THE EFFECTIVENESS OF MEMRISE APPLICATION
ON STUDENTS' VOCABULARY MASTERY
AT THE SEVENTH GRADE OF SMP NEGERI 1 CILONGOK BANYUMAS

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

By:

Alisatunisa Nur Zhahro

Student Number. 2017404117

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

STATEMENT OF ORIGINALITY

Here with me,

Name : Alisatunisa Nur Zhahro

Student Number/S.N : 2017404117

Grade : Undergraduate

Faculty : Tarbiya and Teaching Training Department

Study Program : English Education Study Program Department

Declare that the thesis I have compiled with the title **"The Effectiveness of Memrise Application on Students Vocabulary Mastery at Seventh Grade of SMP Negeri 1 Cilongok"** 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 material 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 sanction (revocation of graduation predicate and bachelor degree).

Purwokerto, 5 June 2024.

I who declare,

Alisatunisa Nur Zhahro

S.N 2017404117

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

PAGE OF APPROVAL

This thesis, entitled

THE EFFECTIVENESS OF MEMRISE APPLICATION ON STUDENTS' VOCABULARY MASTERY AT THE SEVENTH GRADE OF SMP NEGERI 1 CILONGOK BANYUMAS

Written by Alisatunisa Nur Zhahro (Student Number. 2017404117) English Education Study Program, Education Department, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K. H. Saifuddin Zuhri Purwokerto has examined on 1 July 2024 and declared qualified for achieving Sarjana Pendidikan (S.Pd) Degree by the examiners.

Purwokerto, 1 July 2024

Approved by:

Examiner I/Supervisor,

Muflihah, SS., M.Pd
NIP. 197209232000032001

Examiner II/Secretary

Windhariyati D. K., M.A, M.Pd.,
NIDN. 2001049001

The Main Examiner

Yulian Purnama, S.Pd., M.Hum.
NIP. 197607102008011030

Legalized,
The Head of Education Department,

Dr. Maria Ulpah, M.Si
NIP. 198011152005012004

iii

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 Wabarakaatuh

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

Name	: Alisatunisa Nur Zhahro
Student Number	: 2017404117
Study Program	: English Education
Faculty	: Tarbiya and Teacher Training
Title	: The Effectiveness of Memrise Application on Students Vocabulary Mastery at Seventh Grade of SMP Negeri 1 Cilongok.

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, 5 June 2024.

Supervisor,

Muflihah, SS., M.Pd

NIP. 19720923 200003 2 001

iv

MOTTO

إِنَّ مَعَ ٱلْعُسْرِ يُسْرًا

"Indeed, with hardship (will be) ease."

(Q.S Al-Insyirah : 6)

Never give up!

"I give my blood, sweat and tears for this"

(Taylor Swift)

DEDICATION

I dedicate this an undergraduate thesis to :

My beloved parents

My beloved family

Myself

And all the readers

ACKNOWLEDGEMENT

In the name of Allah, the most graceful, the most. Praise be to Allah, for blessing me with his mercy and guidance to finish this thesis entitle "The Effectiveness of Memrise Application on Students Vocabulary Mastery at Seventh Grade of SMP Negeri 1 Cilongok" could be completed.

This thesis presented as partial fulfillment of the requirement for obtaining the undergraduate degree of the Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto. The writer would like to express the deep gratitude and appreciation to :

1. Prof. Dr. H. Ridwan, M.Ag, as the Rector of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
2. Prof. Dr. H. Fauzi, M.Ag., as the Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
3. Prof. Dr. Suparjo, M.A., the I Deputy of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
4. Dr. Nurfuadi, M.Pd.I., the II Deputy of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
5. Prof. Dr. H. Subur, M.Ag., the III Deputy of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
6. Desi Wijayanti Ma'rufah, M. Pd., as Coordinator of English Education Study Program in Faculty of Tarbiya and Teacher Training of State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto.
7. Muflihah, SS., M.Pd., as my academic advisory who always give supports, wide knowledge, motivation, and suggestions for finishing thesis.

The researcher is aware that there are several errors and inadequacies in this thesis. As a consequence, comments and criticism are always welcome. Hopefully, the thesis will be useful to the readers. Aamiin.

Purwokerto, 6 June 2024.
The researcher,

Alisatunisa Nur Zhahro
N.S 2017404117

THE EFFECTIVENESS OF MEMRISE APPLICATION

ON STUDENTS' VOCABULARY MASTERY

AT THE SEVENTH GRADE OF SMP NEGERI 1 CILONGOK

BANYUMAS

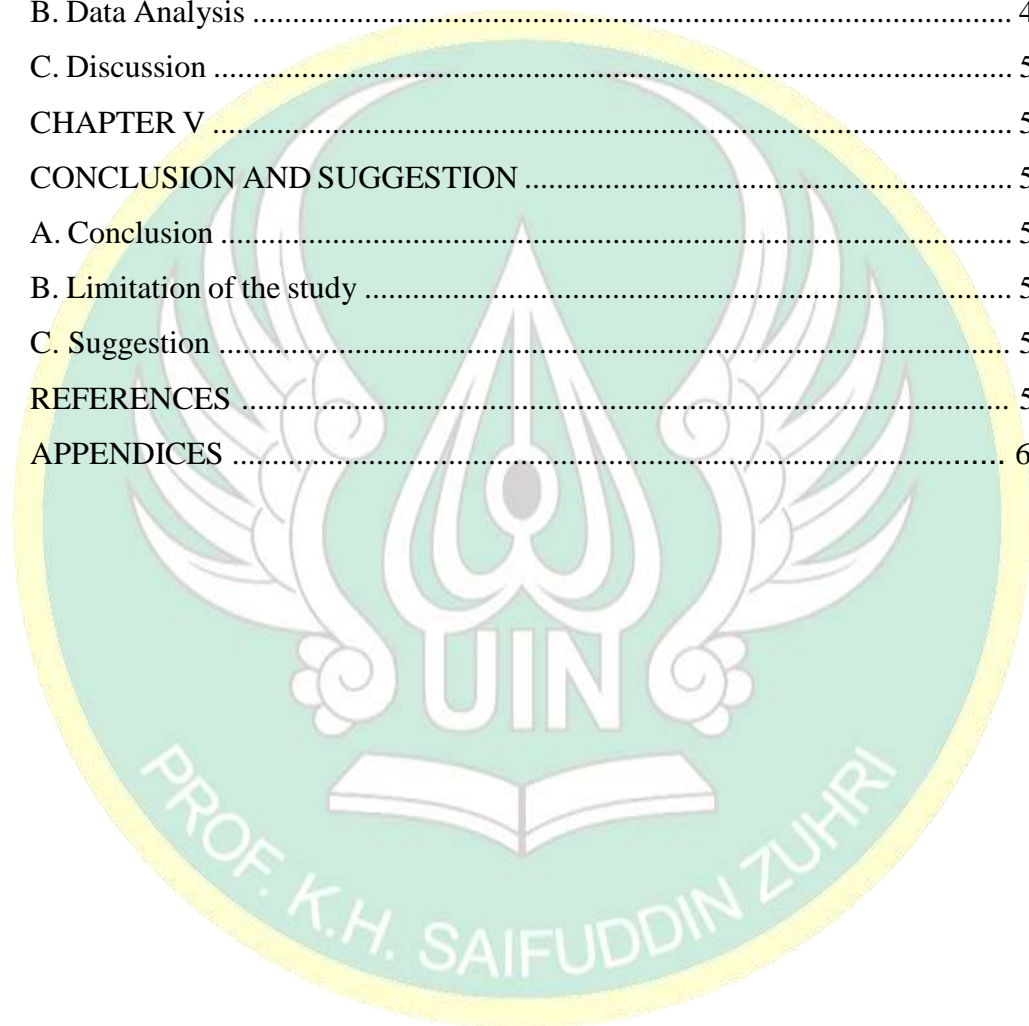ALISATUNISA NUR ZHAHRO

S.N 2017404117

Abstract : One of the problems in learning vocabulary mastery is the limitation of media used in learning process. This problem also happend in SMP N 1 Cilongok. Teacher seldom prepared media for the teaching. In fact, there were a lot of media that can be used; one of them is Memrise application. This research aimed to examine the effectiveness of Memrise application on students' vocabulary mastery at seventh grade of SMP N 1 Cilongok. This research employed a quasi-experimental design and a quantitative approach. The research population consists of 287 students in class VII from SMP N I Cilongok, who were organized into eight classes. The research sample was chosen using simple random sampling using a roulette wheel. The experimental class chosen was VII D, while the control class selected was VII C. This research collected data using a pre-test and post-test in multiple-choice format, both containing 20 questions. IBM SPSS V25 for Windows was used to analyze the data. Based on the average calculated N-gain for the control class, it was 56.86 in the effective enough category. Then, the average N-gain for the experimental class is higher than control class, it was 66.88, which in the effective enough category. The t-test using a paired sample test on both experimental and control classes suggests that Sig (2-tailed) $0{,}000 < 0{,}050$, suggesting an effect between before and after the treatment of both classes (experimental and control). Even though both treatments are conventional methods and used the Memrise application as the learning medium, and it was indeed effective. But the level of effectiveness are different. Therefore, the use of the Memrise application affects students' vocabulary mastery in class VII SMP N 1 Cilongok effectively enough.

Keywords : Memrise application, vocabulary mastery, experimental research.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

LIST OF FIGURE

CHAPTER I

INTRODUCTION

This chapter discusses the research background, conceptual definition, research question, objectives and significances of the research, and structure of the research.

A. Research Background

Vocabulary is one part of linguistic competencies. Learning a language requires a strong vocabulary. Nation (2001) explains the complementarity of the relationship between vocabulary knowledge and language practice: Skills in vocabulary make language use possible and vice versa. Furthermore, Laufer (1997) states that vocabulary learning is at the heart of language learning and language use. Therefore, vocabulary knowledge grows because of language use. Without vocabulary, people cannot communicate with others. Indonesian students still have very little knowledge of English vocabulary. According Lee (2011) the lack of vocabulary knowledge reflects the English proficiency since vocabulary is an effective tool to predict the language proficiency. Therefore, additional vocabulary skills approaches, such as vocabulary learning strategies and more independent learning, are required to improve vocabulary skills. This is why mastering a language's vocabulary is so important, not only because it has a strong connection to students' intellectual maturity but also because it helps them improve their four language skills—listening, speaking, reading, and writing.

