's study similarly affirmed that WordUp holds promise in significantly enhancing students' vocabulary acquisition (Nushi et al., 2021). It presents an engaging and captivating method for users to expand their vocabulary independently, without relying on teachers or traditional classroom settings. Consequently, it can be inferred that WordUp has the potential to promote learner autonomy. Additionally, WordUp offers valuable benefits for English as a foreign language (EFL) learners worldwide by providing not only English definitions and authentic usage examples but also translations of words into the learners' native language.

Therefore, building upon the findings of this empirical inquiry and supported by a corpus of antecedent academic research, it is evident that the integration of the WordUp application constitutes a potent strategy for augmenting students' English vocabulary proficiency. The multifaceted nature of WordUp facilitates the acquisition of novel lexicons through an array of diverse and authentic resources, including but not limited to excerpts from cinematic productions, melodic compositions, and various captivating visual stimuli.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is structured into three components which are the conclusion, limitation of the study constraints, and suggestion. Initially, it delineates the researcher's findings derived from the acquired data. Subsequently, it addresses the limitations encountered during the study. Finally, it concludes with the researcher's recommendations tailored for educators and prospective research initiatives.

A. Conclusion

In today's world, English has emerged as a crucial means of communication globally, serving as a primary language spoken in numerous countries and across various sectors such as education, social contexts, and politics. Thus, attaining proficiency in English is paramount, particularly for those seeking to engage on an international scale. Mastering vocabulary plays a central role in language acquisition, facilitating effective communication. Nevertheless, past studies indicate that many students encounter difficulties in mastering vocabulary due to limited practice and resources. Hence, educators must employ engaging instructional strategies to enhance vocabulary acquisition, ensuring accessibility and comprehension for students. The WordUp application emerges as a promising tool for this purpose, having demonstrated effectiveness in achieving educational objectives. Research data highlights significant enhancements in students' vocabulary mastery following the use of the WordUp application, as demonstrated through a comparison of scores between experimental and control groups.

According to the results of this research, the mean score for the experimental class in the pre-test was 62.2, and for the control class, it was 55.5, indicating that both groups had low scores and similar abilities. Improvement was evident in the post-test scores, with the experimental class averaging 79.2, surpassing the control class's average of 67. Therefore, teaching vocabulary using the WordUp application proved effective in enhancing students' vocabulary mastery. This improvement can be attributed to the interactive and engaging nature of the WordUp application, which enables students to collaborate with their peers and learn at their own pace. Additionally, students feel more confident in pronouncing and memorizing English words, as they can work with friends

during leisure time and share their knowledge. Consequently, students find the learning process interesting and exciting rather than boring

B. Limitation of the Study

According to the study conducted by the researcher, this study also encountered some limitations. Firstly, there was a constraint regarding the limited time allocation. Secondly, the issue of internet connectivity posed challenges for students, as some lacked adequate data plans, hindering their ability to access the application smoothly.

C. Suggestion

Based on the findings of previous research, here are some recommendations that align with the researcher's conclusion, which may prove beneficial. Here are the suggestions:

1. Teacher

- a. Teacher ought to offer a diverse array of effective instructional materials to teach vocabulary, ensuring that students find the learning process enjoyable and engaging, thereby preventing boredom.
- b. Additional explanation of English terms should be provided during class sessions, particularly for words falling within the range of 5000 to 10,000. This will enable students to gain a clearer comprehension of how to utilize these words effectively within the relevant context.

2. Student

- a. Students are encouraged to frequently access the application and endeavor to comprehend the meaning of words based on the provided examples.
- b. Students are required to seek assistance from the teacher if they find the meaning of vocabulary to be particularly challenging to grasp.

3. Researcher

Consequently, the results of this study may offer additional insights for future researchers interested in investigating correlation studies and exploring the relationship between comparable or disparate skills. The prevalent metacognitive strategy, a widely-used technique, could be further explored in research to elucidate its interaction with other cognitive abilities.

REFERENCES

- Agustin, R. W., & Ayu, M. (2021). THE IMPACT OF USING INSTAGRAM FOR INCREASING VOCABULARY AND LISTENING SKILL. *Journal of English Language Teaching and Learning*, 2(1), 1–7. <https://doi.org/10.33365/jeltl.v2i1.767>
- Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, III(3), 21–34. <https://doi.org/10.20472/te.2015.3.3.002>
- Ambarwati, R., & Mandasari, B. (2020). The Influence of Online Cambridge Dictionary Toward Students' Pronunciation and Vocabulary Mastery. *Journal of English Language Teaching and Learning*, 1(2), 50–55. <https://doi.org/10.33365/jeltl.v1i2.605>
- Aminatun, D., & Oktaviani, L. (2019). USING “MEMRISE” TO BOOST ENGLISH FOR BUSINESS VOCABULARY. *The 3rd Indonesian International Conference on Linguistics, Language Teaching, Literature and Culture*, 590–596.
- As Sabiq, A. H., & Sukirno, M. A. (2020). VISUAL MEDIA UTILIZATION IN MASTERING ENGLISH VOCABULARY OF HEARING-IMPAIRED STUDENTS. *INSANIA : Jurnal Pemikiran Alternatif Kependidikan*, 25(2), 162–173. <https://doi.org/10.24090/insania.v25i2.3911>
- Ayu Dessy Sugiharni, G. (2018). Pengujian Validitas Konten Media Pembelajaran Interaktif Berorientasi Model Creative Problem Solving. *Jurnal Penelitian Dan Pengembangan Pendidikan*, 2(2), 88–95.
- Bahang, M. D. (2022). Improving Students' Vocabulary Mastery by Using ABC Basic Game at the First Grade of SMPN 1 Sunguminasa. *The Educational Review, USA*, 6(8), 341–345. <https://doi.org/10.26855/er.2022.08.003>

- Banisaeid, M. (2010). *The relationship between self-regulated strategies and strategy-based vocabulary acquisition of Iranian EFL learners at the academic level*. Second Postgraduate Conference on Issues in Language Teaching and Learning in Iran, Iran.
- Disalva, X. (2020). *Enhancing vocabulary of the hotel management students to develop the speaking skill through mobile application*.
- Disalva, X., & Mary, E. S. E. (2020). Enhancing vocabulary of the hotel management students to develop the speaking skill through mobile application. *Mukt Shabd Journal*, IX(V), 5518–5527.
- Dźwigoł, H. (2021). Methodological approach in management and quality sciences. *E3S Web of Conferences*, 307, 01002. <https://doi.org/10.1051/e3sconf/202130701002>
- Farragher, P. (2004). *Teaching Language Learning Strategies to English Language Learners*. Reflection.
- Flannelly, K. J., Flannelly, L. T., & Jankowski, K. R. B. (2018). Threats to the Internal Validity of Experimental and Quasi-Experimental Research in Healthcare. *Journal of Health Care Chaplaincy*, 24(3), 107–130. <https://doi.org/10.1080/08854726.2017.1421019>
- Gajić, T. D., & Maenza, N. M. (2022). Attitudes and Perceptions Towards Popular Language Learning Apps: Comparison and Analysis1. *Узданица*, XIX(2), 229–244. <https://doi.org/10.46793/uzdanica19.2.229g>
- Gajić, T., & Maenza, N. (2022). The Comparison of Most Popular Mobile Applications for Learning Foreign Languages. *INTERNATIONAL SCIENTIFIC CONFERENCE ON INFORMATION TECHNOLOGY AND DATA RELATED RESEARCH*, 335–340. <https://doi.org/10.15308/sinteza-2022-335-340>
- Harmer, J. (2003). *The Practice of English Language Teaching*. Cambridge.
- Heale, R., & Twycross, A. (2015). Validity and reliability in quantitative studies. *Evidence Based Nursing*, 18(3), 66–67. <https://doi.org/10.1136/eb-2015-102129>

- Hulu, S. M. (2022). Increasing the Students' Ability in Mastering Vocabulary Through Guessing Game at XI-MIPA 1 of SMA Negeri 3 Gunungsitoli in 2021/2022. *Journal on Education*, 4(4), 2051–2060. <https://doi.org/10.31004/joe.v4i4.3229>
- Jolicoeur, P. (1999). *Samples and populations, estimates and parameters*.
- Jumbo, M. R. R. (2022). *WORDUP MOBILE APP IN THE ENGLISH VOCABULARY*. UNIVERSIDAD TÉCNICA DE AMBATO.
- Kamola. (2023). *ACADEMIC VOCABULARY: HOW TO TEACH AND STUDY IT*. <https://doi.org/10.5281/ZENODO.8340852>
- Klimova, B., & Polakova, P. (2020). Students' Perceptions of an EFL Vocabulary Learning Mobile Application. *Education Sciences*, 10(2), 37. <https://doi.org/10.3390/educsci10020037>
- Laland, K. N. (2004). Social learning strategies. *Learning and Behavior*, 32, 4–14.
- Lee, J. H., Ahn, J. J., & Lee, H. (2022). The role of motivation and vocabulary learning strategies in L2 vocabulary knowledge: A structural equation modeling analysis. *Studies in Second Language Learning and Teaching*, 12(3), 435–458. <https://doi.org/10.14746/ssllt.2022.12.3.5>
- Maenza, N., & Gajić, T. (2020a). Wordup Mobile Application – an Entertaining Form of Perfecting Your English Vocabulary. *Proceedings of the International Scientific Conference - Sinteza 2020*, 105–110. <https://doi.org/10.15308/Sinteza-2020-105-110>
- Maenza, N., & Gajić, T. (2020b). Wordup Mobile Application – an Entertaining Form of Perfecting Your English Vocabulary. *International Scientific Conference on Information Technology and Data Related Research*, 105–110. <https://doi.org/10.15308/sinteza-2020-105-110>
- Nikolov, M. (2009). *Early Learning of Modern Foreign Languages: Processes and Outcomes*. Multilingual Matters.

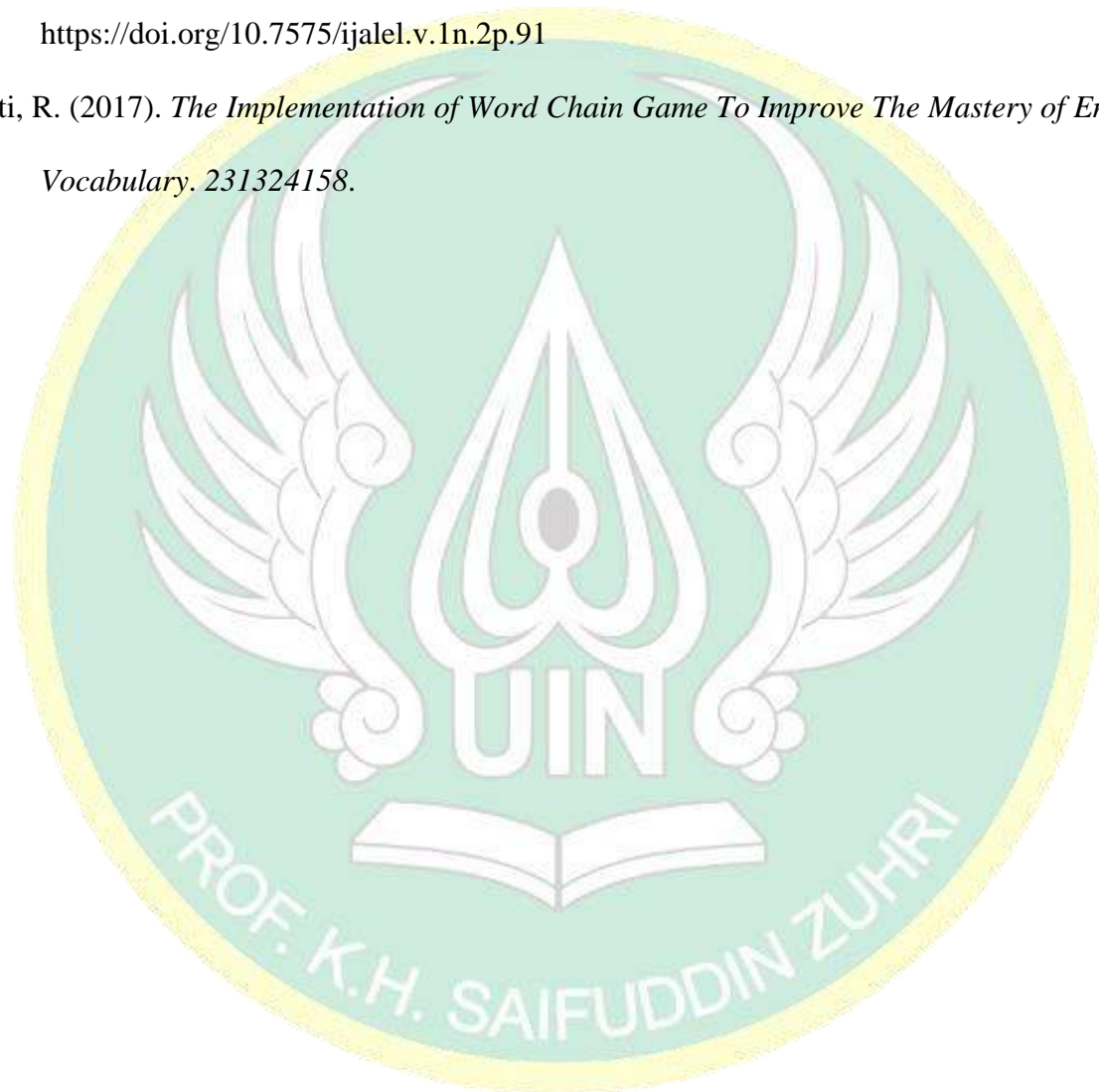
- Noprianto, E., & Purnawarman, P. (2019). JOURNAL OF LANGUAGE AND LINGUISTIC STUDIES EFL students' vocabulary learning strategies and their affixes knowledge. *Journal of Language and Linguistic Studies*, 15(1), 262–275.
- Nuraeni, C., Carolina, I., Supriyatna, A., Widiati, W., & Bahri, S. (2020). Mobile-Assisted Language Learning (MALL): Students' Perception and Problems towards Mobile Learning in English Language. *Journal of Physics: Conference Series*, 1641(1), 012027. <https://doi.org/10.1088/1742-6596/1641/1/012027>
- Nushi, M., Aghaei, A., & Roshanbin, M. (2021). WordUp: An App that Teaches English Words through Extensive Exposure to Authentic Materials. *Vocabulary Learning and Instruction*, 10(1), 64–72. <https://doi.org/10.7820/vli.v10.1.nushi>
- Oktavia, M., Prasasty, A. T., & Isroyati. (2019). Uji Normalitas Gain untuk Pemantapan dan Modul dengan One Group Pre and Post Test. *Symposium Nasional Ilmiah Dengan Tema: (Peningkatan Kualitas Publikasi Ilmiah Melalui Hasil Riset Dan Pengabdian Kepada Masyarakat)*, November, 596–601. <https://doi.org/10.30998/simponi.v0i0.439>
- Panjaitan, E. E., Sibarani, E. J., & Saragih, E. (2021). *Vocabulary Teaching Strategies by EFL Teachers of Junior High School Level*. 9(2).
- Pearson, P. D., Hiebert, E. H., & Kamil, M. L. (2007). *Vocabulary assessment: What we know and what we need to learn* (2nd ed., Vol. 42). Reading research quarterly.
- Purwati, D., Ubaidillah, M. F., & Restall, G. C. (2023). "Sorry, I Can't Speak": English Teachers' Challenges of Teaching EFL Speaking in an Indonesian Vocational High School Sector. 47(1).
- Putri, Z. M., & Wahyuni, E. (2019). Vocabulary Learning Strategy Employed By High-Achiever University Students At Malang. *A Journal of Culture English Language Teaching Literature & Linguistics*, 6(1), 78. <https://doi.org/10.22219/celticumm.vol6.no1.78-89>