Although vocabulary is important, Indonesian students' knowledge of vocabulary in English is still inadequate and Indonesian students' are not able to use the English language effectively (Alwasilah, 2001; Marcellino, 2008; Priyono, 2004). The inadequate competence of Indonesian students in English vocabulary is caused by a variety of factors. According to Tungka (2010), the lack of English vocabulary is caused by a lack of interesting reading English materials. There are both internal and external factors that influence student

learning. Internal factors include students' lack of motivation to learn, self-confidence, and ability to process teaching materials. Students' concentration in learning is also one of the internal factors. The external factors include globalization and the dynamics of environmental challenges, as well as developments in information technology. These external elements, according to Anzar and Mardhatillah (2017), include teacher factors, social environment, school curriculum, and infrastructure.

One of the factors mentioned in infrastructure is a shortage of instructional media. The media in Indonesia continues to be a barrier to students learning English vocabulary mastery, according to Hasan et al. (2021), using instructional media as an intermediate would improve students' understanding of vocabulary mastery. As a teacher, must be create engaging creative methods and media that can drive students to learn vocabulary mastery. Criticos (1996) defines media as "an instrument used to shift messages or information from "resource" to "receiver". Therefore, according to this definition, media is vital since people have entered the digital era, and the use of media in learning must likewise keep up. Learning through media can also engage student's attention, interest, thoughts, and feelings in order to attain learning goals. In fact, there are a lot of media that can be used for the teaching and learning process. One of the media that can be used is Memrise applications.

Memrise is a free online learning platform that combines the best learning knowledge with an engaging and fun design. It was founded in 2010 by Grandmaster of Memory Ed Cooke and Princeton neuroscientist Greg Detre. Memrise's learning system is organized from beginner to advanced. Science, fun in learning, and learning community are just a few of the components that have been incorporated into this application's packaging. The Memrise app allows users to learn languages other than English. Spanish, French, Arabic, Korean, German, Japanese, Chinese, Turkish, Portuguese, Italian, Dutch, Swedish, Norway, Russia, Poland, Japan, and other foreign languages are available as well. According to Fisher (2016), Memrise is a free

website that aims to make learning foreign languages easier for everyone. The audio, image, and memory techniques used in the Memrise application help us connect words together to make them easier to remember.

This research chooses the seventh grade of junior high school because this research object is the transition from elementary school to junior high school. The majority of elementary schools did not offer English lessons. Therefore, the English material that must be taught in junior high schools must be derived from Basic English. This research chosen SMP N 1 Cilongok because based on the observation there on December 12th, 2022 by conducted interviews with an English teacher at the school. According to the English teacher, students preferred to study using smartphones. So, engaging learning media must be utilized in this school. Quizzes, Duolingo, and other learning games were favorites among students. The majority of the issues encountered in SMP N 1 Cilongok were related to vocabulary and never used the memrise application. As a result, this research used that application to assist students on vocabulary mastery.

Based on the current situation, which the ability has low vocabulary mastery, this research has been conducted. It was so closely related to other skills, that this vocabulary ability is very important. According to Affandi and Syafi'i (2018), utilizing technology to improve students' vocabulary knowledge enables a variety of learning strategies. As a result, this research used the memrise application, a fun, and useful learning media. Students' can access this memrise application by downloading it from the Play Store or App Store, but people can also access it online at www.memrise.com. The only difference is the group feature, which can only be found on the website. Therefore, educational activities can be carried out using this application in the classroom. Additionally, there are only a few minor differences between the Memrise app and Duolingo. The Memrise application already makes use of native-speaker audio and video. By planting memory on a flash card, this application would assist students' in learning various materials.

There were some previous research has been conducted on the use of the Memrise Application to improve students' vocabulary mastery, one of them is a research conducted by Ai Siti Nuralisah & Evie Kareviati (2020), the results of the test and questionnaire study showed an increase in grades and students' interest and motivation after using the Memrise application in vocabulary learning. Memrise is one of development learning media evidence that has proven its effectiveness in language learning (Nurul Izah, 2019). Memrise is one of development learning media evidence that has proven its effectiveness in language learning According Pham Thi To Nhu and Tran Ngoc Quyen Quyen (2021), Memrise as a mobile application does help students improve their vocabulary and its effectiveness is confirmed through our survey and tests. It was concluded that the memrise application is recommended to be used as an alternative learning medium in teaching vocabulary

This research focused on students' vocabulary mastery using Memrise Application. Most students prefer using their smartphones to learn. Therefore, the researcher combined the use of Memrise application to increase the students' vocabulary mastery, this is because the Memrise application can be played outside of class, and it is very effective to increase students' vocabulary mastery. This research used quantitative research and investigates the effectiveness of Memrise application on students' vocabulary mastery at SMP N 1 Cilongok. The findings of the study are used as a guideline for other schools using instructional media for teaching. Therefore, the researcher conducted research entitled *"The Effectiveness of Memrise Application on Students Vocabulary Mastery at the Seventh Grade of SMP Negeri 1 Cilongok, Banyumas".*

B. Conceptual Definition

1. Vocabulary Mastery

The most important part of learning English is vocabulary; it is the first thing that students need to do if they want to learn English skills. According to Wilkins (1972), *"while without grammar very little can be conveyed, nothing can be conveyed without vocabulary."* Students' learn vocabulary

4

more naturally, when the students' use it in complete sentences rather than memorizing wordlists. People cannot say if do not have vocabulary. Michael (2021) states that vocabulary can be define as the words of a language, which can include single items, phrases, or chunks of several words that convey a particular meaning in the same way that individual words do.

Furthermore, the term "Mastery" refers to a high level of ability and understanding in a particular activity or subject. According to Bromley (2007), *"mastery is regarded as a student's capacity to acquire the essence of the lesson given in its entirety."* It denotes the possession of skill, talent, and technique in doing a certain task. While Hornby (1995) defines mastery as total knowledge or total competence. According to that definition, mastery is comprehensive knowledge or exceptional competence that makes someone a master in a certain area.

As a result, the definition about vocabulary mastery is one aspect of learning English as a foreign language at the beginner, intermediate, and advanced levels. Vocabulary is one of the fundamental abilities that must be learn when acquiring the four language skills of hearing, speaking, reading, and writing. The ability to understand and use words is refer to as vocabulary mastery. The students must be literate in both words and their meanings.

2. Memrise Application

English language learners should always mingle and engage in English. A collaborative learning environment outside of the classroom (Alrah, Othman, & Musa, 2014) and meaningful learning possibilities that satisfy student requirements and satisfaction (Almekhlafy & Alzubi, 2016) can be maintained by mobile social networks (Huang, Jeng & Huang 2009). Memrise is thus one of the mobile language learning application. This strategy works best when it comes to giving students a varied vocabulary.

Memrise, according to Fisher (2016), is a free website that promises to make learning foreign languages easier for everyone. Memrise has a few distinctive features. The Memrise training system is one of its characteristics. The technology has the ability to train and give the brain a solid memory.

When a system like this issued in conjunction with games and flashcards, learning languages, especially vocabulary, becomes enjoyable for the student.

C. Research Question

The research question of this research: is the use of "Memrise Application" effective on students vocabulary mastery at seventh grade of SMP Negeri 1 Cilongok?

D. Objective and Significances of the Research

1. Objective of the research

Based on the research questions, the objective of this research is to measure the effectiveness of using memrise application on students vocabulary mastery.

2. Significance of the research

There are two types of significance of the research, practical significance and theoretical significance.

a. Practical Significance

1) For teacher

The use of Memrise Application media in learning can help teachers to give materials to students more easily and meaningfully. The findings of this study are also expected to motivate teachers to improve the teaching and learning process through the use of fun learning media, so that teachers can increase their participation in the learning process in order to encourage students to be more active and participate better.

2) For school

The findings of the study on the application of memrise application media in schools can be used to improve the quality of education and teaching and learning processes carried out by teachers. Schools can also help teachers create media that are more diverse.

3) For researcher

Researchers can incorporate appropriate media into specific learning materials. Furthermore, researchers have knowledge and insight into

the material as well as appropriate learning media. The findings of this research are expect to contribute to the advancement of science, particularly those directly related to engaging and appropriate learning media.

b. Theoretical Significance

This research has theoretical benefits, such as providing a foundation for other researchers to conduct similar studies to improve students' problem-solving skills.

E. Structure of the Research

The structure of the research is a framework of research that provides guidance on the points to be discussed in the research. The systematics of writing in this research is divided into five chapters, with detail as follow:

Chapter I, Introduction. This chapter consists of the research background, conceptual definition, research questions, objective and the significances of the research, and structure of the paper.

Chapter II, Literature Review. This chapter discusses the theory of vocabulary and the theory of memrise application.

Chapter III, Methodology. This chapter discusses the type of the research, place and time of the research, the population and sample of the research, variables and indicators of the research, technique of collecting data and technique of analyzing data.

Chapter IV, Research Results. This chapter includes research presentation and analysis.

Chapter V, Conclusion and Suggestion. This chapter contains conclusion, limitation of the study, and suggestion.

CHAPTER II

LITERATURE REVIEW

This chapter explains about the definition and theories related to the research, the variables of this research, some previous studies to support this research, and hypothesis of this research.

A. Theoretical Framework

1. Vocabulary Mastery

a. Definition of Vocabulary Mastery

Vocabulary is much more than just single words, recent vocabulary studies draw on an understanding of lexis. In Greek it is "word," which in short means all the words in a language. According to Michael Lessard (2013), vocabulary is the words of a language, including single items and phrases or chunks of several words that convey a particular meaning, the way individual words do. Then Hatch & Brown (1995) define vocabulary as a collection of terms for a certain language or those used by individual speakers. According to As Sabiq & Sukirno's (2020) research, vocabulary is one of the fundamental components or levels that learners of English must acquire. It follows that a language cannot exist without vocabulary. As a result, everyone who wants to speak English must be learn vocabulary first

The definition of mastery according to Ellis (1998) is thorough understanding of or proficiency with a subject or instrument. Knowledge refers to acquaintance with someone or something. It might contain details, descriptions, or abilities learned by training or experience. Vocabulary mastery refers to someone's capacity to know, understand, and master words. Thornburry (2002) defines vocabulary mastery as students having a thorough understanding of the meanings, spoken and written forms, grammatical behavior, word derivation, collocations, word register

(spoken and written), word connotation or associations, and word frequency.

Thus, from the explanation above, vocabulary is a crucial component of communication. As a result, vocabulary mastery may be defined as a collection of vocabulary (words) in a language that includes knowledge about their meaning, form, and use in a communication context. This is fundamental knowledge that students' must acquire before understanding English.

b. **The Importance of Learning Vocabulary**

The importance of learning vocabulary is demonstrated daily in and out of the school. According to Richards and Renandya (2002), vocabulary is an important component of learning a foreign language and can have an impact on a learners' ability to read, write, speak, and listen. As a result, expanding one's vocabulary is crucial to improving one's proficiency in all four English language domains—speaking, listening, reading, and writing. The meaning of the term, spelling, grammar, and affixes are only a few of the numerous vocabulary-related topics that may be acquired when studying vocabulary.

Therefore, students as crucial to their language learning often intuitively understand vocabulary. As Schmitt (2010) noted, *"learners carry around dictionaries and not grammar books"*. According to Edward (1997), *"Vocabulary is one of the important factors in all language teaching;"* Vocabulary is an important component of language instruction. Students must learn words constantly as they practice sound system and structure. It can be challenging to identify the terms that students associate with vocabulary, such as: collocations, connotations, grammatical behavior, and other aspects of meaning (Linse, 2005). Teachers should think about some kinds of vocabulary that can be taught to young learners because of how important they are.

To summarize, vocabulary serves as the foundation of language and is extremely important in the context of a certain language. Thus, the

learning of vocabulary is an important requirement for improving English language ability.

c. **The Kind of Vocabulary**

These are two kinds of vocabulary according to Harmer (1991) :

1) Active Vocabulary

The active vocabulary is the collection of words that a person utilizes in his or her own speech or writing. Students utilize it in either spoken or written communication

2) Passive Vocabulary

Passive vocabulary refers to words that students know and comprehend when they appear in context or when they require someone to say anything to assist them retain the word meanings. Passive vocabulary is often refer to as recognition vocabulary. This kind is contrast to active vocabulary. According to John Reynolds and Patricia Acres (2013), passive vocabulary is likely to contain more words than your active vocabulary.

d. **Aspect in Learning Vocabulary**

According to Harmer (1991), there are four basic aspects that students need to know to learn new vocabulary items:

1) Word meaning

Harmer emphasizes that a words meaning varies based on its context. The one issue with acquiring language is its meaning. It is one of the challenges in acquiring vocabulary. People cannot comprehend something with a single meaning; they must also understand the meaning in context. Meaning is one of the most challenging aspects of acquiring vocabulary. Because a single word in English has several meanings, learning English may be difficult if the term's meaning is not correctly learned. Furthermore, the same set of sounds and letters might have several meanings. As a result, in order correctly interpret a word, individuals must also understand the context of the text or discussion. Therefore, there would be no misunderstanding or misinterpretation.

2) Word use

However, words have more than merely multiple meanings. They are adaptable to many situations and applications. It refers to the words that person says. Sometimes it includes the speaker's expression and interpretation. It expresses the speaker's feelings regarding something that can be imagined. For example, my mother watered the flowers in the garden. In this statement, "water" does not refer to anything to drink, but rather to someone who pours or splashes water. Thus, people may understand something based on the context of the statement itself.

3) Word formation

Words can appear as individual items that are combined to make sentences, as well as in one or more item groups. They interact with each other often. When it comes to word combination—also known as collocation—it is immediately evident that certain words can survive while others cannot. For example: classmate, earphones, basketball, etc.

4) Word grammar

The final topic is word grammar, which distinguishes word use based on specific grammatical patterns like nouns, verbs, adjectives, adverbs, and so on. For example: Mrs. Rina is a teacher. She teaches us English lesson.

e. **Technique in Teaching Vocabulary Mastery**

To effectively teach vocabulary mastery, teachers should employ many techniques that can make students memorize it easily and learn the process can be more effective. According to Rahayu and Roza (2014), vocabulary teaching is a strategy or approach used by teachers to educate students, on a certain set of terms. Teaching vocabulary involves helping students learn and use words in everyday situations.

According to Nation (1990), the primary approaches that teachers' might use to explain the meanings of new words. All of which can be used in the young learners classroom; by demonstration or pictures such as using an object, using a cut-out figure, using gesture, performing an action,

photographs, drawings or diagrams on the board, pictures from books (to these people might add moving images, from TV, video or computer). Then by verbal explanation such us analytical definition (as in the teachers description of a protractor), putting the new word in a defining context (e.g. an ambulance takes sick people to hospital), translating into another language.

2. **Memrise Application**

   a. **Definition of Memrise Application**

   Memrise application is an application to help us in learning vocabulary mastery. This application assists us in developing vocabulary mastery. *"Memrise is a vocabulary learning website that exists in the form of a web application as well as a free Android and iPhone application,"* state by Laxman and Naik (2016). Memrise is a learning tool that uses flashcards as memory aids. It focuses in language study but also provides content on a variety of other topics. Memrise offers over 150 language courses in 25 languages. This Memrise Application currently has over 60 million registered users worldwide.

   Using the Memrise App to Teach Vocabulary Mastery is a Mobil-Assisted Language Learning (MALL) teaching approach. Furthermore, Nushi and Eqbali (2017) evaluate Memrise as a free language-learning website that teaches and improves language learning for all participants through its user community. It uses audio, image, and memory tactics to help us associate words with one another for easier recall, as well as regular testing to ensure that people are remembering the concepts. It has been demonstrated that gamifying a learning medium increases student motivation to learning.

   Memrise's Application appears to be simpler and easier to use, and there are more courses covering a wider range of topics in a number of languages. This encourages pupils to desire to study additional vocabulary by providing them with something engaging in the form of the vocabulary list. However, having a large vocabulary is useless if student's can't put it

to use in a sentence, which would enable them to employ their vocabulary in grammatically sound phrases.

b. How to Use Memrise Application

1) Create an account
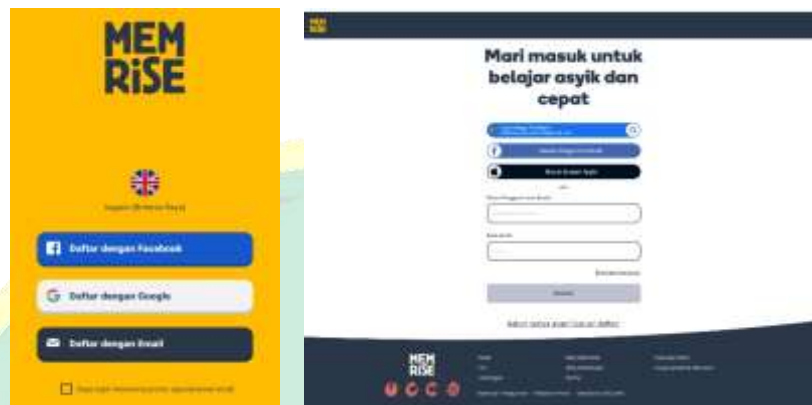
Figure 1. create an account

Before create an account, students need to make sure they have already downloaded the program. The memrise application was available for students to download and install from the App Store or Google Play Store, the students can also register at www.memrise.com., tthen, the students verify the application was set up for English-Indonesia. The students had the option to establish an account, select a username, or sign in with their Google or Facebook accounts when they first started the Memrise application. After making an account on the website and selecting "sign in now," students may apply straight away. Since they had already chosen a language to learn when they enrolled on the Memrise application, they did not need to do again. Students were advised to create a profile in order for their work to be preserved in the event that they swap devices.

2) Select a course

Figure 2. select a course

There are courses accessible in over 200 languages, including created languages like Elvish and Klingon, in the site's language departmental one. The course screen should give an estimate of how long it would take to complete. To make it easier to handle, a course might be separate into levels. To select a course, go to the top of the site and click the 'Browse' button. You can then sort courses by language, popularity, or keyword search.

3) Select 'learn' from the menu bar.
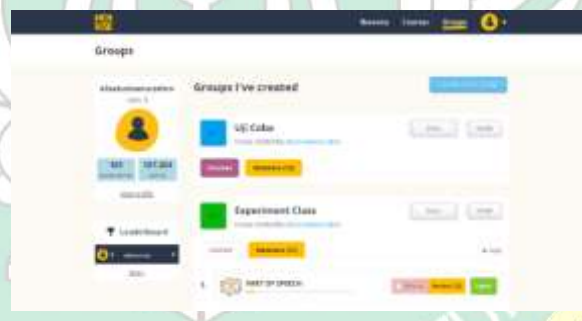
Figure 3. select 'learn' from the menubar

Students clicked on 'learn' in the menubar and waited for the application to show the menubar for each level. Following that, the students clicked on 'speed review' in the middle of the bottom menubar.

4) Increase your vocabulary.

Figure 4. increase the vocabulary

The menu bar will display a list of words after the students click 'learn'. Memrise uses a garden to represent memory. The vocabulary pieces will be sown as 'seeds' when student's begin learning a course. The vocabulary will be repeats several times. Begin with the easiest option, and then go to the medium and most difficult. There are also audio pronunciations for each vocabulary. They are transfer from your 'greenhouse' (short-term memory) to your 'garden' (long term memory) as students are assessed on them through typing and multiple-choice tests.

Memrise's main page appears to be in outer space, with various layers represented as planets. Each level has a different theme. When the students reach a level, they must master a particular number of words and phrases before progressing to the next level. As the students correctly answer the questions, students/user move from one screen to the next. If you give the incorrect response, the students will simply need to take more steps to complete the level since that word or phrase will be re-taught to the students/user.

5) 'Water' your Vocabulary
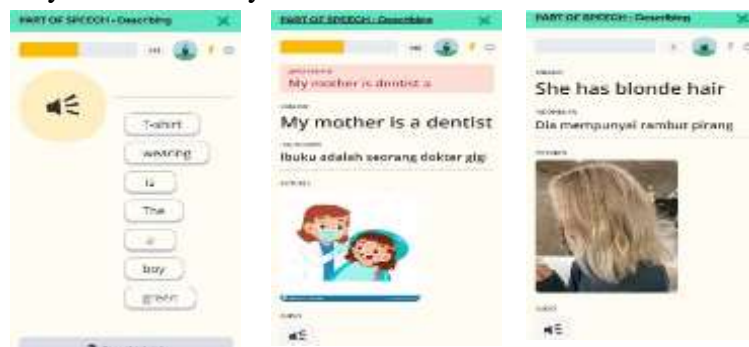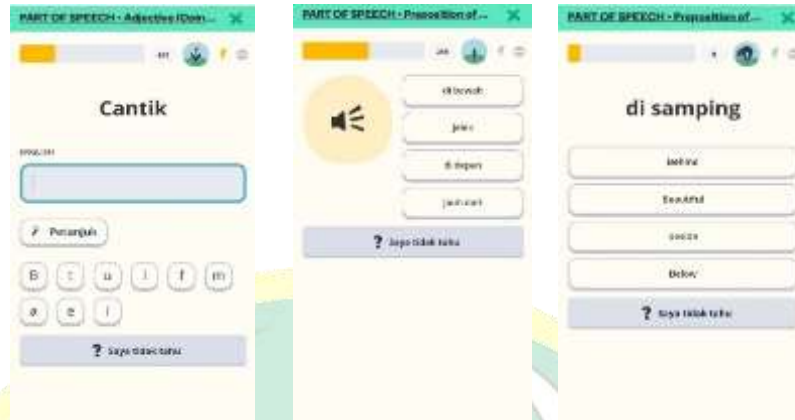
Figure 5. watering the vocabulary

Initially, the application teaches new terms to students by providing an English translation as well as a sentence containing that word or phrase and a robotic voice stating that word out. Following that are multiple choice questions, audio tests, spellings, sentence building, and hearing exercises. Each word or phrase will be provide in the form of a question and answer until the students have mastered it. The start of the game for that particular word or phrase is indicated by a symbol of a hand poised to drop a seed in the top right and corner. Every time the students properly answer a question, regarding that word or phrase, a plant will emerge, followed by a leaf, and finally, a flower will blossom, signaling the conclusion of that word. A purple flower next to a word or phrase indicates that the students have mastered it for that session.