- Read, J. (2012). Assessment of Vocabulary. In C. A. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics* (1st ed.). Wiley. <https://doi.org/10.1002/9781405198431.wbeal0055>
- Reskiawan, B., Andas, N. H., & Hajra, H. (2020). A Study on Students' Difficulties In Vocabulary Mastery at First Grade Students of SMPN 1 Baula. *Tamaddun*, 19(1), 34–54. <https://doi.org/10.33096/tamaddun.v19i1.74>
- Rukminingsih, Adnan, G., & Latief, M. A. (2020). *PENELITIAN KUANTITATIF, PENELITIAN KUALITATIF, PENELITIAN TINDAKAN KELAS*.
- Schraw, G. (2001). Promoting General Metacognitive Awareness. In H. J. Hartman (Ed.), *Metacognition in Learning and Instruction* (Vol. 19, pp. 3–16). Springer Netherlands. https://doi.org/10.1007/978-94-017-2243-8_1
- Sharma, G. (2017). Pros and cons of different sampling techniques. *International Journal of Applied Research*, 3(7).
- Sofyan, N. (2021). The Role of English As Global Language. *Edukasi*, 19(1), 21. <https://doi.org/10.33387/j.edu.v19i1.3200>
- Sugiyono. (2015). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R & D*. 334.
- Suharman. (2018). Tes Sebagai Alat Ukur Prestasi Akademik. *Jurnal Ilmiah Pendidikan Agama Islam*, 10(1), 93–115.
- Tampubolon, W., Sinamo, F., & Saragih, E. (2022). VOCABULARY ASSESSMENT STRATEGY. *PROJECT (Professional Journal of English Education)*, 5(2), 403. <https://doi.org/10.22460/project.v5i2.p403-413>
- Taslim, T., Asrifan, A., Chen, Y., & Nr, N. (2019). CORRELATION BETWEEN STUDENT'S VOCABULARY MASTERY AND SPEAKING SKILL. *JOURNAL OF ADVANCED ENGLISH STUDIES*, 2(2), 65. <https://doi.org/10.47354/jaes.v2i2.64>

Thomas, Richard. C. (1998). *A Fresh Look at Vocabulary*. Springer,. https://doi.org/10.1007/978-1-4471-1548-9_5

Yalçın Tılfarlıoğlu, F. F., & Bozgeyik, Y. (2012). The relationship between vocabulary learning strategies and vocabulary proficiency of English language learners. *International Journal of Applied Linguistics and English Literature*, 1(2), 91–101. <https://doi.org/10.7575/ijalel.v.1n.2p.91>

Yanti, R. (2017). *The Implementation of Word Chain Game To Improve The Mastery of English Vocabulary*. 231324158.



APPENDICES

Appendix 1. Certificate of the research


KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN BANYUMAS
MADRASAH TSANAWIYAH NEGERI 1 BANYUMAS
Jl. Jend. Soedirman No. 791 Telp. (0281) 636637 Purwokerto 53111
e-Mail : ms@kantor.kemkes.kem.go.id

SURAT KETERANGAN

Nomor : 025.002/Mts.11.06/PP.00/05/2024

Yang bertanda tangan di bawah ini, Kepala Madrasah Tsanawiyah Negeri 1 Banyumas :

1. Nama	: H. Sudir, S.Ag., M.S.I.
2. NIP	: 197001162002121002
3. Jabatan	: Kepala Madrasah
4. Unit Kerja	: MTs Negeri 1 Banyumas

Menerangkan bahwa :

1. Nama	: Muhamad Riki
2. NIM	: 2017404018
3. Semester	: 8 (Delapan)
4. Jurusan/Program Studi	: Tadris Bahasa Inggris
5. Tempat/Lokasi Riset	: MTs Negeri 1 Banyumas
6. Tahun Akademik	: 2023/2024
7. Judul Skripsi	: The Effectiveness of Word Up Application on VII Grade Students Vocabulary Mastery in MTs Negeri 1 Banyumas
7. Keterangan	: Telah selesai melaksanakan penelitian di MTs Negeri 1 Banyumas mulai tanggal 3 Mei s.d 22 Mei 2024

Demikian surat keterangan ini buat dengan sebenarnya untuk digunakan sebagaimana mestinya.

Purwokerto, 25 Mei 2024


 H. Sudir, S.Ag., M.S.I.
 NIP. 197001162002121002

Appendix 2. Validation Sheet

SURAT KETERANGAN VALIDASI INSTRUMENT

Yang bertanda tangan dibawah ini:

Nama : Endang Sartika, S.Pd.I., M.A.
 NIDN : 2030109101

Setelah membaca, menelaah dan mencermati instrument berupa pre-test dan post-test yang akan digunakan untuk penelitian dengan judul "The Effectiveness of WordUp Application on VII Grade Students' Vocabulary Mastery in MTS N 1 Banyumas" yang dibuat oleh:

Nama : Muhamad Riki
 NIM : 2017404018
 Jurusan : Tadris Bahasa Inggris
 Fakultas : Tarbiyah dan Ilmu Keguruan

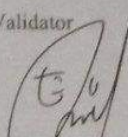
Dengan ini menyatakan bahwa instrument lembar penelitian tersebut,

<input type="checkbox"/>	Layak digunakan
<input type="checkbox"/>	Layak digunakan dengan revisi
<input type="checkbox"/>	Tidak layak digunakan

Catatan (bila perlu)

1. Make the direction more specific.
 2. Revise the post-test sesuai dengan indikator

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Banyumas, 2 Mei 2024
 Validator

 Endang Sartika, S.Pd.I., M.A.
 NIDN. 2030109101

Appendix 3. Instrument of Pre Test before Validated by Expert Judgement

PRE TEST

Nama :
Kelas :
Mata Pelajaran :
Satuan Pendidikan :
Waktu :

PETUNJUK UMUM

1. Tulis nama dan kelas anda pada lembar jawaban yang telah tersedia
 2. Periksa dan bacalah soal dengan teliti sebelum anda mengerjakan soal
 3. Kerjakanlah soal anda pada lembar jawaban dengan memberikan tanda (X) pada jawaban yang dianggap benar
 4. Gunakan waktu dengan efektif dan efisien
 5. Periksalah jawaban anda sebelum diserahkan kepada pengawas
 6. Berdoalah sebelum mengerjakan soal
-

Choose the answer based on the order!

Activity 1






Choose the correct answer.

1. The schoolyard is _____. Students can do the flag ceremony in it.
A. Narrow
B. Small
C. Little
D. Wide
2. The sharpener is _____. It can sharpen the pencil.
A. Sharp
B. Long
C. Short
D. Dull
3. The price of the book is Rp. 500.000. It is quite _____.

- A. Big
B. Low
C. Expensive
D. Affordable
4. The garden in the school is_____. It has many flowers in many colors.
A. Beautiful
B. Dirty
C. Pale
D. Bad
5. The computer laboratory in my school is very_____. It has no dust at all.
A. Dusty
B. Clean
C. Dirty
D. Pretty

Activity 2

Look at the pictures. Then write the names of the object.

				
6. ...	7. ...	8. ...	9. ...	10. ...

chair	table	book	pen	sharpener
--------------	--------------	-------------	------------	------------------

Activity 3

Match the words with the correct activities. Draw lines.

11.



•

• Reading a book

12.



•

• Playing football

13.



•

• Dancing

14.



•

• Swimming

15.



•

• Playing basketball

Activity 4

Complete the text below with the words in the columns.

My School Library

There is a library in my school. It is on the second floor. It is about seven meters wide and ten meters long. There are eleven **(16)** _____ in the library. They are full of books. My favorite is the shelf next to the door. It is used for displaying the magazines and **(17)** _____. I love reading newspapers, especially about sport. I can find the book in those shelves by typing the keyword in the **(18)** _____ to find the book

wewant to read. I love the shelf also because it is near to the window where I can see students play with their friends in (19) _____.

(20)_____in the school loves to visit the library during recess. They love visiting the library because it is quiet and cool. It is very comfortable to read in this library.

schoolyard	everybody	keyboard	bookshelves	newspapers
-------------------	------------------	-----------------	--------------------	-------------------

Activity 5

Choose the correct answers.

21. Lola: I have a new English teacher. Her name is Mrs. Fatima. She is 21 years old.

Salsa: I think she is a _____ teacher.

A. young-looking **B.** old-looking **C.** wicked-looking **D.** nice-looking

22. Kevin: Yesterday, I went to a book bazaar in my school. When I was there, I could not find the book that I want to buy.

Edo: Hmm. I think the book you want to buy was sold out because it is a _____ book.

A. rarely-selling **B.** best-selling **C.** not sold **D.** not available

23. Sari: I have a classmate named Rara. She always helps me every time in doing homework. We love to share our ideas together.

Wulan: Wow, I also want to have a _____ friend like her.

A. cold-hearted **B.** warm-hearted **C.** kind-hearted **D.** wicked-hearted

24. Dimas: My science teacher always takes us out to see nature when he teaches the lesson.

Reza: So, you never have an _____ class?