Once a piece of terminology is in your long-term memory, it must be watered (tested on) on a regular basis. If the students get the answer correct on the test, you will not have to water it again for a long time, and vice versa. Growing and watering objects will get the students points at each stage. The students/user may become irritated if the same word or phrase is ask of you in multiple ways. However, it is beneficial in the end for these phrases to stick. It would be extremely beneficial if the students also wrote down and practiced these words and phrases in

a tangible book. Learning a new language is an exciting process that is made even more enjoyable by apps like memrise. As teachers, we can see the students progress through their points. We can add or follow our student's by clicking *'search'* and entering the students name.

6) The teachers can create their own courses using the memrise application.

Figure 6. teacher can create their own courses

Teachers in formal education have a duty to educate their students in line with the syllabus, which is a reference to the relevant curriculum. They must so supply the appropriate materials. Memrise makes it simpler by allowing teachers to create teacher-owned courses with content that can be altered to match the syllabus.

Therefore, they might do the following actions to create their own course for the students:

a) Teachers should visit www.memrise.com and download the memrise application for iOS or Android from the Apple Store or Google Play Store.

b) Teachers can sign up with their Google Mail or Facebook accounts.

c) After log in, teachers clicked *"courses"* and selected the *"create a course"* button.

d) When teachers have done entering the necessary information, click *"create course."*

e) Teachers filled in the boxes with words to teach and learn. This phase allows teachers to add additional terms by clicking (+). Teachers can eliminate unused columns by clicking on them and

following the directions in the pop-up window. Teachers can add pictures and audio. To integrate audio in a memrise course, teachers can follow these steps:

Figure 7. Add audio and picture

- Teacher could visit https://ttsmaker.com/ to change the text to the audio.
- Enter the text that needs to be transformed into speech. Select the language for the text and your favorite voice style; each language has several voice types.
- Click the *"Convert to Speech"* button to begin converting the text to speech, which might take a few minutes; lengthier texts will take longer. To change the speech rate and loudness, use the *"More Settings"* option.
- After the text has been transformed into voice, you may listen to it online or download the audio file.
- Updated the teachers course and went back to the memrise application
- Upload the MP3 file to the *"audio"* column on memrise.

Based on the above procedures for using the memrise application, it is concluded that users must first visit www.memrise.com or install the memrise application. Second, they set up an account by completing a registration form. Last, they can log in and begin learning or developing their course.

c. **Advantage and Disadvantage of Memrise Application**

One of the advantage of this memrise application is that it supports a

broad range of languages. It offers more than 150 language courses. Memrise is an excellent study tool that not only assists students in becoming competent in various languages. Students would profit immensely from the fact that our website and mobile application helps them memorize characters, words, and phrases. Memrise then consolidates questions and tests, making it more than just another cheat sheet tool. Memrise teaches students how to grasp words and phrases via repetition. According to Fadhilah (2020), the memrise application allows children to learn a new word by planting a new seed in their memory. Then, if the students wish to study that word, memrise helps it grow, much like nurturing a small flower. Memrise helps it develop as quickly as possible by reviewing at the correct moment, and soon the students would have a magnificent garden full of memories about what they have learnt.

The disadvantages of used memrise application according to Masta Hutabarat (2019) are less reliable because anyone could create their own lessons on it. Then, some may be downloaded free, while some offer a Pro edition (which has more features that need payment to access) or have paid "in-app" services. Language learning is mostly focused on word memorization and is reliant on flash cards, which is another disadvantage of using the memrise application.

B. Previous Research

There is previous research that is relevant to show the originality of this research. Many researchers conduct their research in the areas of improve vocabulary mastery using memrise application.

The first research is conducted by Ai Siti Nuralisah & Evie Kareviati (2020) with the title *"The Effectiveness of using Memrise Application in Teaching Vocabulary"*. This research based on the use of memrise application in a vocabulary study of seventh-grade students was carried out based on a preliminary study, which showed that students had difficulty learning English because of the lack of understanding of the vocabulary they had, and the method used by the teacher to teach vocabulary is still in a conventional way.

The results of the test and questionnaire study showed an increase in grades, and students interest and motivation after using the memrise application in vocabulary learning. From the results obtained, it was concluded that memrise application is recommended to be used as an alternative method in teaching vocabulary. Besides students, teachers can use memrise application, for the methods in teaching on the classroom.

Nurul Izah (2019) conducted another related research dealing with authentic assessment for the same subject with title *"Upgrading Students' Vocabulary through 'Memrise' App"*. The aim of this paper is to discuss some underlying theories and previous studies of vocabulary learning using online application. Vocabulary is a pivotal tool to master all of skills in English language. However, the fact reveals that this English component is neglected, and it is worsened with inappropriate teaching method, which influences students' insufficient vocabulary. To solve the problem, online learning medium is the most proper solution for students to learn vocabulary individually. One of learning media that is believed to help students in English learning individually is memrise. Memrise is an application through mobile learning that can expand the student's vocabulary beyond school time. In addition, memrise is created in an educational application; therefore, it would engage the student's in a fun learning experience. Thus, this paper comes to describe the theory of vocabulary and to describe the type of media for vocabulary learning.

There is some previously about using memrise application for improving students vocabulary mastery. This previous research is entitled *"Improving Vocabulary Learning with Memrise Mobile Application for Students in Vietnam"* by Pham Thi To Nhu and Tran Ngoc Quyen Quyen (2021). This study was conduct to find out some impacts of Memrise as mobile applications on vocabulary learning of students of the Department of English of the University of Foreign Language Studies in Da Nang University, Vietnam. With regard to the ineffectiveness of using memrise, the researcher realizes that it is caused by some factors. Firstly, some students cannot improve their vocabulary

because of their negative attitudes towards this application. Next, their frequency of using the software and their limited mobile devices using skills also are contributing factors. As the results memrise application are generalized for mobile applications to enhance vocabulary of students because of the scope of this study. Furthermore, the studies results indicate how the students rate the quality of the application. More importantly, this paper gives specific suggestions for using Memrise for learners with different levels of English.

C. Hypotesis

The research hypothesis used in this research is concerned with the effectiveness of Memrise Application on Students' Vocabulary Mastery. There are two kinds of hypothesis:

1. **Null Hypothesis (H0)**

   There is no significant effect of using memrise application in students' vocabulary mastery.

2. **Alternative Hypothesis (H1)**

   There is significant effect of using memrise application in students' vocabulary mastery.

CHAPTER III
METHODOLOGY

This research describes the methodology. It consists of seven parts. They are type of the research, place and time of the research, population and sample, variables of the research, technique of data collection, validity and reliability of instrument and technique of data analysis.

A. Type of the Research

This research used quantitative approach with quasi-experimental research, because to check if there is a difference between before and after utilizing this memrise application as a learning media. According to Creswell (2008), a quasi-experiment is an experimental circumstance in which the researcher allocates participants to groups, but not at random, because the experimenter cannot establish groups intentionally. Furthermore, the researcher would use the pre-test and posttest designs. This research method is appropriate for this research because the purpose of this research is to measure whether the use of memrise application is effective to teach vocabulary mastery in the class.

According to Sumadi Suryabrata (1990) the goal is to compare the outcomes of the treatment with controls that are not subjected to treatment circumstances in order to examine the potential for a causal relationship using a design that really has a treatment group and a control group. The fact that there is a control class and experimental class are picked at random is therefore a feature. Here, two genuine experimental design types—pretest and posttest on experimental class and control class—are introduce. The experimental group was treated using the memrise application, whereas the control group was treated but without memrise application. The researcher compared the control and experimental groups after treatment (Creswell, 2018).

Table 3.1 Research Design

Class	Pre test	Treatment	Post Test
D	O_{D1}	X	O_{D2}
C	O_{C1}	-	O_{C2}

D   : Experimental class

C   : Control class

O_{D1} : Pretest experimental class

O_{D2} : Posttest experimental class

O_{C1} : Pretest control class

O_{C2} : Post control class

X   : Experiment treatment (using memrise application)

B. Place and Time of the Research

   1. Place of the Research

This research conducted at SMP NEGERI 1 CILONGOK, which is located at Jl. Raya Cilongok, Dusun I, Pernasidi, Kecamatan Cilongok, Banyumas Regency, and Central Java. The researcher chose this school because based on observations there, the use of inappropriate media resulted in less effective learning and students' understanding.

   2. Time of the research

This research was conducted on 15th March to 27th May 2024.

Table 3.2 Time of the research

No	Class	Meeting	Time
1	VII E	Test the pre-test in trial class	Friday, 15th March 2024
1	VII E	Test the post-test in trial class	Friday, 17th May 2024
2	VII D	Pre Test	Monday, 18th March 2024
3	VII C	Pre Test	Monday, 18th March 2024
4	VII D	1st meeting (using Memrise Application)	Monday, 25th March 2024
5	VII C	1st meeting (without Memrise Application)	Monday, 25th March 2024
6	VII D	2nd meeting (using Memrise Application)	Monday, 1st April 2024

7	VII C	2nd meeting (without Memrise Application)	Monday, 1st April 2024
8	VII D	3rd meeting (using Memrise Application)	Monday, 22th April 2024
9	VII C	3rd meeting (without Memrise Application)	Monday, 22th April 2024
10	VII D	4th meeting (using Memrise Application)	Monday, 29th April 2024
11	VII C	4th meeting (without Memrise Application)	Monday, 29th April 2024
12	VII D	5th meeting (using Memrise Application)	Monday, 20th May 2024
13	VII C	5th meeting (without Memrise Application)	Monday, 20th May 2024
14	VII D	Post Test	Monday, 27th May 2024
15	VII C	Post Test	Monday, 27th May 2024

C. Population and sample of the research

The population, according to Nursalam (2003), has made up of all the factors connected to the issue being researched. Population is the amount of individual or object that have similar characteristic (Lind et al., 2017). The seventh grade have chosen as the objects of the research because according to the teacher statement that seventh grade has still a little vocabulary in English. Then there was the transition from elementary school to junior high school, where most elementary schools did not have English material and must teach it from the Basic English. The population of this research were all of seventh grade students in SMP Negeri 1 Cilongok.