A. outdoor **B.** indoor **C.** interactive **D.** comfortable

25. Rara: My school's computer laboratory is new and quite

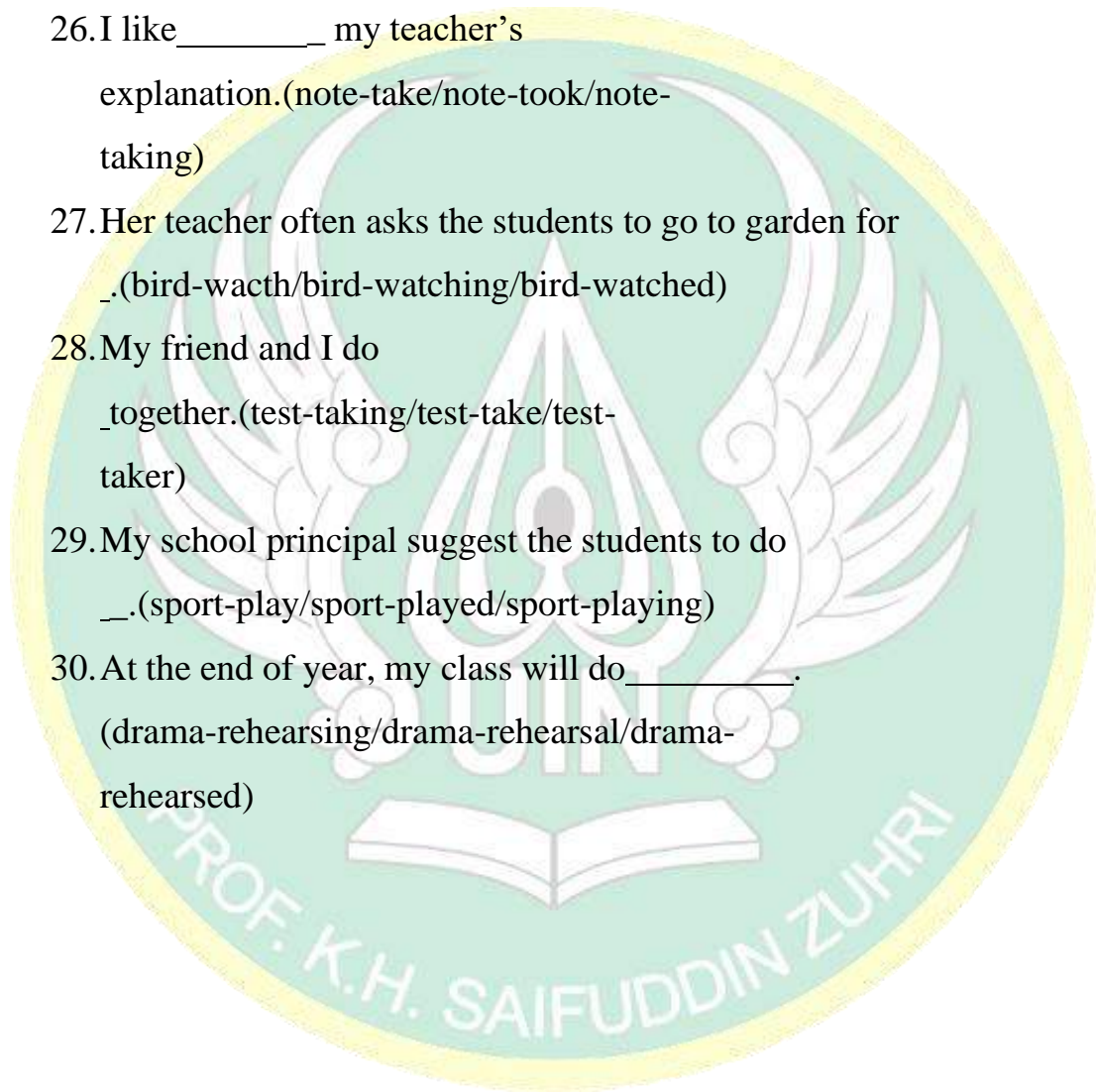
modern. Dewi: So, it means it's a__.

A. old-designed **B.** new-designed **C.** bad-designed **D.** big-designed

Activity 6

Read the sentences and circle the correct answers.

26. I like _____ my teacher's explanation. (note-take/note-took/note-taking)
27. Her teacher often asks the students to go to garden for _____. (bird-watch/bird-watching/bird-watched)
28. My friend and I do _____ together. (test-taking/test-take/test-taker)
29. My school principal suggest the students to do _____. (sport-play/sport-played/sport-playing)
30. At the end of year, my class will do _____. (drama-rehearsing/drama-rehearsal/drama-rehearsed)



Appendix 4. Instrument of Post Test before Validated by Expert Judgment

POST TEST

Nama :
 Kelas :
 Mata Pelajaran :
 Satuan Pendidikan :
 Waktu :

PETUNJUK UMUM

1. Tulis nama dan kelas anda pada lembar jawaban yang telah tersedia
2. Periksa dan bacalah soal dengan teliti sebelum anda mengerjakan soal
3. Kerjakanlah soal anda pada lembar jawaban dengan memberikan tanda (X) pada jawaban yang dianggap benar
4. Gunakan waktu dengan efektif dan efisien
5. Periksalah jawaban anda sebelum diserahkan kepada pengawas
6. Berdoalah sebelum mengerjakan soal

Choose the answer based on the order!

Activity 1

Choose the correct answer.

1. Lola: I have a new English teacher. Her name is Mrs. Fatima. She is 21 years old.
 Salsa: I think she is a _____ teacher.
A. young-looking **B.** old-looking **C.** wicked-looking **D.** nice-looking
2. Kevin: Yesterday, I went to a book bazaar in my school. When I was there, I could not find the book that I want to buy.
 Edo: Hmm. I think the book you want to buy was sold out because it is a _____ book.
A. rarely-selling **B.** best-selling **C.** not sold **D.** not available

3. Sari: I have a classmate named Rara. She always helps me everytime in doing homework. We love to share our ideas together.

Wulan: Wow, I also want to have a _____ friend like her.

A. cold-hearted **B.** warm-hearted **C.** kind-hearted **D.** wicked-hearted

4. Dimas: My science teacher always take us out to see nature when he teach the lesson.

Reza: So, you never have an _____ class?

A. outdoor **B.** indoor **C.** interactive **D.** comfortable

5. Rara: My school's computer laboratory is new and quite modern.

Dewi: So, it means it's a _____.

A. old-designed **B.** new-designed **C.** bad-designed **D.** big-designed

Activity 2

Read the sentences and circle the correct answers.

6. I like _____ my teacher's explanation.

(note-take/note-took/note-taking)

7. Her teacher often asks the students to go to garden for _____.

(bird-wach/bird-watching/bird-watched)

8. My friend and I do _____ together.

(test-taking/test-take/test-taker)

9. My school principal suggest the students to do _____.

(sport-play/sport-played/sport-playing)

10. At the end of year, my class will do _____.

(drama-rehearsing/drama-rehearsal/drama-rehearsed)

Activity 3

Complete the text below with the words in the columns.

My School Library

There is a library in my school. It is on the second floor. It is about seven meters wide and ten meters long. There are eleven (11) _____ in the library. They are full of books. My favorite is the shelf next to the door. It is used for displaying the magazines and (12) _____. I love reading newspapers, especially about sport. I can find the book in those shelves by typing the keyword in the (13) _____ to find the book we want to read. I love the shelf also because it is near to the window where I can see students play with their friends in (14) _____.

(15) _____ in the school loves to visit the library during recess. They love visiting the library because it is quiet and cool. It is very comfortable to read in this library.

schoolyard	everybody	keyboard	bookshelves	newspapers
------------	-----------	----------	-------------	------------

Activity 4

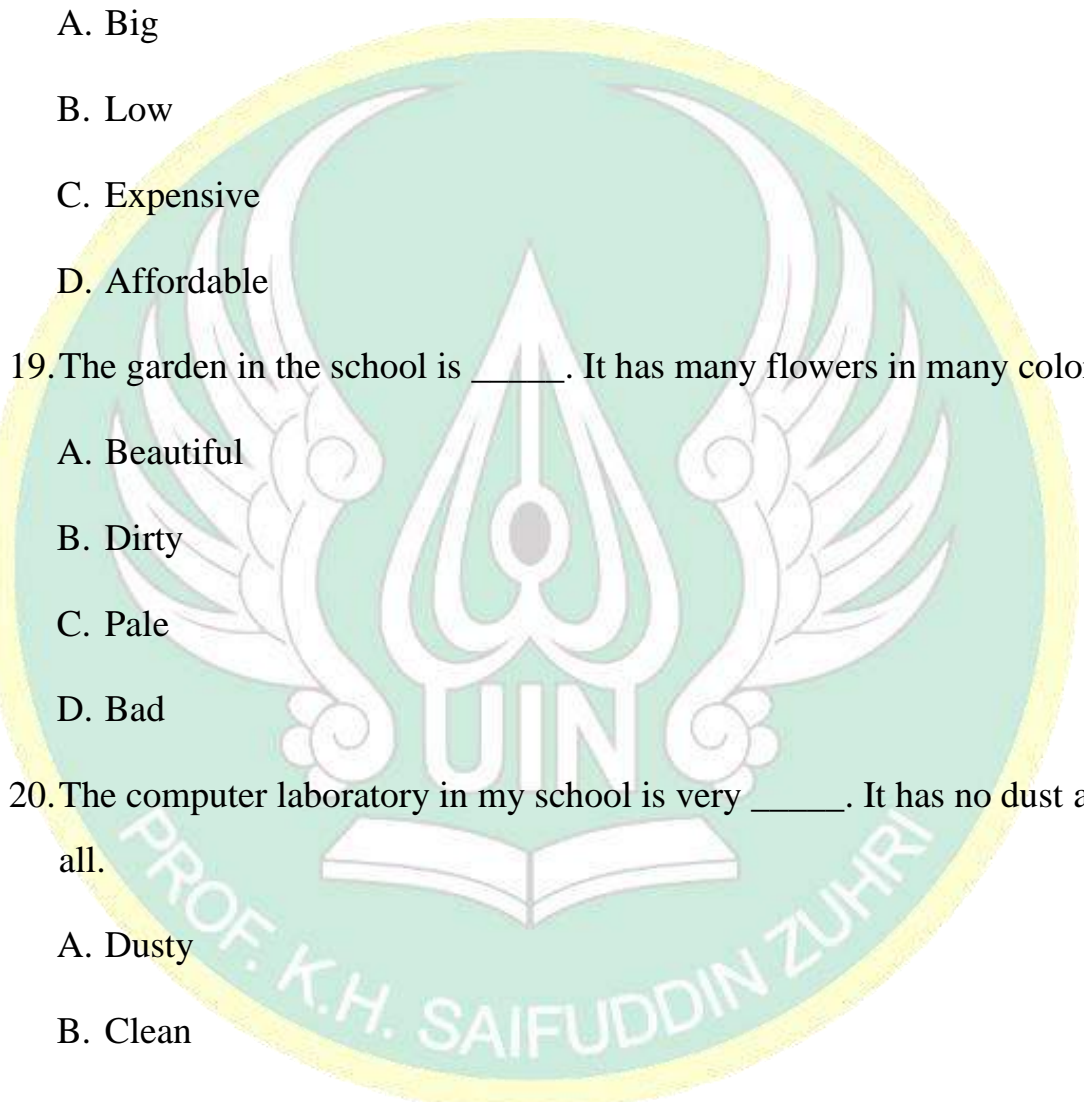
Choose the correct answers.

16. The schoolyard is _____. Students can do the flag ceremony in it

- A. Narrow
- B. Small
- C. Little
- D. Wide






17. The sharpener is _____. It can sharpen the pencil.

- A. Sharp

- B. Long
- C. Short
- D. Dull
18. The price of the book is Rp. 500.000. It is quite _____.
- A. Big
- B. Low
- C. Expensive
- D. Affordable
19. The garden in the school is _____. It has many flowers in many colors.
- A. Beautiful
- B. Dirty
- C. Pale
- D. Bad
20. The computer laboratory in my school is very _____. It has no dust at all.
- A. Dusty
- B. Clean
- C. Dirty
- D. Pretty
- 

Activity 5

Look at the pictures. Then write the names of the object.

				
21. ...	22. ...	23. ...	24. ...	25. ...

chair	table	book	pen	sharpener
-------	-------	------	-----	-----------

Activity 6

Match the words with the correct activities. Draw lines.

26.



•

• Reading a book

27.



•

• Playing football

28.



•

• Dancing

29.



•

• Swimming

30.



•

• Playing basketball



Appendix 5. Instrument of Pre Test after Validated by Expert Judgment

PRE TEST

Nama :
Kelas :
Mata Pelajaran :
Satuan Pendidikan :
Waktu :

PETUNJUK UMUM

7. Tulis nama dan kelas anda pada lembar jawaban yang telah tersedia
8. Periksa dan bacalah soal dengan teliti sebelum anda mengerjakan soal
9. Kerjakanlah soal anda pada lembar jawaban dengan memberikan tanda (X) pada jawaban yang dianggap benar
10. Gunakan waktu dengan efektif dan efisien
11. Periksa jawaban anda sebelum diserahkan kepada pengawas
12. Berdoalah sebelum mengerjakan soal

Choose the answer based on the order!

Activity 1






Choose the best answer from 4 possible answer.

1. The schoolyard is _____. Students can do the flag ceremony in it.
 - A. Narrow
 - B. Small
 - C. Little
 - D. Wide
2. The sharpener is _____. It can sharpen the pencil.
 - A. Dull
 - B. Long
 - C. Short
 - D. Sharp

3. The price of the book is Rp. 500.000. It is quite_____.
- A. Big
B. Low
C. Expensive
D. Affordable
4. The garden in the school is_____. It has many flowers in many colors.
- A. Beautiful
B. Dirty
C. Pale
D. Bad
5. The computer laboratory in my school is very_____. It has no dust at all.
- A. Dusty
B. Clean
C. Dirty
D. Pretty

Activity 2

Look at the pictures below. Then write the names of the pictures based on the words in the columns.

				
6. ...	7. ...	8. ...	9. ...	10. ...

chair	table	book	pen	sharpener
-------	-------	------	-----	-----------

Activity 3

Match the words with the correct activities. Draw lines!