The sample is a subset of the population chosen as subjects for research. According to Gay (2012), random sampling means picking people from a specific population in an equal and independent manner. The sample of this research has chosen by simple random sampling technique to determine the sample. Because the research design was a pre-test and post-test in experimental and control class, with only two homogeneous classes. To select the research sample, the researcher used a simple random sampling technique using a roulette wheel. Two classes, were selected. VII D was chosen as the

experimental class, and VII C as the control class. Because both classes had fewer than 100 students, this study's sample consisted of all VII C and VII D students. Furthermore, this research uses a pilot study method that requires a trial class to evaluate the validity of the instrument, and class VII E has chosen the trial class.

Table 3.3 The Population of the Research

Class	Population
VII A	36
VII B	36
VII C	36
VII D	35
VII E	36
VII F	36
VII G	36
VII H	36
Total	287

The population of this research was seventh grade of SMP Negeri 1 Cilongok, it was consists of 287 students' who are organized in the eight classes. Each class consists of 35 to 36 students.

Table 3.4 Sample of the Research

Description	Class	Population
Experimental class	VII D	35
Control class	VII C	36
Total		71

The sample of this research after selected using roulette wheel are VII D as a experimental Class that consist of 35 students. The control class was chosen VII C that consist of 36 students.

D. Variables of the research

A variable is define as an object of research or the subject of a study, both abstract and real. A variable is a value that has many variants, or something that is changeable and not fixed.

In this study using two variables, namely independent variables and dependent variable. Independent variable or variable X is variable as the cause of the emergence of the dependent variable, which is presumably as a result. While the dependent variable or variable Y is the estimated (effect) variable, which varies accordingly changes of the independent variables.

Generally, the condition is desirable we reveal and explain (Kerlinger, 1992) :

Independent variable (X) : Memrise Application

Dependent variable (Y)   : Students' Vocabulary Mastery

E. **Technique of data collection**

To obtain accurate data for this research, this research used the data that was consistent with the problems system. This research used a pre-test and post-test for collect the data.

1. **Pre Test**

    Before administering the pretest, the researcher selected all seventh grade students from SMP N 1 Cilongok as the population. Following the collection of the population, the sample is draw by selecting two classes from the population, one for the experimental group and the other for the control group. Following that, both groups are gives a pretest to answer questions. The pretest has administer at the first meeting. The pretest appears to be an accurate assessment of the students' vocabulary mastery before to treatment. The pre-test questions contain descriptive text and procedure text material, which focuses on vocabulary used to describing person's, places, person's appearance, animals appearance, and procedure text.

2. **Treatment**

    Following the pre-test, the experimental and control class given the treatments. While using the same course materials, the experimental and control class got different teaching. While the control class was taught using conventional methods, the experimental class was taught using the

memrise application. Students are permitted to use their smartphones to access the memrise application, but only when the teacher instructs them to did so.

The treatment was carried out five meetings, which discusses descriptive text and procedure text material. The first meeting focused on adjective content, and students in the experimental class learnt using the Memrise app as a learning medium. The second meeting teaches students about school building and the preposition of place. At the third meeting, the students continued to discuss the preposition of place and items in the teaching materials. Fourth meeting, students learn about asking and giving directions. At the last meeting, students learned about the imperative sentence in the procedure text.

3. Post Test

After the treatment, students in both groups are given a posttest. The pre-tests and post-tests are similar; the test employed in the latter would be the same as the former. The researcher would perform a post-test to determine whether this application is successful on students' vocabulary mastery. The last meeting is included a post-test. The question of post-test has same instruction as pre-test, but the theme is different.

F. Validity and Reliability of Instrument

Here are the validity and reliability test of the vocabulary mastery instruments (pre-test and post-test) as followed:

1. Validity Test

A validity test, according to Janna (2021), is a test that determines if a measurement made with a measuring device is valid or invalid. The questions are the measuring devices that being discussed here, because the findings of the validity test are verified as genuine and unchangeable, validity is significant. A phenomenon can also be explained by the variables that establish the scale. This research relied on expert validation determined by lecturers of UIN Prof. K.H. Saifuddin Zuhri Purwokerto for face validity and a pilot test with VII E students for item validity. The face

validity of the vocabulary mastery exam (included in the appendix) demonstrated that the questions were considered valid. The instrument was subsequently evaluated in a pilot study with the VII E class at SMP N 1 Cilongok, which included 36 students. The test analyzed using the formula of product moment correlation technique by Pearson as follows:

$$\mathbf{rxy} : \frac{\mathbf{n}\,(\sum \mathbf{xy}) - (\sum \mathbf{x})(\sum \mathbf{y})}{\sqrt{\{\mathbf{n}(\sum \mathbf{x^2})(\sum \mathbf{x})^2\}\,\{\mathbf{n}(\sum \mathbf{y^2}) - (\sum \mathbf{y})^2\}}}$$

Explanation:

r : coefficient correlation

X : Item score

Y : Total score item

n : Total amount of responden

> **Judgement :**
>
> If r count $\geq r$ table = Valid
>
> If r count $\leq r$ table = Invalid

Here are the result of Validity Test by SPSS of Pre-Test and Post-Test would be explained as follows :

1) Validity Test by IBM SPSS V 25 of Pre-Test

Table 3.5 The Result of Validity Test (Pre-Test)

Soal No	r table (n = 36)	r count	Category
1	0,329	0,406	VALID
2	0,329	0,397	VALID
3	0,329	0,377	VALID
4	0,329	0,348	VALID
5	0,329	0,371	VALID
6	0,329	0,390	VALID
7	0,329	0,352	VALID
8	0,329	0,252	INVALID
9	0,329	0,367	VALID

10	0,329	0,347	VALID
11	0,329	0,520	VALID
12	0,329	0,356	VALID
13	0,329	0,386	VALID
14	0,329	0,601	VALID
15	0,329	0,263	INVALID
16	0,329	0,596	VALID
17	0,329	0,210	INVALID
18	0,329	0,098	INVALID
19	0,329	0,363	VALID
20	0,329	0,474	VALID
21	0,329	0,268	INVALID
22	0,329	0,247	INVALID
24	0,329	0,595	VALID
25	0,329	0,194	INVALID
26	0,329	0,341	VALID
27	0,329	0,354	VALID
28	0,329	0,239	INVALID
29	0,329	-0,259	INVALID
30	0,329	-0,191	INVALID

Based on the validity calculation, there are 10 questions of the 30 questions on the multiple-choice vocabulary pre-test did not meet the validity requirements and is therefore invalid. The number of legitimate items, consisting of 20 multiple-choice questions, can be used as a pre-test for the experimental and control classes by erasing invalid items.

2) Validity Test by IBM SPSS V 25 of Post-Test

Table 3.6 The Result of Validity Test (Post-Test)

Soal No	*r* table (n = 35)	*r* count	Category
1	0,334	0,394	VALID
2	0,334	0,367	VALID
3	0,334	0,426	VALID
4	0,334	0,382	VALID
5	0,334	0,516	VALID
6	0,334	0,397	VALID
7	0,334	0,734	VALID

8	0,334	0,417	VALID
9	0,334	0,071	INVALID
10	0,334	0,685	VALID
11	0,334	0,549	VALID
12	0,334	0,630	VALID
13	0,334	0,499	VALID
14	0,334	0,642	VALID
15	0,334	0,165	INVALID
16	0,334	0,549	VALID
17	0,334	0,163	INVALID
18	0,334	0,700	VALID
19	0,334	0,538	VALID
20	0,334	0,309	INVALID
21	0,334	0,311	INVALID
22	0,334	0,325	INVALID
23	0,334	-0,072	INVALID
24	0,334	0,291	INVALID
25	0,334	0,178	INVALID
26	0,334	0,667	VALID
27	0,334	0,578	VALID
28	0,334	0,440	VALID
29	0,334	0,470	VALID
30	0,334	0,448	VALID

Based on the validity calculation, there are 9 questions of the 30 questions on the multiple-choice vocabulary post-test did not meet the validity requirements and is therefore invalid. The number of legitimate items, consisting of 20 multiple-choice questions, can be used as a post-test for the experimental and control classes by erasing invalid items.

2. Reliability Test

The reliability test was used to determine whether the tests were reliable or trustworthy in collecting data with consistent scores. Reliability is a fundamental problem when using psychological tests to evaluate attributes or behaviors (Rosenthal & Rosnow, 1991). For the reliability test, the Alpha Cronbach method was utilized, as follows:

$$r_{count} = \left(\frac{k}{k-1}\right)\left(1 - \frac{\sum \sigma_b^2}{\sigma_t^2}\right)$$

Explanation:

r_{count} : instrument reliability

k   : number of items/questions

$\sum \sigma_b^2$: item variant number

σ_t^2 : total of variants

> **Judgement :**
>
> If the result of Cronbach's Alpha value ≥ 0,60 = Reliable
>
> If the result of Cronbach's Alpha value ≤ 0,60 = Unreliable

    Here are the result of Reliability Test by IBM SPSS V 25 of Pre-Test and Post-Test would be explained as follows :

1) Reliability Test of Pre-Test

Table 3.7 The Result of Reliability Test (Pre-Test)

Reliability Statistics

Cronbach's Alpha	N of Items
,850	20

    Based on the table Reliability Statistic above, it can be concluded that the instrument of vocabulary multiple-choice in this research can be seen by Cronbach's Alpha of this Pre-Test is 0,850 which is ≥ 0,60 , so it can be concluded that this instrument is **Reliable**.

2) Reliability Test of Post-Test

Table 3.8 The Result of Reliability Test (Post-Test)

Reliability Statistics

Cronbach's Alpha	N of Items
,880	21

31

Based on the table Reliability Statistic above, it can be concluded that the instrument of vocabulary multiple-choice in this research can be seen by Cronbach's Alpha of this Post-Test is 0,880 which is ≥ 0,60 so it can be concluded that this instrument is **Reliable**.

G. Technique of data analysis

This research carried out analysis the data after conducting the research, and all data that needed have been collected. The data analysis techniques that used are:

1. Normality Test

The normality test determines whether our data has a normal distribution. According to Perry's book (2005), a normal distribution is a symmetrical, bell-shaped distribution of data with particular attributes that are use as a reference point for comparing data distribution shapes. The purpose of the normality test is to assess if the sample is representative of a normally distributed population.

a. H0: The pretest data would take from a normally distributed population.

b. H1: Pretest data are take from populations that are not normally distributed.