11.



•

• Reading a book

12.



•

• Playing football

13.



•

• Dancing

14.



•

• Swimming

15.



•

• Playing basketball

Activity 4

Complete the text below with the words in the columns.

My School Library

There is a library in my school. It is on the second floor. It is about seven meters wide and ten meters long. There are eleven (16) _____ in the library. They are full of books. My favorite is the shelf next to the door. It is used for displaying the magazines and (17) _____. I love

reading newspapers, especially about sport. I can find the book in those shelves by typing the keyword in the **(18)** _____ to find the book we want to read. I love the shelf also because it is near to the window where I can see students play with their friends in **(19)** _____.

(20) _____ in the school loves to visit the library during recess. They love visiting the library because it is quiet and cool. It is very comfortable to read in this library.

schoolyard	everybody	keyboard	bookshelves	newspapers
-------------------	------------------	-----------------	--------------------	-------------------

Activity 5

Choose the correct answers from 4 possible answers.

21. Lola: I have a new English teacher. Her name is Mrs. Fatima. She is 21 years old.

Salsa: I think she is a _____ teacher.

A. young-looking **B.** old-looking **C.** wicked-looking **D.** nice-looking

22. Kevin: Yesterday, I went to a book bazaar in my school. When I was there, I could not find the book that I want to buy.

Edo: Hmm. I think the book you want to buy was sold out because it is a _____ book.

a. rarely-selling **B.** best-selling **C.** not sold **D.** not available

23. Sari: I have a classmate named Rara. She always helps me every time in doing homework. We love to share our ideas together.

Wulan: Wow, I also want to have a _____ friend like her.

a. cold-hearted **B.** warm-hearted **C.** kind-hearted **D.** wicked-hearted

24. Dimas: My science teacher always take us out to see nature when he teach the lesson.

Reza: So, you never have an _____ class?

- a. outdoor **B.** indoor **C.** interactive **D.** comfortable
25. Rara: My school's computer laboratory is new and quite modern. Dewi: So, it means it's a__.
- a. old-designed **B.** new-designed **C.** bad-designed **D.** big-designed

Activity 6

Read the sentences and circle the correct answers.

26. I like _____ my teacher's explanation. (note-take/note-took/note-taking)
27. Her teacher often asks the students to go to garden for _____. (bird-wach/bird-watching/bird-watched)
28. My friend and I do _____ together. (test-taking/test-take/test-taker)
29. My school principal suggest the students to do _____. (sport-play/sport-played/sport-playing)
30. At the end of year, my class will do _____. (drama-rehearsing/drama-rehearsal/drama-rehearsed)

Appendix 6. Instrument of Post Test after Validated by Expert Judgment

POST TEST

Nama :

Kelas :

Mata Pelajaran :

Satuan Pendidikan :

Waktu :

PETUNJUK UMUM

1. Tulis nama dan kelas anda pada lembar jawaban yang telah tersedia
 2. Periksa dan bacalah soal dengan teliti sebelum anda mengerjakan soal
 3. Kerjakanlah soal anda pada lembar jawaban sesuai dengan perintah yang diberikan
 4. Gunakan waktu dengan efektif dan efisien
 5. Periksalah jawaban anda sebelum diserahkan kepada pengawas
 6. Berdoalah sebelum mengerjakan soal
-

Activity 1**Choose the best answer from the four possible answers.**

1. The computer laboratory in my school is quite _____. It only has 10 computers.
A. Small
B. Large
C. Wide
D. Big
2. The ruler is _____. It can measure the length of the blackboard.
A. Dull
B. Long
C. Short
D. Sharp






3. The price of the eraser is only Rp. 2000. It is very _____.
- A. Big
 - B. Low



- C. Cheap
D. Expensive
4. The toilet in your school is very _____. It smells smelly.
A. Beautiful
B. Dirty
C. Pale
D. Bad
5. His painting is extremely _____. So, no wonder he wins the painting competition.
A. Dusty
B. Clean
C. Dirty
D. Pretty

Activity 2

Look at the pictures below. Then write the names of the pictures based on the words in the columns!

				
6. ...	7. ...	8. ...	9. ...	10. ...

computer lab	library	toilet	garden	canteen
-------------------------	----------------	---------------	---------------	----------------

Activity 3

Match the words with the correct activities. Draw lines!

11.



•

• Reading a book

12.



•

• Playing volleyball

13.



•

• Playing in a band

14.



•

• Cheerleading

15.



•

• Scout

Activity 4

Complete the text below with the words in the columns.

My English Dictionary

Today is my birthday. My father gave me a _____. It is very thick. It has six hundred and seventy _____. There are _____ on some pages of the dictionary. They make the dictionary special. The color of the _____ is bright red and the color of the pages is white. The pictures are in black and white. It is a new _____.

schoolyard	everybody	keyboard	bookshelves	newspapers
------------	-----------	----------	-------------	------------

Activity 5

Choose the best answer from the four possible answers.

21. Fatmah: I have a new Math teacher. His name is Mr. Zain. He looks adorable and handsome.

Salsa: I think he is a very _____ teacher.

- A. wicked-looking
- B. young-looking
- C. nice-looking
- D. old-looking

22. Dino: Last week, I went to school canteen to buy some food but when I was there, I could not find my favorite dish on the menu.

Rafli: Hmm. I think the dish you want to buy was not made anymore because it is a _____ dish.

- A. rarely-selling
- B. an available
- C. best-selling
- D. usually sold

23. Ajeng: I have a classmate named Fatah. He always smiles to everyone.

Isna: Wow, I also want to have a _____ friend like him.

- A. wicked-hearted
- B. warm-hearted
- C. cold-hearted
- D. bad-hearted

24. Deni: My history teacher never take us out to see museum when he teach the lesson.

Iqbal: So, you always have an _____ class?

- A. indoor

- B. outdoor
- C. interactive
- D. comfortable

25. Rara: My school's uniform is not trendy.

Dewi: So, it means it's a _____.

- A. new-designed
- B. bad-designed
- C. old-designed
- D. big-designed

Activity 6

Read the sentences and circle the correct answers.

26. Her friend always _____ early.

(wakes up/ waking up /waked up)

27. Mrs. Lala usually _____ her explanation on the blackboard.

(written down/wrote down /writes down)

28. The temperature in the classroom is hot so I _____ the fan.

(turning on/turned on /turn on)

29. My art teacher asks us to _____ the class.

(clean up/cleaned up /cleaning up)

30. I usually _____ the trash.

(taken out/take out /taking out)

Appendix 7. Instrument of Pre Test after Pilot Test

PRE TEST

Nama :
Kelas :
Mata Pelajaran :
Satuan Pendidikan :
Waktu :

PETUNJUK UMUM

1. Tulis nama dan kelas anda pada lembar jawaban yang telah tersedia
 2. Periksa dan bacalah soal dengan teliti sebelum anda mengerjakan soal
 3. Kerjakanlah soal anda pada lembar jawaban sesuai dengan perintah yang diberikan
 4. Gunakan waktu dengan efektif dan efisien
 5. Periksalah jawaban anda sebelum diserahkan kepada pengawas
 6. Berdoalah sebelum mengerjakan soal
-

Choose the best answer from the four possible answers.

1. The sharpener is _____. It can sharpen the pencil.
E. Dull
F. Long
G. Short
H. Sharp
2. The price of the book is Rp. 500.000. It is quite _____.
E. Big
F. Low
G. Expensive

H. Affordable

3. The computer laboratory in my school is very _____. It has no dust at all.

E. Dusty

F. Clean

G. Dirty

H. Pretty

4. Look at the picture. Which word best describes the picture.



A. Ruler

B. Eraser

C. Marker

D. Sharpener

5. "My teacher asks me to bring the chair."

Which picture goes with the sentence?



A.



B.



C.





D.

Fill in the blanks with correct words from four possible answers of each questions.

My School Library

There is a library in my school. It is on the second floor. It is about seven meters wide and ten meters long. There are eleven (6) _____ in the library. They are full of books. My favorite is the shelf next to the door. It is used for displaying the magazines and (7) _____. I love reading newspapers, especially about sport. I can find the book in those shelves by typing the keyword in the (8) _____ to find the book we want to read. I love the shelf also because it is near to the window where I can see students play with their friends in (9) _____.

(10) _____ in the school loves to visit the library during recess. They love visiting the library because it is quiet and cool. It is very comfortable to read in this library.

6. The correct word for the number 6 in the text above is

A. Desks

- B. Dustbins
- C. Cupboards
- D. Bookshelves

7. The correct word for the number 7 in the text above is

- A. Newspapers
- B. Dictionaries
- C. Papers
- D. Books

8. The correct word for the number 8 in the text above is

- A. Journal
- B. Booklist
- C. Keyboard
- D. Wall Magazine

9. The correct word for the number 9 in the text above is

- A. Laboratory
- B. Schoolyard
- C. Classroom
- D. Canteen

10. The correct word for the number 10 in the text above is

- A. A student
- B. Teacher
- C. Librarian
- D. Everyone

11. Read the following conversation and fill in the blank.

Lola: I have a new English teacher. Her name is Mrs. Fatima.

She is 21 years old.

Salsa: I think she is a _____ teacher.

- A. wicked-looking
- B. young-looking
- C. nice-looking
- D. old-looking

12. Read the following conversation and fill in the blank.

Kevin: Yesterday, I went to a book bazaar in my school.

When I was there, I could not find the book that I want to buy.

Edo: Hmm. I think the book you want to buy was sold out because it is a _____ book.

- A. rarely-selling
- B. not available
- C. best-selling
- D. not sold

13. Sari: I have a classmate named Rara. She always helps me everytime in doing homework. We love to share our ideas together.

Wulan: Wow, I also want to have a _____ friend like her.

- A. wicked-hearted
- B. warm-hearted
- C. cold-hearted
- D. kind-hearted

14. At the end of year, my class will do _____.

- A. drama-rehearsing
- B. drama-rehearsal
- C. drama-rehearsed

D. drama-rehearse



Appendix 8. Instrument of Post Test after Pilot Test

POST TEST

Nama :
Kelas :
Mata Pelajaran :
Satuan Pendidikan :
Waktu :

PETUNJUK UMUM

1. Tulis nama dan kelas anda pada lembar jawaban yang telah tersedia
2. Periksa dan bacalah soal dengan teliti sebelum anda mengerjakan soal
3. Kerjakanlah soal anda pada lembar jawaban sesuai dengan perintah yang diberikan
4. Gunakan waktu dengan efektif dan efisien
5. Periksalah jawaban anda sebelum diserahkan kepada pengawas
6. Berdoalah sebelum mengerjakan soal

Choose the best answer from the four possible answers.

1. The computer laboratory in my school is quite _____. It only has 10 computers.
A. Small
B. Large
C. Wide
D. Big
2. The ruler is _____. It can measure the length of the blackboard.
A. Dull
B. Long

- C. Short
D. Sharp
3. The price of the eraser is only Rp. 2000. It is very _____.
A. Big
B. Low
C. Cheap
D. Expensive
4. The toilet in your school is very _____. It smells smelly.
A. Beautiful
B. Dirty
C. Pale
D. Bad
5. His painting is extremely _____. So, no wonder he wins the painting competition.
I. Dusty
J. Clean
K. Dirty
L. Pretty
6. Which one of the following is "Playing Guitar"?



A.



B.



C.



D.

7. The correct word for the number 7 in the text below is

My English Dictionary

Today is my birthday. My father gave me a dictionary . It is very thick. It has six hundred and seventy (7) _____. There are pictures on some pages of the dictionary. They make the dictionary special. The color of the cover is bright red and the color of the pages is white. The pictures are in black and white. It is a new edition.

A. Lines

B. Sentences

C. Pages

D. Words

8. Fatmah: I have a new Math teacher. His name is Mr. Zain. He looks adorable and handsome.

Salsa: I think he is a very _____ teacher.

A. wicked-looking

B. young-looking

C. nice-looking

D. old-looking

9. Ajeng: I have a classmate named Fatah. He always smiles to everyone.

Isna: Wow, I also want to have a _____ friend like him.

A. wicked-hearted

B. warm-hearted

C. cold-hearted

D. bad-hearted

10. Deni: My history teacher never take us out to see museum when he teach the lesson.

Iqbal: So, you always have an _____ class?