The normality test used the *Kolmogorov-Smirnov and Shapiro-Wilk formula* with the help of IBM SPSS V 25 software with a significant α = 0.05. According to Wiratna Sujarweni (2014), the decision criterion is that H0 is accepted if the significance value obtained from the calculation results is more than 0.05.

2. Homogeneity Test

Homogeneity testing is performed to determine whether the data obtained is homogeneous. The results of the pre-test and post-test are used to determine homogeneity. If the results of both tests are similar, the data is said to be homogenous. According to the SPSS program, homogeneous data is when the significance level show 0,000 - 0.05.

Homogeneity determines the application of the following criteria:

a. Significance test ($\propto$) = 0.05

b. If Sig. > 0, 05, then the variance of each sample is the same (homogeneous).

c. If Sig. < 0, 05, then the variance of each sample is not the same (no homogeneous).

3. Hypothesis Test

a. T-Test

The paired Samples T-Test is used to detect whether there is a significant difference in the means of two paired samples. In this study, the paired sample t-test carried out to know the effect of using Memrise Application on students' vocabulary mastery. The paired sample t-test was used to compare the pre-test and post-test findings for the experimental and control classes. An independent t-test was conducted using IBM SPSS V 25 for Windows to see if there was a significant difference between the post-test results of the experimental class (using Memrise Application) and the control class (without using Memrise Application). To obtain a response to the aforementioned hypothesis, the researcher gives alternative hypothesis (Ha) and null hypothesis (H0) as follows:

1) H0 (null hypothesis) is accepted if t-test (to) < t-table in significant degree of 0,05. It means that there is no significant effect of using Memrise Application on students' English vocabulary mastery.

2) H0 (null hypothesis) is accepted if t-test (to) < t-table in significant degree of 0,05. It means that there is significant effect of using Memrise Application on students' English vocabulary mastery.

b. N-Gain Test

The statistical analysis test used to test of hypothesis in this research is N-Gain score through the paired sample t-test. Determine the category from which the N-Gain score is obtain using the N-Gain value or the N-gain value as a percentage (percentage). The N-Gain

score can be calculate according to the formula below:

$$\text{N} - \text{Gain} = \frac{Score\ Post\ test - Score\ Pre\ test}{Score\ Ideal - Score\ Pre\ test}$$

The table below shows the class classification for the acquisition of N-gain values, according to Ramdhani, E. P., et al. (2020) :

Table 3.9 N-Gain Percentage Category

Percentage	Interpretation
< 40	Not Effective
40 – 55	Moderate Effective
56 – 75	Effective Enough
>75	Effective
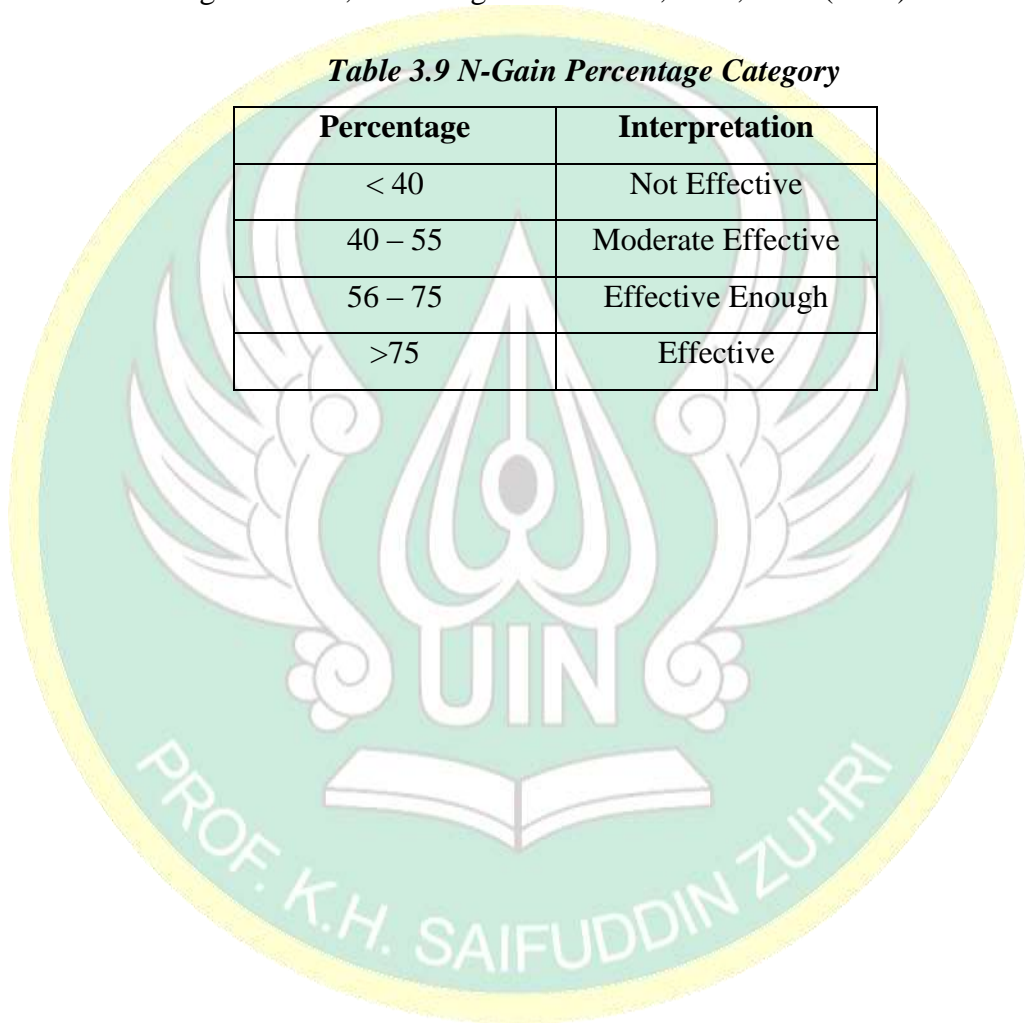
BAB IV
FINDINGS AND DISCUSSION

In this chapter, the researcher explains the findings of the research. The researcher conducted the study to determine whether there is a difference in vocabulary mastery between students who were taught using the Memrise application and those who were not. It provides the data that was processed by IBM SPSS Version 25 for windows.

A. Findings

1. Data Description

This research used a quasi-experimental design and was carried out at SMP Negeri 1 Cilongok. The objective of this study was to determine whether or not the memrise application has a significant impact on vocabulary mastery among students. It is necessary to compare the results of the pre-test and post-test to determine whether the memrise application had any effect.

The participants in this research were seventh-grade students from SMP Negeri 1 Cilongok. The sample method used was simple random sampling. 35 students from VII D served as the experimental class, while 36 students from VII C served as the control class. To measure the effectiveness of the memrise application, compare the pre-test and post-test data. The experimental class administered treatment utilizing the memrise application, whereas the control group did not.

The pre-test and post-test instruments were written-form tests that required students to complete 20 multiple-choice questions. The pre-test was administered to both the experimental and control groups to determine the students' vocabulary mastery before treatment. The treatment was administered in five meetings to the experimental and control classes, but with a different method of teaching. The experimental class utilizes the Memrise application, while the control class uses normal teaching approaches. Then the post-test was given to both classes after the treatment.

The pre-test and post-test findings were analyzed with IBM SPSS Version 25 for Windows. A paired sample t-test was used to examine the effect of the Memrise application on students' vocabulary mastery, while an independent sample t-test was utilized to compare the experimental and control groups. The N-gain score test was then utilized to assess whether or not the Memrise application could be used effectively.

2. **Treatment description**

The research was carried out at SMP Negeri 1 Cilongok, with samples from one experimental class (VII D) and one control class (VII C). In the academic year 2023-2024, there were 35 students in the experimental class and 36 students in the control class. This research used a quasi-experimental method, with five treatments administered to the experimental class through the Memrise application and the control class using conventional methods. The experimental and control classes received the same treatment, which consisted of five meetings each class with material about descriptive text.

a. Experimental class

On Monday, March 18th, 2024, the researcher conducted a pre-test before beginning treatment. Students complete the pre-test by answering 20 multiple-choice questions. Class VII D, an experimental class, received treatment utilizing the Memrise application, which was divided into five meetings as follows:

1) First meeting

The first meeting was held on Monday, March 25th, 2024. At the first meeting, students learned about describing people and animals. The researcher gives material about "adjective" at the beginning. The students learned using the Memrise application; they used this application to study on their own by answering questions on adjectives. Following their completion of the application, the students received LKPD from the researcher that was pertinent to the subject matter.

2) Second meeting

The second meeting was held on Monday, April 1st, 2024. At the second meeting, students learned about describing places. The researcher gives material about "school buildings and prepositions of place" for the beginning. The students learned using the Memrise application. They used this application to study on their own by answering questions about school buildings and prepositions of place. Following their completion of the application, the students received LKPD from the researcher that was pertinent to the subject matter.

3) Third meeting

The third meeting was held on Monday, April 22nd, 2024. At the third meeting, students learned about describing places. The researcher gives material about "things in the classroom and the preposition place" at the beginning. The students learned using the Memrise application. They used this application to study on their own by answering questions about things in the classroom and prepositions of place. Following their completion of the application, the students received LKPD from the researcher that was pertinent to the subject matter and played a game about preposition of place.

4) Fourth meeting

The fourth meeting was held on Monday, April 29th, 2024. At the fourth meeting, students learned about asking and giving direction. The researcher gave material about "asking and giving direction" for the beginning. The students learned using the Memrise application; they used this application to study on their own by answering questions and giving direction. Following their completion of the application, the students received LKPD from the researcher that was pertinent to the subject matter.

5) Last meeting

The last meeting was held on Monday, May 22nd, 2024. At the last meeting, students learned about procedure text. The researcher gives

material about "imperative sentences" at the beginning. The students learned using the Memrise application; they used this application to study on their own by answering questions on imperative sentences. Following their completion of the application, the students received LKPD from the researcher that was pertinent to the subject matter. Following learning, the student was given a post-test to assess the effectiveness of the Memrise application as a treatment for vocabulary mastery.

b. Control Class

Before treatment the researcher conducted a pre-test on Monday, March 18th, 2024. Students complete the pre-test by answering 20 multiple-choice questions. The class of VII C, a control class, received treatment utilizing the conventional methods, which were divided into five meetings as follows:

1) First meeting

The first meeting was held on Monday, March 25th, 2024. At the first meeting, students learned about describing people and animals. The researcher gives material about "adjective" at the beginning. During the learning process, the control class was treated by conventional method.

2) Second meeting

The second meeting was held on Monday, April 1st, 2024. At the second meeting, students learned about describing places. The researcher gives material about "school buildings and prepositions of place" for the beginning. The researcher asked students to complete LKPD questions on school buildings and preposition of place.

3) Third meeting

The third meeting was held on Monday, April 22nd, 2024. At the third meeting, students learned about describing places. The researcher show a video the material about "things in the classroom and the preposition place" at the beginning. The researcher provided descriptive text related

to the video, and asked students to work in groups to complete the assignments on the LKPD.

4) Four meeting

The fourth meeting was held on Monday, April 29th, 2024. At the fourth meeting, students learned about asking and giving direction. The researcher gave material about "asking and giving direction" for the beginning. The researcher instructed students to divide into groups and then listen to audio about asking and giving directions. Students work on the LKPD that was supplied by the researcher.

5) Last meeting

The last meeting was held on Monday, May 22nd, 2024. At the last meeting, students learned about procedure text. The researcher gives material about "imperative sentences" at the beginning. The researcher asked students to complete LKPD questions on imperative sentences. Following learning, the students was given a post-test in the last meeting to assess the effectiveness of the Memrise application as a treatment for vocabulary mastery.

3. **Result Data of Pretest and Post-test**

The results of the pretest and posttest in the experimental class and the control class were as follows:

a. Pre-test and Post-test Data of Experimental Class

The experimental class for this research is VII D of SMP N 1 Cilongok. Thirty-five students were taught vocabulary subjects about descriptive and procedure texts using the Memrise application in a classroom setting. The data for the pre-test and post-test in the experimental class are as follows:

Table 4.1 Score Pre-test and Post-test of Experimental Class

NO	Students' Code	Scores	
		Pre-test	**Post-test**
1	D1	60	80
2	D2	40	65
3	D3	40	90

4	D4	35	60
5	D5	45	70
6	D6	50	80
7	D7	45	75
8	D8	40	75
9	D9	45	70
10	D10	40	75
11	D11	35	70
12	D12	35	85
13	D13	40	80
14	D14	50	85
15	D15	60	75
16	D16	55	75
17	D17	40	85
18	D18	50	85
19	D19	50	70
20	D20	45	75
21	D21	50	85
22	D22	45	80
23	D23	55	85
24	D24	60	75
25	D25	50	75
26	D26	60	85
27	D27	45	70
28	D28	60	70
29	D29	55	70
30	D30	65	90
31	D31	55	75
32	D32	55	75
33	D33	65	80
34	D34	40	70
35	D35	50	70
SUM		1710	2680
MEAN		48,86	76,57
SCORE MIN		35	60
SCORE MAX		65	90

Table 4.1 shows 35 data from pre-test and post-test results in the experimental class. The initial data from the pre-test results revealed that the mean score was 48.86. It suggests that the students had low mastery of vocabulary because the minimum criteria score was 75. The minimum score was 35, and the maximum score was 65. The second data set from the post-test, there are 35 data. The mean score was 76.57, indicating that

students exceeded the minimal criterion and achieved a higher score. The minimum score was 60, and the maximum score was 90.

According to the test results above, the students' scores increased after the researcher treated them to vocabulary mastery using the Memrise application. Thus, it was shown that there was a statistically significant difference in the scores for the students' pre-test and post-test performance.

b. Pre-test and Post-test Data of Control Class

The control class for this research is VII C of SMP N 1 Cilongok. Thirty-six students were taught the vocabulary of the descriptive and procedure texts using the conventional method. The data for the pre-test and post-test in the experimental class are as follows:

Table 4.2 Score Pre-test and Post-test of Control Class

NO	Students' Code	Scores	
		Pre-test	Post-test
1	C1	60	85
2	C2	55	65
3	C3	40	70
4	C4	30	70
5	C5	50	95
6	C6	30	75
7	C7	60	75
8	C8	50	80
9	C9	60	70
10	C10	65	75
11	C11	55	95
12	C12	60	80
13	C13	65	80
14	C14	65	90
15	C15	60	75
16	C16	45	70
17	C17	45	70
18	C18	30	80
19	C19	40	75
20	C20	50	75
21	C21	50	75
22	C22	30	70
23	C23	35	55
24	C24	35	75

25	C25	50	85
26	C26	45	75
27	C27	40	70
28	C28	45	70
29	C29	60	80
30	C30	50	70
31	C31	50	70
32	C32	55	80
33	C33	60	70
34	C34	50	70
35	C35	40	75
36	C36	45	75
SUM		1755	2715
MEAN		48,75	75,42
SCORE MIN		30	55
SCORE MAX		65	95

Table 4.2 shows 36 data from pre-test and post-test results in the control class. The initial data from the pre-test results revealed that the mean score was 48.75. It suggests that the students had low mastery of vocabulary because the minimum criteria score was 75. The minimum score was 30, and the maximum score was 65. The second data set from the post-test, there are 36 data. The mean score was 75.42, it was categorized the students had increased score but not too high.. The minimum score was 55, and the maximum score was 95. The students was improve their scores according to the test results above. Based on the data, it can be concluded that there is a significant difference between the students' performance before and after the test, but it is still higher in the experimental class treated with Memrise application.

c. Comparison of pre-test scores in the experimental and control classes

In this section, the researcher discuss the comparison of mean scores pre-test in the experimental class and control class. The data of comparison between score pre-test in the experimental class and control class were follows :

Table 4.3 Comparison score pre-test

in the experimental and control classes

	Experimental Class	Control Class
SUM	1710	1755
MEAN	48,86	48,75
SCORE MIN	35	30
SCORE MAX	65	65

Table 4.3 shown that there were the differences in the mean score between score pre-test in the experimental class and control class. The pre-test mean score in the experimental class was 48.86, whereas in the control class it was 48.75. It may be concluded that the difference in pre-test scores between the experimental and control classes was not significant, measuring just 0.11.

d. Comparison of post-test scores in the experimental and control classes

In this part, the researcher discuss the comparison of mean scores post test in the experimental class and control class. The data of comparison between score post-test in the experimental class and control class were follows :

Table 4.4 Comparison score post-test

in the experimental and control classes

	Experimental Class	Control Class
SUM	2680	2715
MEAN	76,57	75,42
SCORE MIN	60	55
SCORE MAX	90	95

Table 4.4 shown that there were the differences in the mean score between score post-test in the experimental class and control class. The post-test mean score in the experimental class was 76.57, whereas in the control class it was 75.42. It may be concluded that the difference in pre-test scores between the experimental and control classes was not significant, and It can be clearly seen that the use of memrise in experimental class is less effective if seen from the comparison of scores in the experimental and control classes.

B. Data Analysis

1. Normality Test

The normality test determines whether a sample is typical of a normally distributed population or not. The normality test was conducted using IBM SPSS V 25 software for Windows. To conduct the normality test, the researcher employed the Kolmogorov-Smirnov and Shapiro-Wilk formulas.

The criteria for accepting or rejecting a hypothesis for the normality test are as follows:

H_a is accepted if $sig. \, \alpha > 0.05$.

H_a is rejected if $sig. \, \alpha < 0.05$.

The normality test was analyzed using Kolmogrov-Smirnov and Shaphiro-Wilk tests in SPSS V 25 for Windows, as shown below:

Table 4.5 The Result of Normality Test

Tests of Normality						
CLASS	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRE TEST EXPERIMENTAL CLASS	,137	35	,094	,954	35	,149
POST TEST EXPERIMENTAL CLASS	,179	35	,006	,948	35	,101
PRE TEST CONTROL CLASS	,136	36	,092	,949	36	,097
POST TEST CONTROL CLASS	,188	36	,002	,944	36	,068
a. Lilliefors Significance Correction						

According to the table above, the Shapiro-Wilk test was utilized for the normality test in this research because there were fewer than 50 samples in the data. If the significance value (sig.) is more than 0.05, the data must be normally distributed. Table 4.5 showed that the pre-test value significance in the experimental class was 0.149, whereas in the control class it was 0.097. Therefore the post-test significance in the experimental class was 0.101, whereas in the control class it was 0.068. Based on the decision-making process in this Shapiro-Wilk, it may be determined that the previously conducted tests in the experimental and control groups were normally distributed.

2. Homogeneity Test

The homogeneity test was to determine whether the distribution in these two groups is similar or different from one another. This test used post-test data from both the control and experimental classes. The decision-making premise in this test is that if the significance value (Sig.) is greater than 0.05, the variance of the two data groups is equal (homogeneous), and vice versa. The homogeneity test results were calculated using the Levene statistic test, and the findings were given as follows:

Table 4.6 The Result of Homogeneity Test

Test of Homogeneity of Variance		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	,073	1	69	,787
	Based on Median	,016	1	69	,900
	Based on Median and with adjusted df	,016	1	66,591	,900
	Based on trimmed mean	,120	1	69	,730

Based on the results of Table 4.6 above, the number value significance based on the mean was 0.787, which was greater than the value sig. 0.05, which means that the data was homogeneous.

3. Hypothesis Test

a. T-Test

To determine whether the alternative hypothesis or null hypothesis should be accepted or rejected, the t-test was used. If Sig is more than 0.05, then Ha would be rejected and H0 would be accepted. If Sig 0.05, then Ha would be accepted and H0 would be rejected. The T-test findings are as follows:

1) Paired Sample T-test of Experimental Class

The purpose of conducting a t-test between the pre-test and post-test in the experimental class is to identify the differences in students' vocabulary mastery through the Memrise application. The t-test for

the pre-test and post-test in the experimental class is presented in the table below:

Table 4.7 The Result of Paired Sample Statistic
in Experimental Class

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test Experimental Class	48,86	35	9,858	1,666
	Post-test Experimental Class	76,57	35	7,151	1,209

According to the statistics in the table above, the experimental class had a mean pre-test score of 48,86 and a mean post-test score of 76,57. The value of N indicates the total number of participants, and it was 35 students. The standard deviation was calculated by comparing the pre-test and post-test of the experimental class, which was 9,858 in the pre-test and 7,151 in the post-test. Given the difference in mean scores between the pre-test and post-test for the experimental class, it was reasonable to conclude that the post-test on the data was more reliable than the pre-test.