A. indoor

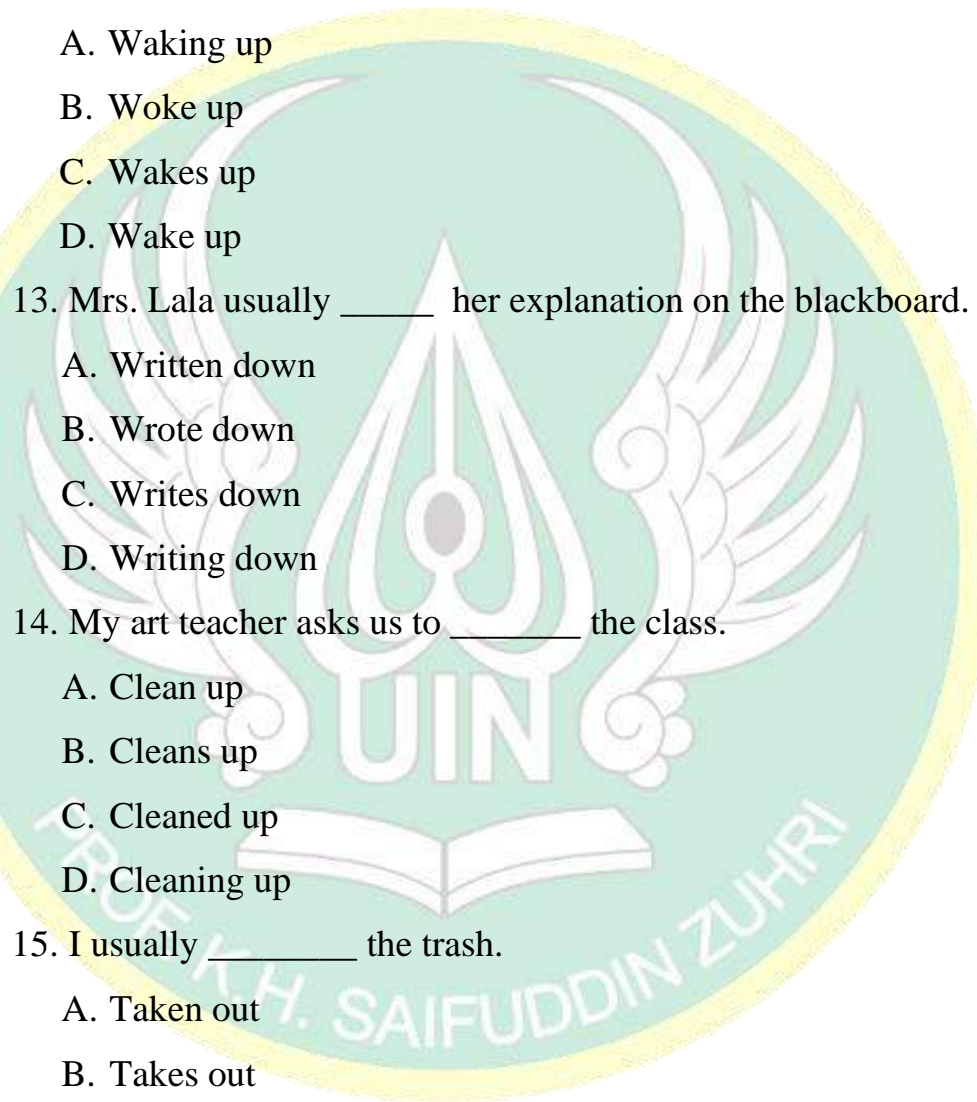
B. outdoor

C. interactive

D. comfortable

11. Rara: My school's uniform is not trendy.

Dewi: So, it means it's a _____.

- A. new-designed
B. bad-designed
C. old-designed
D. big-designed
12. Her friend always _____ early.
A. Waking up
B. Woke up
C. Wakes up
D. Wake up
13. Mrs. Lala usually _____ her explanation on the blackboard.
A. Written down
B. Wrote down
C. Writes down
D. Writing down
14. My art teacher asks us to _____ the class.
A. Clean up
B. Cleans up
C. Cleaned up
D. Cleaning up
15. I usually _____ the trash.
A. Taken out
B. Takes out
C. Take out
D. Took out
- 

Appendix 9. Students' Pre test and Post test Score in Experimental Class

Students' Code	Score of Pre-test	Score of Post-test
1 st Student	72	82
2 nd Student	51	64
3 rd Student	51	70
4 th Student	51	82
5 th Student	51	70
6 th Student	51	70
7 th Student	93	100
8 th Student	65	82
9 th Student	79	100
10 th Student	51	70
11 th Student	51	70
12 th Student	51	64
13 th Student	65	82
14 th Student	65	70
15 th Student	86	94
16 th Student	65	76
17 th Student	65	94
18 th Student	65	88
19 th Student	65	76
20 th Student	44	70
21 st Student	72	88
22 nd Student	58	70
23 rd Student	65	76
24 th Student	65	82
25 th Student	86	94
26 th Student	51	70
27 th Student	51	82
28 th Student	86	94
29 th Student	72	82
30 th Student	51	94
31 st Student	58	70
32 nd Student	51	80
33 rd Student	51	76
34 th Student	51	64
35 th Student	79	88
SUM	2177	2774
MEAN	62,2	79,2
MAXIMUM SCORE	93	100
MINIMUM SCORE	44	64

Appendix 10. Students' Pre test and Post test Score in Control Class

Students' Code	Score of Pre-test	Score of Post-test
1 st Student	58	70
2 nd Student	35	46
3 rd Student	65	82
4 th Student	58	64
5 th Student	51	76
6 th Student	65	76
7 th Student	49	64
8 th Student	72	82
9 th Student	65	70
10 th Student	51	82
11 th Student	58	64
12 th Student	72	82
13 th Student	58	64
14 th Student	79	64
15 th Student	65	64
16 th Student	65	70
17 th Student	30	34
18 th Student	56	88
19 th Student	72	82
20 th Student	72	88
21 st Student	30	34
22 nd Student	30	76
23 rd Student	65	70
24 th Student	51	76
25 th Student	51	70
26 th Student	51	28
27 th Student	58	88
28 th Student	44	76
29 th Student	79	88
30 th Student	44	64
31 st Student	72	64
32 nd Student	65	40
33 rd Student	44	88
34 th Student	16	22
35 th Student	58	40
36 th Student	44	76
SUM	1998	2412
MEAN	55,5	67
MAXIMUM SCORE	79	88
MINIMUM SCORE	16	22

Appendix 11. Sample of Students' Worksheet in Experimental Class

POST TEST BAHASA INGGRIS

PETUNJUK UMUM

1. Tulis nama dan kelas anda pada lembar jawaban yang telah tersedia
2. Periksa dan bacalah soal dengan teliti sebelum anda mengerjakan soal
3. Kerjakanlah soal anda pada lembar jawaban sesuai dengan perintah yang diberikan
4. Gunakan waktu dengan efektif dan efisien
5. Periksa jawaban anda sebelum diserahkan kepada pengawas
6. Berdoalah sebelum mengerjakan soal

Email responden (a44nd1@gmail.com) dicatat saat formulir ini dikirimkan.

Full Name *

Khalifah Fathma Wardhani

Class *

7 B

Activity 1

Choose the best answer from the four possible answers.

1. The computer laboratory in my school is quite _____. It only has 10 computers. * 6 poin

- A. Small
- B. Large
- C. Wide
- D. Big

2. The ruler is _____. It can measure the length of the blackboard. * 6 poin

- A. Dull
- B. Long
- C. Short
- D. Sharp

3. The price of the eraser is only Rp. 2000. It is very _____. * 6 poin

- A. Big
- B. Low
- C. Cheap
- D. Expensive

4. The toilet in your school is very _____. It's smelly. *

6 poin

- A. Beautiful
- B. Dirty
- C. Pale
- D. Bad

5. His painting is extremely _____. So, no wonder he wins the painting competition. *

6 poin

- A. Dusty
- B. Clean
- C. Dirty
- D. Pretty

6. Which one of the following is "Playing Guitar"? *

6 poin



A.



B.



C.



D.

7. The correct word for the number 7 in the text below is

* 6 poin

My English Dictionary

Today is my birthday. My father gave me a dictionary. It is very thick. It has six hundred and seventy (7) _____. There are pictures on some pages of the dictionary. They make the dictionary special. The color of the cover is bright red and the color of the pages is white. The pictures are in black and white. It is a new edition.

- A. Lines
- B. Sentences
- C. Pages
- D. Words

8.

* 6 poin

Fatmah: I have a new Math teacher. His name is Mr. Zain. He looks adorable and handsome.

Salsa: I think he is a very _____ teacher.

- A. wicked-looking
- B. young-looking
- C. nice-looking
- D. old-looking

9.

*

6 poin

Ajeng: I have a classmate named Fatah. He always smiles to everyone.

Isna: Wow, I also want to have a _____ friend like him.

- A. wicked-hearted
- B. warm-hearted
- C. cold-hearted
- D. bad-hearted

10.

*

6 poin

Deni: My history teacher never take us out to see museum when he teach the lesson.

Iqbal: So, you always have an _____ class?

- A. indoor
- B. outdoor
- C. interactive
- D. comfortable

11.

*

6 poin

Rara: My school's uniform is not trendy.

Dewi: So, it means it's a _____.

- A. new-designed
- B. bad-designed
- C. old-designed
- D. big-designed

12. Her friend always _____ early. *

6 poin

- A. waking up
- B. woke up
- C. wakes up
- D. wake up

13. Mrs. Lala rarely _____ her explanation on the blackboard. *

6 poin

- A. Written down
- B. Writing down
- C. Writes down
- D. Wrote down

14. My art teacher asks us to _____ the class. *

6 poin

- A. Clean up
- B. Cleans up
- C. Cleaned up
- D. Cleaning up

15. I usually _____ the trash. *

6 poin

- A. Taken out
- B. Takes out
- C. Take out
- D. Took out

Konten ini tidak dibuat atau didukung oleh Google.

Google Formulir

Appendix 12. Sample of Students' Worksheet in Control Class

POST TEST BAHASA INGGRIS

PETUNJUK UMUM

1. Tulis nama dan kelas anda pada lembar jawaban yang telah tersedia
2. Periksa dan bacalah soal dengan teliti sebelum anda mengerjakan soal
3. Kerjakanlah soal anda pada lembar jawaban sesuai dengan perintah yang diberikan
4. Gunakan waktu dengan efektif dan efisien
5. Periksa jawaban anda sebelum diserahkan kepada pengawas
6. Berdoalah sebelum mengerjakan soal

Full Name *

Safayaz Husna Qotrunnada

Class *

7 E

Activity 1

Choose the best answer from the four possible answers.

1. The computer laboratory in my school is quite _____. It only has 10 computers. * 6 poin

- A. Small
- B. Large
- C. Wide
- D. Big

2. The ruler is _____. It can measure the length of the blackboard. * 6 poin

- A. Dull
- B. Long
- C. Short
- D. Sharp

3. The price of the eraser is only Rp. 2000. It is very _____. * 6 poin

- A. Big
- B. Low
- C. Cheap
- D. Expensive

4. The toilet in your school is very _____. It's smelly. *

6 poin

- A. Beautiful
- B. Dirty
- C. Pale
- D. Bad

5. His painting is extremely _____. So, no wonder he wins the painting competition. *

6 poin

- A. Dusty
- B. Clean
- C. Dirty
- D. Pretty

6. Which one of the following is "Playing Guitar"? *

6 poin



A.



B.



C.



D.

7. The correct word for the number 7 in the text below is

* 6 poin

My English Dictionary

Today is my birthday. My father gave me a dictionary. It is very thick. It has six hundred and seventy (7) _____. There are pictures on some pages of the dictionary. They make the dictionary special. The color of the cover is bright red and the color of the pages is white. The pictures are in black and white. It is a new edition.

- A. Lines
- B. Sentences
- C. Pages
- D. Words

8.

* 6 poin

Fatmah: I have a new Math teacher. His name is Mr. Zain. He looks adorable and handsome.

Salsa: I think he is a very _____ teacher.

- A. wicked-looking
- B. young-looking
- C. nice-looking
- D. old-looking

9.

*

6 poin

Ajeng: I have a classmate named Fatah. He always smiles to everyone.

Isna: Wow, I also want to have a _____ friend like him.

- A. wicked-hearted
- B. warm-hearted
- C. cold-hearted
- D. bad-hearted

10.

*

6 poin

Deni: My history teacher never take us out to see museum when he teach the lesson.

Iqbal: So, you always have an _____ class?

- A. indoor
- B. outdoor
- C. interactive
- D. comfortable

11.

*

6 poin

Rara: My school's uniform is not trendy.

Dewi: So, it means it's a _____.

- A. new-designed
- B. bad-designed
- C. old-designed
- D. big-designed

12. Her friend always _____ early. *

6 poin

- A. waking up
- B. woke up
- C. wakes up
- D. wake up

13. Mrs. Lala rarely _____ her explanation on the blackboard. *

6 poin

- A. Written down
- B. Writing down
- C. Writes down
- D. Wrote down

14. My art teacher asks us to _____ the class. *

6 poin

- A. Clean up
- B. Cleans up
- C. Cleaned up
- D. Cleaning up

15. I usually _____ the trash. *

6 poin

- A. Taken out
- B. Takes out
- C. Take out
- D. Took out

Konten ini tidak dibuat atau didukung oleh Google.

Google Formulir

Appendix 13. Description of Calculation Table of N Gain Score

Description of N Gain Calculation Score

Descriptives

Kelas			Statistic	Std. Error	
NGain_Score	Experiment	Mean	.4817	.03478	
		95% Confidence Interval for Mean	Lower Bound	.4110	
			Upper Bound	.5524	
		5% Trimmed Mean	.4688		
		Median	.4286		
		Variance	.042		
		Std. Deviation	.20574		
		Minimum	.14		
		Maximum	1.00		
		Range	.86		
		Interquartile Range	.26		
		Skewness	1.043	.398	
		Kurtosis	.864	.778	
		Control	Control	Mean	.2347
95% Confidence Interval for Mean	Lower Bound			.1065	
	Upper Bound			.3628	
5% Trimmed Mean	.2582				
Median	.3042				
Variance	.144				
Std. Deviation	.37883				
Minimum	-.71				
Maximum	.79				
Range	1.50				
Interquartile Range	.42				
Skewness	-1.003			.393	
Kurtosis	.776			.768	

Appendix 14. Documentation of Teaching and Learning Process

Pilot Test of Pre Test and Post Test Activity



Pre Test Activity in Control Class



Treatment Activity in Experimental Class



Treatment Activity in Experimental Class



Post Test Activity in Control Class



Appendix 15. Teaching Module

Experimental Class

**Modul Ajar Bahasa Inggris Fase D Kelas VII
(Kurikulum Merdeka)**

No.	Komponen	Deskripsi / Keterangan
1.	Informasi Umum Perangkat Ajar	
	Nama Penyusun	Muhamad Riki
	Nama Institusi	MTS N 1 Banyunas
	Tahun Penyusunan Modul Ajar	2024
	Jenjang Sekolah	Sekolah Menengah Pertama (SMP)
	Kelas	VII (Tujuh)
	Alokasi Waktu	6 Jam Pelajaran (JP) = 6 x 40 menit = 240 menit (3 kali pertemuan)
2.	Capaian Pembelajaran Fase D	
	Fase Capaian Pembelajaran(CP)	<p>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 dan teks asli menjadi rujukan utama dalam mempelajari Bahasa Inggris di fase ini. Siswa 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.</p>
	Elemen/Domain CP	<p><u>Elemen Menyimak – Berbicara</u> <i>By the end of Phase D, students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in an increasing variety of familiar formal and informal contexts. With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They engage in discussion such as giving opinions, making comparisons and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses.</i></p> <p><u>Elemen Menulis – Mempresentasikan</u> <i>By the end of Phase D, students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. They include basic information and detail, and also vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter-sound relationships and they use punctuation and capitalization with consistency.</i></p>

	Tujuan Pembelajaran	Para peserta didik dapat memproduksi teks deskriptif lisan untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal.
	Pengetahuan dan/atau Keterampilan atau Kompetensi Prasyarat	Mengetahui <i>kinds of school facilities, preposition of place, extracurricular activities</i> dan <i>nouns of festival at school</i> .
3.	Kriteria Pengukuran Ketercapaian Tujuan Pembelajaran dan Asesmen (Asesmen Formatif)	
	Penilaian Kompetensi atau Kemampuan serta Pengetahuan	<p><u>Pertemuan 1</u></p> <ol style="list-style-type: none"> 1. Peserta didik dapat menuliskan beberapa kosa kata terkait benda-benda dan fasilitas yang ada di sekolah sehari-hari. 2. Peserta didik dapat mengkategorikan benda-benda dan fasilitas yang biasa mereka pakai dan tidak mereka pakai. 3. Peserta didik dapat melengkapi kalimat rumpang berdasarkan teks yang disajikan dengan kosa kata yang mereka pelajari di <i>WordUP Application</i>. <p><u>Pertemuan 2</u></p> <ol style="list-style-type: none"> 4. Peserta didik dapat memahami penggunaan preposition of place dan extracurricular activities berdasarkan apa yang mereka pelajari di <i>WordUP Application</i>. 5. Peserta didik dapat menyimpulkan struktur kalimat yang digunakan yang melibatkan penggunaan <i>preposition of place</i> dan <i>extracurricular activities</i>. 6. Peserta didik dapat menyusun kalimat lisan singkat terkait kegiatan ekstrakurikuler, baik yang biasa dilakukan maupun tidak. <p><u>Pertemuan 3</u></p> <ol style="list-style-type: none"> 7. Peserta didik dapat menuliskan makna dari <i>vocabulary for Great Festival at School</i> berdasarkan <i>vocabulary</i> yang ada di <i>WordUp Application</i>. 8. Peserta didik dapat menyimpulkan struktur kalimat simpel dengan menggunakan <i>simple present tense formula</i> yang dipelajari. 9. Peserta didik dapat menyusun kalimat lisan terkait dengan topik <i>Great Festival at school</i>, baik yang pernah dilakukan maupun tidak.
	Cara Melakukan Asesmen	Tertulis
4.	Profil Pelajar Pancasila	
	Profil Pelajar Pancasila yang berkaitan	<ol style="list-style-type: none"> 1. Beriman, bertaqwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia 2. Mandiri 3. Bergotong royong 4. Bernalar kritis 5. Kreatif
5.	Sarana dan Prasarana	
	Fasilitas	<ol style="list-style-type: none"> 1. LCD <i>Projector</i> 2. Laptop 3. Jaringan internet

	Media Pembelajaran	4. WordUp Application
6.	Peserta Didik	
	Kategori Peserta Didik	Peserta didik reguler
	Jumlah Peserta Didik	35 peserta didik
7.	Model dan Metode Pembelajaran	
	Model Pembelajaran	<ul style="list-style-type: none"> • Tatap muka • Model pembelajaran pertemuan pertama: <i>Problem Based Learning (PBL)</i> <ul style="list-style-type: none"> a) Orientasi pada masalah b) Mengorganisasikan peserta didik untuk belajar c) Membimbing penyelidikan individu atau kelompok d) Mengembangkan dan menyajikan hasil karya e) Menganalisis dan mengevaluasi proses pemecahan masalah • Model pembelajaran pertemuan kedua: <i>Problem Based Learning (PBL)</i> <ul style="list-style-type: none"> a) Orientasi pada masalah b) Mengorganisasikan peserta didik untuk belajar c) Membimbing penyelidikan individu atau kelompok d) Mengembangkan dan menyajikan hasil karya e) Menganalisis dan mengevaluasi proses pemecahan masalah • Model pembelajaran pertemuan kedua: <i>Problem Based Learning (PBL)</i> <ul style="list-style-type: none"> f) Orientasi pada masalah g) Mengorganisasikan peserta didik untuk belajar h) Membimbing penyelidikan individu atau kelompok i) Mengembangkan dan menyajikan hasil karya j) Menganalisis dan mengevaluasi proses pemecahan masalah
	Metode Pembelajaran	Diskusi kelompok

8.	Asesmen	
	Cara Penilaian	Rubrik asesmen individu (terlampir)
	Jenis Asesmen	Formatif dalam bentuk tertulis (Soal pilihan ganda)
9.	Materi Ajar, Alat, dan Bahan	
	Materi Ajar	<ul style="list-style-type: none"> a) <i>Vocabulary related to school facilities facilities</i> b) <i>Preposition of Place</i> c) <i>Extracurricular activities</i> d) <i>Festival at School</i> e) <i>Simple Present Tense</i>
	Alat dan Bahan	<ul style="list-style-type: none"> 1. Aplikasi WordUp 2. Gambar barang-barang yang ada di Ruangan kelas 3. Lembar Kerja Peserta Didik (LKPD)
	Media Pembelajaran	Menggunakan media berbasis AI yaitu <i>WordUp application</i> . https://www.wordupapp.co/
10.	Urutan Kegiatan Pembelajaran	
	Pertemuan 1	<p>Kegiatan Pendahuluan (10 menit)</p> <ul style="list-style-type: none"> 1. Guru mengucapkan salam dan bertegur sapa dengan peserta didik. 2. Peserta didik dan guru berdo'a sebelum memulai pembelajaran. 3. Peserta didik dicek kehadirannya oleh guru. 4. Peserta didik ditanyakan hal-hal yang berkaitan dengan aspek diagnosis non-kognitif. <ul style="list-style-type: none"> ✓ Apa yang sedang ananda rasakan saat ini? ✓ Bagaimana aktivitas kegiatan belajar ananda selama seminggu terakhir? ✓ Apakah ananda sudah siap mengikuti pembelajaran hari ini? 5. Peserta didik diberitahu tujuan dan manfaat mempelajari materi hari ini. <p>Kegiatan Inti (60 menit)</p> <ul style="list-style-type: none"> a) Orientasi pada masalah

		<ol style="list-style-type: none"> 1. Peserta didik mengamati gambar yang disajikan oleh guru pada power point yang ditayangkan melalui presentasi. 2. Peserta didik bersama guru melakukan tanya jawab terkait gambar. Pertanyaan yang digunakan seperti "<i>What things you have used in your classroom?</i>" <p>b) Mengorganisasikan peserta didik untuk belajar</p> <ol style="list-style-type: none"> 1. Peserta didik dibagi ke dalam beberapa kelompok belajar heterogen (1 kelompok terdiri dari 4-5 siswa). 2. Peserta didik mengamati gambar yang ada di WordUp application yang berisi daftarkosa kata fasilitas sekolah. <p>c) Membimbing penyelidikan individu atau kelompok</p> <ol style="list-style-type: none"> 1. Setelah menyaksikan contoh gambar, peserta didik dalam kelompok dipandu guru menuliskan beberapa kosa kata dan maknanya yang ditemukan dalam aplikasi WordUp, seperti: chair, whiteboard pen, etc. 2. Peserta didik mengkategorikan barang barang yang biasa mereka pakai dan tidak mereka pakai. <p>d) Mengembangkan dan menyajikan hasil karya</p> <ol style="list-style-type: none"> 1. Selanjutnya peserta didik membuat kalimat simpel untuk memberikan informasi kosa kata yang ada di sekolah. kalimat rumpang berdasarkan video yang disajikan. 2. Perwakilan tiap kelompok maju ke depan kelas untuk membacakan hasil LKPD mereka. <p>e) Menganalisis dan mengevaluasi proses pemecahan masalah</p> <ol style="list-style-type: none"> 1. Peserta didik dipandu guru mendiskusikan kalimat-kalimat yang digunakan untuk memberikan informasi fasilitas di sekolah.
		<p>Kegiatan Penutup (10 menit)</p> <ol style="list-style-type: none"> 1. Peserta didik dipandu guru mengambil kesimpulan terkait materi pembelajaran hari ini. 2. Peserta didik diberitahu materi yang akan dipelajari pada pertemuan berikutnya. 3. Peserta didik dan guru melakukan refleksi dengan mengisi kuisioner yang disediakan guru. 4. Peserta didik berdoa untuk mengakhiri pembelajaran.
Pertemuan 2		<p>Kegiatan Pendahuluan (10 menit)</p> <ol style="list-style-type: none"> 1. Para peserta didik mengucapkan salam dan bertegur sapa dengan siswa yang lain dan guru. 2. Peserta didik dan guru berdo'a sebelum memulai pembelajaran.

		<ol style="list-style-type: none"> 3. Peserta didik dicek kehadirannya oleh guru. 4. Peserta didik ditanyakan hal-hal yang berkaitan dengan aspek diagnosis non-kognitif: <ul style="list-style-type: none"> ✓ Apa yang sedang ananda rasakan saat ini? ✓ Bagaimana aktivitas kegiatan belajar ananda selama seminggu terakhir? ✓ Apakah ananda sudah siap mengikuti pembelajaran hari ini? 5. Peserta didik diberitahu tujuan dan manfaat mempelajari materi hari ini.
		<p>Kegiatan Inti (60 menit)</p> <ol style="list-style-type: none"> a. Orientasi pada masalah <ol style="list-style-type: none"> 1. Peserta didik mengamati gambar yang disajikan oleh guru pada power point yang ditayangkan melalui presentasi. 2. Peserta didik bersama guru melakukan tanya jawab terkait gambar. Pertanyaan yang digunakan seperti "Where the canteen in your school is?" b. Mengorganisasikan peserta didik untuk belajar <ol style="list-style-type: none"> 1. Peserta didik dibagi ke dalam beberapa kelompok belajar heterogen (1 kelompok terdiri dari 4-5 siswa). 2. Peserta didik mengamati gambar yang ada di WordUp application yang berisi daftar kosa kata aktivitas ekstrakurikuler. c. Membimbing penyelidikan individu atau kelompok <ol style="list-style-type: none"> 1. Setelah menyaksikan contoh gambar, peserta didik dalam kelompok dipandu guru menuliskan beberapa kosa kata dan maknanya yang ditemukan dalam aplikasi WordUp, seperti: dancing, playing football etc. 2. Peserta didik mengkategorikan kegiatan kegiatan yang biasa mereka lakukan dan tidak mereka lakukan. d. Mengembangkan dan menyajikan hasil karya <ol style="list-style-type: none"> 1. Selanjutnya peserta didik membuat kalimat simpel untuk memberikan informasi kosa kata tentang aktivitas ekstrakurikuler yang ada di sekolah. 2. Perwakilan tiap kelompok maju ke depan kelas untuk membacakan hasil LKPD mereka. e. Menganalisis dan mengevaluasi proses pemecahan masalah <ol style="list-style-type: none"> 1. Peserta didik dipandu guru mendiskusikan kalimat-kalimat yang digunakan untuk memberikan informasi ekstrakurikuler yang ada di sekolah.

		<p><u>Kegiatan Penutup (10 menit)</u></p> <ol style="list-style-type: none"> 1. Peserta didik dipandu guru mengambil kesimpulan terkait materi pembelajaran hari ini. 2. Peserta didik diberitahu materi yang akan dipelajari pada pertemuan berikutnya. 3. Peserta didik berdoa untuk mengakhiri pembelajaran.
Pertemuan 3		<p><u>Kegiatan Pendahuluan (10 menit)</u></p> <ol style="list-style-type: none"> 1. Guru mengucapkan salam dan bertegur sapa dengan peserta didik. 2. Peserta didik dan guru berdoa'a sebelum memulai pembelajaran. 3. Peserta didik dicek kehadirannya oleh guru. 4. Peserta didik ditanyakan hal-hal yang berkaitan dengan aspek diagnosis non-kognitif: <ul style="list-style-type: none"> ✓ Apa yang sedang ananda rasakan saat ini? ✓ Bagaimana aktivitas kegiatan belajar ananda selama seminggu terakhir? ✓ Apakah ananda sudah siap mengikuti pembelajaran hari ini? 5. Peserta didik diberitahu tujuan dan manfaat mempelajari materi hari ini.
		<p><u>Kegiatan Inti (60 menit)</u></p> <ol style="list-style-type: none"> a. Orientasi pada masalah <ol style="list-style-type: none"> 1. Peserta didik mengamati gambar yang disajikan oleh guru pada power point yang ditayangkan melalui presentasi. 2. Peserta didik bersama guru melakukan tanya jawab terkait gambar. Pertanyaan yang digunakan seperti "Have you ever joined any kinds of festival at school?" b. Mengorganisasikan peserta didik untuk belajar <ol style="list-style-type: none"> 1. Peserta didik dibagi ke dalam beberapa kelompok belajar heterogen (1 kelompok terdiri dari 4-5 siswa). 2. Peserta didik mengamati contoh yang ada di <i>WordUp application</i> yang berisi daftar kosa kata <i>festival at school</i>. c. Membimbing penyelidikan individu atau kelompok <ol style="list-style-type: none"> 1. Setelah menyaksikan contoh gambar, peserta didik dalam kelompok dipandu guru menuliskan beberapa kosa kata dan maknanya yang ditemukan dalam aplikasi <i>WordUp</i>, seperti <i>festival and etc</i>. 2. Peserta didik mengkategorikan kegiatan kegiatan festival yang biasa mereka lakukan dan tidak mereka lakukan. d. Mengembangkan dan menyajikan hasil karya <ol style="list-style-type: none"> 1. Selanjutnya peserta didik membuat kalimat simpel untuk memberikan informasi kosa kata tentang festival yang ada di sekolah.

		<p>2. Perwakilan tiap kelompok maju ke depan kelas untuk membacakan hasil LKPD mereka.</p> <p>e. Menganalisis dan mengevaluasi proses pemecahan masalah</p> <p>1. Peserta didik dipandu guru mendiskusikan kalimat-kalimat yang digunakan untuk memberikan informasi festival yang ada di sekolah.</p>
12.	Refleksi	
	Refleksi Guru	<p>a) Apa saja tiga hal yang saya lakukan sebelum mengajar peserta didik ?</p> <p>b) Apa saja tiga buah kesulitan yang ditemukan dalam pembelajaran hari ini?</p> <p>c) Apa pembelajaran yang bisa diambil dari praktik pembelajaran hari ini?</p> <p>d) Apa dua hal yang akan dilakukan di masa depan setelah melakukan pembelajaran hari ini?</p>
	Refleksi Siswa	<p>a) Saya merasa senang saat disajikan gambar yang ada di aplikasi WordUp saat pembelajaran.</p> <p>b) Saya lebih mudah memahami materi <i>school facilities, preposition of place, extracurricular activities</i> dengan penggunaan WordUp.</p> <p>c) Saya mudah memahami materi <i>school facilities, preposition of place, extracurricular activities</i></p> <p>d) Saya merasa pembelajaran Bahasa Inggris materi <i>school facilities, preposition of place, extracurricular activities</i> hari ini menyenangkan.</p>
13.	Daftar Pustaka	<ul style="list-style-type: none"> • Damayanti, E.L., et al. (2022). <i>English for Nusantara untuk SMP/MTs Kelas VII</i>.
14.	Bahan Bacaan	
	Bahan Bacaan Siswa	<i>Vocabulary about school facilities, preposition of place, school extracurricular and festival at school</i>
	Bahan Bacaan Guru	<ul style="list-style-type: none"> • Damayanti, E.L., et al. (2022). <i>English for Nusantara untuk SMP/MTs Kelas VII</i>. (Buku Guru) • English for VII Grade (Bupena).

Banyumas, 3 Mei 2024
Guru Mata Pelajaran

Muhamad Riki
NIM. 20174404018

LAMPIRAN

1. Materi

a. *Vocabulary related to things and school facilities*

Ruler	Fan	Canteen
Dictionary	Marker	Science Laboratory
Pencil	Bag	Hall
Eraser	Sharpener	Toilet
Notebook	Pen	Parking lot
Pencil case	Scissors	Computer laboratory
Blackboard	Pack of coloring pencils	Football field
Dustbin	Table	School gate
Whiteboard	Desk	Library
Sharpens	Chair	Classroom

b. *Vocabulary related to extracurricular activities*

Basketball club	Scouts	Volleyball club
Swimming club	Craft club	Football club
Music club	Science club	Cheerleading

c. *Preposition of Place*

Under	Behind	In	Next to
Above	In front of	On	Under
Between	Accross	At	Inside

d. *Vocabulary related to festival at school*

Food	Painting Exhibition	Food Stabd	Theme
Bazaar	Stages	Book Stand	School yard
Chess matches	Curtains	Costumes	Tenants

e. *Simple Continuous Tense*

Formula:

(+) S + to be (am/is/are) + verb ing

(-) S + to be (am/is/are) + not + verb ing

(?) to be (am is/are) + S + verb ing

Example:

➤ I am playing football.

➤ She is having math class.

➤ Are you having fun?

f. Pictures of a class (for material about things and school facilities and preposition of class)



Adapted from: liveworksheets.com

2. Instrumen Penilaian

Nama Sekolah : MTS N 1 Banyumas
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VII/2
 Tahun Ajaran : 2023/2024

a) Penilaian Sikap

Teknik : Observasi
 Instrumen : Lembar Observasi Guru

LEMBAR OBSERVASI GURU

Kelas : _____ Hari/Tanggal : _____
 Pertemuan Ke : _____
 Materi : _____
 Petunjuk : Guru mengisi lembar observasi dengan menuliskan Nama Peserta Didik dan nilai sikap sesuai dengan rubrik yang disediakan.

No	Nama Peserta Didik	Jujur	Disiplin	Tanggung Jawab	Santun	Percaya Diri	Skor	Nilai
1								
2								
3								
4	dst							

Kriteria:

Kriteria penilaian sikap diadaptasi dari buku Panduan Penilaian oleh Pendidik dan Satuan Pendidikan Sekolah Menengah Pertama.

No.	Sikap	Indikator
-----	-------	-----------

1.	Jujur	Tidak menyontek dalam mengerjakan ujian/ulangan, tidak menjadi plagiat (mengambil/menyalin karya orang lain tanpa menyebutkan sumber).
2.	Disiplin	Datang tepat waktu, mengumpulkan tugas-tugas tepat waktu.
3.	Tanggung Jawab	Melaksanakan tugas individu dengan baik.
4.	Santun	Tidak berkata-kata kotor, kasar, dan takabur.
5.	Percaya Diri	Berpendapat atau melakukan kegiatan tanpa ragu-ragu.

Rubrik penilaian sikap

Aspek yang dinilai	Kriteria	Skor
Jujur	Selalu menunjukkan sikap jujur	5
	Sering menunjukkan sikap jujur	4
	Jarang menunjukkan sikap jujur	3
	Pernah menunjukkan sikap jujur	2
	Tidak pernah menunjukkan sikap jujur	1
Disiplin	Selalu menunjukkan sikap disiplin	5
	Sering menunjukkan sikap disiplin	4
	Jarang menunjukkan sikap disiplin	3
	Pernah menunjukkan sikap disiplin	2
	Tidak pernah menunjukkan sikap disiplin	1
Tanggung jawab	Selalu menunjukkan sikap tanggung jawab	5
	Sering menunjukkan sikap tanggung jawab	4
	Jarang menunjukkan sikap tanggung jawab	3
	Pernah menunjukkan sikap tanggung jawab	2
	Tidak pernah menunjukkan sikap tanggung jawab	1
Santun	Selalu menunjukkan sikap santun	5
	Sering menunjukkan sikap santun	4
	Jarang menunjukkan sikap santun	3
	Pernah menunjukkan sikap santun	2
	Tidak pernah menunjukkan sikap santun	1
Percaya diri	Selalu menunjukkan sikap percaya diri	5
	Sering menunjukkan sikap percaya diri	4
	Jarang menunjukkan sikap percaya diri	3
	Pernah menunjukkan sikap percaya diri	2
	Tidak pernah menunjukkan sikap percaya diri	1

Pedoman penskoran

Nilai = skor yang diperoleh X 4






Skor maksimal = 100

Kategori nilai sikap

No.	Rentang Nilai	Predikat
1	81-100	Sangat baik (A)
2	61-80	Baik (B)
3	40-60	Cukup (C)
4	20-39	Kurang (D)


b) Penilaian Pemahaman (*Vocabulary*)

LKPD Meeting 1







				
1 ...	2 ...	3 ...	4 ...	5 ...

chair	table	book	pen	sharpener
--------------	--------------	-------------	------------	------------------

LKPD Meeting 2

 **PREPOSITION OF PLACE**

Look and complete the preposition of place

- The cat is _____ the box. 
- The bird is _____ the boxes. 
- The cat is _____ the box. 
- The bird is _____ the box. 
- The cat is _____ the box. 
- The cat is _____ the box. 

BETWEEN BEHIND ON
 UNDER IN FRONT OF IN

LKPD meeting 3



1. What do you see in the picture?
 - a.
 - b.
 - c.
 - d.
 - e.

3. Lembar Refleksi Guru

Jurnal Refleksi Guru

Sekolah : MTS N 1 Banyumas
 Mata Pelajaran : Bahasa Inggris
 Materi : School Facilities, Preposition of Place, Extracurricular Activities
 Nama Guru : Muhamad Riki
 Kelas :
 Hari, Tanggal :

Berikut adalah jurnal refleksi guru yang akan diisi setelah melaksanakan pembelajaran di kelas.

No.	Pernyataan	Jawaban
<i>Pre</i>		
1.	Tiga hal yang saya lakukan sebefore mengajar peserta didik menggunakan Aplikasi WordUp.	1. 2. 3.
<i>Whilst</i>		
2.	Tiga buah kesulitan yang ditemukan dalam Pembelajaran school facilities. Preposition of place, extracurricular activities hari ini.	1. 2.

		3.
<i>Post</i>		
3.	Pembelajaran yang bisa diambil dari praktik pembelajaran hari ini.	1. 2.
4.	Dua hal yang akan dilakukan di masa depan setelah melakukan pembelajaran hari ini.	1. 2.

Control Class

Mata pelajaran: Bahasa Inggris

Fase/Kelas: D/VII

Alokasi waktu: 6 x 40 menit (6 JP)

(Alokasi Waktu dapat disesuaikan dengan kebutuhan peserta didik dan satuan pendidikan masing-masing).

Alur Tujuan Pembelajaran

<https://drive.google.com/file/d/1Jd87K8ZTtWJN-zFjB9bWE80argZ1VvtWz/view>

Tujuan Pembelajaran

Memahami ide utama dan detail yang relevan mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah.

Deskripsi Modul Ajar

Modul ajar ini disusun untuk memenuhi target pembelajaran sesuai dengan tujuan pembelajaran memahami ide utama dan detail yang relevan mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah dengan sasaran siswa reguler.

Aktivitas dalam Modul Ajar

1. Siswa dapat menentukan ide utama mengenai topik yang familiar di lingkungan sekolah.
2. Siswa dapat menentukan detail informasi mengenai topik yang familiar di lingkungan sekolah.



Pertemuan 1: Menentukan Ide Utama dan Detil Informasi tentang Topik yang Familiar di Sekolah

Opening Activities

1. Guru membuka pembelajaran dengan salam, doa, absensi dan memotivasi siswa agar semangat dalam pembelajaran.
2. Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran
3. Guru melakukan apersepsi dengan pertanyaan pemantik untuk mengarahkan ke topik yang akan dipelajari:
 - What do you think about your class? Is it big?
 - How many friends do you have in your class?
 - How many tables and chairs are there in your class?
 - Is there any broom in your class?

Diferensiasi yang dapat dilakukan:

Guru dapat juga memulai pembelajaran dengan bertanya dan mengulas kembali materi sebelumnya

Pre-reading activity

1. Guru membentuk kelompok. Masing-masing kelompok terdiri dari 3-4 siswa.
2. Guru meminta siswa untuk memperhatikan gambar yang disajikan oleh guru.
3. Guru meminta siswa mendiskusikan topik yang ada di dalam gambar (picture 5.1) di dalam kelompok.
4. Guru memberikan penegasan tentang gambar yang sedang diamati oleh siswa
5. Selanjutnya, guru meminta siswa mengamati sekali lagi gambar (picture 5.1) di dalam buku dan memberikan tanda centang (V) pada kata yang ada atau terlihat di dalam gambar.
6. Di dalam kelompok, guru meminta siswa berdiskusi tentang ruangan-ruangan atau fasilitas yang ada di sekolah.
7. Guru meminta perwakilan setiap kelompok untuk menyajikan jawabannya secara tertulis di papan tulis.
8. Guru memberikan penegasan tentang hasil diskusi kelompok yang benar.
9. Guru meminta siswa memperhatikan gambar dan menjodohkan gambar dengan frasa yang tersedia.
10. Guru menjelaskan secara singkat terkait *giving direction* (menunjukkan arah)

Whilst-reading activity

11. Selanjutnya, masih di dalam kelompok, guru memberi contoh aktivitas membaca sehingga siswa dapat menirukan dengan tepat cara membaca sekaligus pelafalan atau *modelling* (sebanyak 2-3 kali)
12. Di dalam kelompok, secara mandiri, siswa membaca teks berjudul "My Classroom".
13. Di dalam kelompok, guru memberi kesempatan kepada setiap siswa membaca secara bergilir, dan teman dalam kelompok saling mengoreksi.
14. Di dalam kelompok, siswa mendiskusikan ide utama dan detil informasi tentang isi teks
15. Guru bersama siswa membahas tentang ide utama dan isi dari teks yang telah dibaca oleh siswa.

Diferensiasi yang dapat dilakukan:

Ketika siswa membaca di dalam kelompok, guru memantau berkeliling dan memperbaiki jika ada kesalahan yang tidak dapat diperbaiki oleh teman sekelompoknya. Jika diperlukan, guru bisa melakukan pengulangan atau menjelaskan satu dua kata yang dianggap sulit terutama pada kelompok *lower students*

Post-reading activity

16. Guru menyediakan berbagai jenis teks dan guru memberi kesempatan kepada siswa untuk memilih teks sesuai minat mereka secara mandiri (diferensiasi konten)
17. Guru meminta siswa secara individual dan mandiri menentukan ide pokok dan informasi detil seperti yang pernah dikerjakan di dalam kelompok dengan cara mengerjakan *worksheet* yang disusun oleh guru.

Closing Activities

1. Guru memberikan apresiasi atas usaha yang dilakukan siswa pada pertemuan saat itu, dan memastikan pemahaman siswa dengan mengajukan pertanyaan-pertanyaan terkait materi yang telah diajarkan.
2. Guru dan siswa menyimpulkan tentang materi yang baru saja dipelajari
3. Guru menyampaikan rencana kegiatan pembelajaran untuk pertemuan selanjutnya.
4. Guru melakukan refleksi bersama siswa tentang pembelajaran yang sudah dilakukan

Asesmen Formatif

Teknik asesmen formatif yang digunakan adalah teknik observasi yaitu mengamati siswa pada saat siswa bekerja di dalam kelompok. Untuk melakukan melakukan observasi, guru dapat mengacu pada instrument yang tersedia.

	Tujuan Pembelajaran	Hasil Pengamatan			
		Sudah Muncul (Beri tanda V)	Konteks	Tempat dan waktu kemunculan	Kejadian yang teramati
1	Siswa dapat menentukan ide utama mengenai topik familiar di sekolah.				
2	Siswa dapat menentukan detail informasi mengenai topik familiar di sekolah.				

Rubrik Asesmen Formatif

Kriteria	4	3	2	1
1. Menjawab soal benar sesuai dengan yang seharusnya	4			
2. Menjawab soal dengan sedikit kesalahan (jawaban benar hanya salah beberapa penulisan)		3		
3. Menjawab soal dengan banyak kesalahan (jawaban kurang benar dan banyak terdapat kesalahan)			2	
4. Menjawab soal salah				1

LEMBAR KERJA SISWA (STUDENT WORKSHEET)

1. Lembar Kerja Kelompok (Group Worksheet)

A. Observe this picture!



Picture 5.1 SMP Merdeka

2. What do you see in the picture?
3. Observe the picture again and give a check to the facilities you can see in the picture!
- | | |
|--------------------------------------|----------------------------------|
| flag <input type="checkbox"/> | Garden <input type="checkbox"/> |
| Classroom <input type="checkbox"/> | library <input type="checkbox"/> |
| School yard <input type="checkbox"/> | |
4. What facilities do you find at your school?

B. Match the Picture and the Direction!



Turn around



Go straight



Turn left!



Turn right!

Read the text below then answer the questions!

My Classroom

This is our classroom. It is big. There are thirty-two tables and chairs for the students. There is also a desk for the teacher. The whiteboard is in front of the class. The windows are on the right side of the room. We study subjects like mathematics, Indonesian language, and social science in the classroom. Sometimes, our teacher tells us to present our work or play games in the classroom.

Answer the following questions based on the text above.

1. What does the writer's class look like?
2. How many tables and chairs are there in the classroom?
3. Where are the windows located?
4. What does the writer study?
5. Does the teacher also like to play games?

Individual Worksheet (Lembar Kerja Individu)

Text 1

I'm Alice. I am proud of my school. My school is not so big but it is clean, tidy, and beautiful. Besides, almost all my teachers are smart. We have about 30 teachers. We also have many rooms in my school. But, the most interesting room for me is my school library. My school has a very big library. I like to go there because there are many good books and magazines in my school library. There are about ten classrooms in my school. The classrooms are not big, but they are clean and tidy. In front of my classroom, there is a school yard. It is very small. There are many plants, so it is very shady in the afternoon. There are terraces when we are not in the classrooms. So, the terrace is very crowded during the break.

Answer the questions based on the text!

1. What is the main idea of the text?
2. What is the writer's favorite room in her school? Why is it so?
3. What are the classrooms like?
4. Why is the writer's classroom shady in the afternoon?
5. Why is the terrace always crowded during the break?
6. *It* is very small. What does the word *it* in the sentence refer to?

Text 2

I am Jessica. I am a student in my school. Pak Bacu is a janitor in our school. He's a hard worker. He always never comes late and never goes home early. He sweeps the yard, the gardens, the teacher's office, the headmaster's office, the library, the corridors, and other rooms every morning and afternoon. All the toilets are clean. All rooms in our school are also clean. Pak Bacu keeps our school yard and garden very well. He waters the plants and flowers every morning. They grow very well. He also cuts the grass and some old trees. Before he goes home, he always checks all the classrooms windows and doors and locks them all. I like Pak Banu because he is very friendly, and he knows our names. He greets everyone he meets and he always smiles at the students.

Answer the questions based on the text!

1. Who is the writer of the text?
2. What is the main idea of the text?
3. What rooms are clean? Why are they so?
4. What is the yard like?
5. Why do the plants and flowers grow well?
6. How do you know that Pak Bacu is friendly?
7. *They* grow very well. What does the word *they* in the sentence refer to?

Text 3

I am James. Today is my first day in my school. My new school is quite big. There are almost a thousand students there. In my classroom, there are 32 students. The school building is old, but the facilities are modern. The school yard is on the right side of the school. We usually have a flag ceremony here. It is very wide. And the school garden is on the left side of the school. There are many plants, trees, and flowers there. It is very beautiful. Many students like to sit on the garden bench during break time. There is a basketball court in the middle part of the school. It is surrounded by classrooms, the teacher's room and the principal's room. The laboratory is next to the library. They are in front of class 9A. Our school canteen is quite big. It is located behind the school hall.

Answer the questions based on the text!

1. Who is the writer of the text?
2. What is the main idea of the text?
3. Why do students like to sit in the garden?
4. What is the school like?
5. Where is the basketball court?
6. What do the school facilities look like?
7. *They* are in front of class 9A. What does the word *they* in the sentence refer to?

Pertemuan 2: Menyusun Teks Deskriptif Sederhana

Opening Activities

1. Guru membuka pembelajaran dengan salam, doa, absensi dan memotivasi peserta didik.
2. Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran
3. Guru melakukan apersepsi dengan mengajukan pertanyaan pemantik untuk lebih dalam untuk mengarahkan ke topik yang akan dipelajari:
 - Do you know where our canteen is?
 - What do you find in the canteen?
 - How is our canteen? Is it clean? Is it big?

Diferensiasi yang dapat dilakukan:

Guru dapat juga memulai pembelajaran dengan bertanya dan mengulas kembali materi yang sudah pernah diajarkan sebelumnya

Pre-writing activity

1. Guru membentuk kelompok. Masing-masing kelompok terdiri dari 3-4 siswa.
2. Guru membagikan lembar kerja siswa pada setiap kelompok berupa kalimat-kalimat acak yang bisa disusun menjadi sebuah paragraf sederhana.
3. Setelah berdiskusi di dalam kelompok, salah satu anggota kelompok mempresentasikan hasil diskusi kelompoknya.
4. Guru memberikan penguatan terhadap hasil diskusi kelompok.
5. Guru menjelaskan tentang *generic structure* teks deskriptif
6. Guru menjelaskan tentang *preposition* yang bisa dipakai di dalam teks deskriptif.
7. Guru memberikan beberapa teks kepada setiap kelompok untuk ditentukan *generic structure*-nya (diferensiasi konten)

Whilst-writing activity

8. Guru meminta siswa menyusun teks deskriptif secara individu sesuai *generic structure* yang sudah dipelajari.

Post-writing activity

9. Siswa berbagi karya/produknya dengan teman lain di dalam kelompoknya.

Closing Activities

1. Guru memberikan apresiasi atas usaha yang dilakukan siswa pada pertemuan saat itu, dan memastikan pemahaman siswa dengan mengajukan pertanyaan-pertanyaan terkait materi yang telah diajarkan.
 2. Guru dan siswa menyimpulkan tentang materi yang baru saja dipelajari
 3. Guru menyampaikan rencana kegiatan pembelajaran untuk pertemuan selanjutnya.
- Guru melakukan refleksi bersama siswa tentang pembelajaran yang sudah dilakukan

Asesmen Formatif

Teknik asesmen formatif yang digunakan adalah teknik observasi yaitu pada saat siswa bekerja di dalam kelompok. Untuk melakukan observasi, guru dapat mengacu pada instrument yang tersedia.

	Tujuan Pembelajaran	Hasil Pengamatan			
		Sudah Muncul (isi dengan tanda "V")	Konteks	Tempat dan waktu kemunculan	Kejadian yang teramati
1	Peserta didik dapat menyusun paragraf sederhana berbentuk deskriptif tentang sekolah.				

Rubrik Asesmen Formatif

Kriteria	3	2	1
1. Mengidentifikasi <i>generic structure</i> teks deskriptif dengan tepat	3		
2. Mengidentifikasi <i>generic structure</i> teks deskriptif dengan kurang tepat (1 unsur salah)		2	
3. Mengidentifikasi <i>generic structure</i> teks deskriptif dengan salah (2 unsur salah)			1

Asesmen Sumatif: Compose a simple descriptive text that describes your school!

Rubrik Penilaian Sumatif

Focus	Very Good (4)	Good (3)	Fair (2)	Poor (1)
Genre (social purpose)	Pesan sosial tersampaikan dengan sangat baik	Pesan sosial tersampaikan dengan baik	Pesan sosial tersampaikan dengan kurang baik	Pesan sosial tidak tersampaikan
Text Structure	Susunan teks sesuai dengan teks deskriptif	Susunan teks benar tetapi kalimat penjelas kurang tepat	Susunan teks benar sebagian	Susunan teks salah
Accuracy	Tata bahasa yang dipakai sangat baik dan tepat	Tata bahasa yang dipakai baik dan tepat	Tata bahasa yang dipakai banyak yang kurang tepat	Tata bahasa yang dipakai salah

STUDENT WORKSHEET (LEMBAR KERJA SISWA)**A. Lembar Kerja Kelompok (Group Worksheet)****1. Jumbled Sentences**

There are twenty-three students in my class.

There are also twenty four chairs in my class.

This is my classroom.

There are twenty four tables in classroom.

There are two rules, a dictionary several board markers and a bag.

My class is clean although it is not too big.

Those are all in my teacher's desk.

My class also has five windows and a door.

My class has a whiteboard.

I love my class.

My class also have five windows and one door

2. Read the texts carefully then analyze the generic structure of the texts!**Text 1**

I'm Alice. I am proud of my school. My school is not so big but it is clean, tidy, and beautiful. Besides, almost all my teachers are smart. We have about 30 teachers. We also have many rooms in my school. But, the most interesting room for me is my school library. My school has a very big library. I like to go there because there are many good books and