Table 4.8 The Result of Paired Sample Test of Experimental Class

Paired Samples Test

| | | Paired Differences | | | | | | | |
| | | | | | 95% Confidence Interval of the Difference | | | | Sig. (2-tailed) |
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Pre-test Experimental Class - Post-test Experimental Class	-27,714	10,734	1,814	-31,401	-24,027	-15,275	34	,000

Based on Table 4.8, the average paired difference was -27,714. This value represents the difference between the experimental class pre-test and post-test average results, as seen in the table above. It may

46

be expressed as (48,86 - 76,57 = -27,714), and the differences ranged from -31,401 to -24,027 (95% confidence interval of the difference lower and upper). The results of the paired sample test in the experimental group were t = -15,275 with df = 34 at a significance level of 0,05. Then, Sig (2-tailed) = 0,000 < 0,05. Thus, H_0 was rejected, whereas H_a was accepted. It means that there is a significant difference in experimental class on students' vocabulary mastery before and after the action or treatment using the Memrise application.

2) Paired Sample T-test of Control Class

The purpose of conducting a t-test between the pre-test and post-test in the control class is to identify the differences in students' vocabulary mastery through the conventional method. The t-test for the pre-test and post-test in the control class were presented in the table below:

Table 4.9 The Result of Paired Sample Statistic
in Control Class

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test Control Class	48,75	36	10,649	1,775
	Post-test Control Class	75,42	36	7,872	1,312

According to the statistics in the table above, the control class had a mean pre-test score of 48,75 and a mean post-test score of 75,42. The value of N indicates the total number of participants, and it was 36 students. The standard deviation was calculated by comparing the pre-test and post-test of the experimental class, which was 10,649 in the pre-test and 7,872 in the post-test. Given the difference in mean scores between the pre-test and post-test for the experimental class, it was reasonable to conclude that the post-test on the data was more reliable than the pre-test.

Table 4.10 The Result of Paired Sample Test of Control Class

			Paired Differences						
Paired Samples Test									
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	
Pair 1	Pre-test Control Class - Post-test Control Class	-26,667	10,690	1,782	-30,284	-23,050	-14,967	35	,000

Based on Table 4.10, the average paired difference was -26,667. This value represents the difference between the control class pre-test and post-test average results, as seen in the table above. It may be expressed as (48,75 - 75,42 = -26,667), and the differences ranged from -30,284 to -23,050 (95% confidence interval of the difference lower and upper). The results of the paired sample test in the control class were t = -14,967 with df = 35 at a significance level of 0,05. Then, Sig (2-tailed) = 0,000 < 0,05. Thus, H_0 was rejected, whereas H_a was accepted. It means that there is a significant difference in control class on students' vocabulary mastery before and after the action or treatment using conventional method.

b. N-Gain Test

The N-Gain Score test was used to evaluate the effectiveness of utilizing the Memrise application for treatment in the experimental class. This counting required pre-test and post-test data from both groups. Here are the criteria for N-Gain results:

Table 4.11 N-Gain Percentage Category

Percentage	Interpretation
< 40	Not Effective
40 – 55	Moderate Effective
56 – 75	Effective Enough
>75	Effective

The results of the N-gain score test in the experimental class are shown in Table 4.10 below:

Table 4.12 The Result of N-Gain Score in the Experimental Class

NO	Students' Code	Scores		N-Gain (%)
		Pre-test	Post-test	
1	D1	60	80	66,67
2	D2	40	65	50,00
3	D3	40	90	100,00
4	D4	35	60	45,45
5	D5	45	70	55,56
6	D6	50	80	75,00
7	D7	45	75	66,67
8	D8	40	75	70,00
9	D9	45	70	55,56
10	D10	40	75	70,00
11	D11	35	70	63,64
12	D12	35	85	90,91
13	D13	40	80	80,00
14	D14	50	85	87,50
15	D15	60	75	50,00
16	D16	55	75	57,14
17	D17	40	85	90,00
18	D18	50	85	87,50
19	D19	50	70	50,00
20	D20	45	75	66,67
21	D21	50	85	87,50
22	D22	45	80	77,78
23	D23	55	85	85,71
24	D24	60	75	50,00
25	D25	50	75	62,50
26	D26	60	85	83,33
27	D27	45	70	55,56
28	D28	60	70	33,33
29	D29	55	70	42,86
30	D30	65	90	100,00
31	D31	55	75	57,14
32	D32	55	75	57,14

NO	Students' Code	Pre-test	Post-test	N-Gain (%)
33	D33	65	80	60,00
34	D34	40	70	60,00
35	D35	50	70	50,00
MEAN		48,86	76,57	66,88
MIN		35	60	33,33
MAX		65	90	100

The table above shows the N-Gain calculation results for an experimental class of 35 students. It indicates that the experimental class has a mean score of 66.88. Meanwhile, the experimental class had a minimum score of 33.33 and a maximum score of 100. It may be concluded that the N-Gain score obtained in the experimental class was effective enough. Then, the results of the N-gain score test in the control class are shown in Table 4.13 below:

Table 4.13 The Result of N-Gain Score in the Control Class

NO	Students' Code	Scores		N-Gain (%)
		Pre-test	Post-test	
1	C1	60	85	71,43
2	C2	55	65	25,00
3	C3	40	70	54,55
4	C4	30	70	61,54
5	C5	50	95	100,00
6	C6	30	75	69,23
7	C7	60	75	42,86
8	C8	50	80	66,67
9	C9	60	70	28,57
10	C10	65	75	33,33
11	C11	55	95	100,00
12	C12	60	80	57,14
13	C13	65	80	50,00
14	C14	65	90	83,33
15	C15	60	75	42,86
16	C16	45	70	50,00
17	C17	45	70	50,00
18	C18	30	80	76,92
19	C19	40	75	63,64
20	C20	50	75	55,56

21	C21	50	75	55,56
22	C22	30	70	61,54
23	C23	35	55	33,33
24	C24	35	75	66,67
25	C25	50	85	77,78
26	C26	45	75	60,00
27	C27	40	70	54,55
28	C28	45	70	50,00
29	C29	60	80	57,14
30	C30	50	70	44,44
31	C31	50	70	44,44
32	C32	55	80	62,50
33	C33	60	70	28,57
34	C34	50	70	44,44
35	C35	40	75	63,64
36	C36	45	75	60,00
MEAN		48,75	75,42	56,86
MIN		30	55	25
MAX		65	95	100

The table above shows the N-Gain calculation results for an contrrol class of 36 students. It indicates that the control class has a mean score of 56.86. Meanwhile, the experimental class had a minimum score of 25 and a maximum score of 100. It may be concluded that the N-Gain score obtained in the experimental class was effective enough.

C. Discussion

The purpose of this research was to determine the effectiveness of the Memrise application in improving vocabulary development among students. The researchers found that the memrise application is effective for vocabulary mastery. Based on these results, it can be concludes that students require additional media in order to engage in effective and enjoyable learning experiences.

According to Purnama (2023), learning new vocabulary is critical for increasing one's command of the target language and progressing to competency levels. Many students find vocabulary comprehension to be a

difficult area, and it is often a challenge they face. The complexity of word forms, word choices, and multiple meanings makes the learning of English vocabulary a challenging task. Therefore, mastering vocabulary requires selecting suitable learning techniques or instructional media. Abarghoui & Taki, (2018) stated about learning media such as the Memrise application, which aims to improve the long-term memory of taught material through regular and thorough testing. Because of the drill and practice strategy used in Memrise, students may easily memorize a new set of phrasal verbs. Where the material and quiz in the application are presented repeatedly. The review application allows students to easily revisit content that they have not learned by recognizing difficult words.

The research was carried out at SMP Negeri 1 Cilongok. This research aims at determining the effectiveness of using memrise in seventh grade SMP N 1 Cilongok on students' vocabulary mastery. The research method was based on the quantitative approach and a quasi-experimental method. The method chosen is to compare the differences in students' vocabulary mastery between students in class VII D, an experimental class who received the treatment using the memrise application during a learning activity, and class VII C, a control class who did not use memrise but instead used a conventional method during the same material theme. Simple random sampling using roulette was used to choose both the experimental and control classes, with VII D as the experimental class and VII C as the control class.

The paired sample t-test was utilized in this research to determine whether there was a statistically significant difference in the results that students got after learning vocabulary items before and after getting treatment using the Memrise application. The paired sample statistic was used to define the descriptive analysis conducted on the processed data. The control class had a mean pre-test score of 48.75 and a post-test score of 75.42, as shown in the mean table. N represented the number of data points obtained from the control class, which might be as many as 36 respondents.

The table of paired sample T-test data shows that the experimental class's mean pre-test score was 48.86, while their mean post-test score was 76.57. There were 35 data points. The pre-test had a standard deviation of 9,858, while the post-test had a standard deviation of 7,151. The two statistical tables of the paired sample t-test that were carried out in the control and experimental classes explain that, before the pretest, the mean scores of the two classes were nearly identical (48.75 and 48.86, respectively). The fact that both classes' values were 48.75 and 48.86, respectively, served as evidence for this.

The mean scores on the pre-test and post-test indicated that there was a difference. It was clear that the control class increased by 26.67 points overall. Then, the experimental class increased by 27.71 points. In other words, the mean scores for both classes increased, and the difference between the two classes was 1.04, suggesting that the experimental class had a higher mean score than the control class. In conclusion, utilizing the Memrise application for increasing students English vocabulary was more effective than other instructional media; however, the difference was not really significant. It is relevant to Kozminski Jianxiong Wu, and Sara Libinjak's (2017) research using the Memrise application. It has been shown that memrise is an excellent medium for teaching language, particularly vocabulary mastery. As a result, using the Memrise application made it easier for students to memorize a lot of vocabulary in a short period of time.

The paired sample T-test indicated that the descriptive analysis's results were consistent with the statistical hypothesis. One can conclude that H_a was accepted, but H_0 was rejected. Both the experimental and control classes got a significance level of $0.000 < 0.05$ for the two-tailed test. The experimental and control classes, who did not receive treatment, had significantly different mean scores before and after the treatment. Furthermore, the N-Gain Score Test criteria stated in Table 4.9 can be utilized to determine the kind of N-Gain acquisition. According to the N-Gain findings analyzed in Tables 4.10 and 4.11, the control class's mean score using the conventional method was 56.86%. This suggests that the control class's N-Gain score was effective

enough. The mean score for the experimental class using the Memrise application was 66.88%, showing that the class's N-Gain score was also effective enough. According to the data, utilizing the Memrise application was effective enough to assist students in memorizing language.

Comparing the mean rank a statistically quite significant contrast between the pretest and posttest results in both the control and experimental classes. It became apparent that the experimental class exhibited a higher frequency of significant differences or effects compared to the control class. This suggests that students learn used memrise application as the learning medium for students vocabulary mastery than those who did not receive any treatment (conventional method), although with a moderate enhancement observed. Consistent with this, according Zuniati, Suwarti and Setyorini (2023) assert that using the Memerise application can attract students' interest and attention in teaching and learning English vocabulary, and this application is suitable as a new media for learning new vocabulary for students. Consequently, the outcome reflected a significant enhancement in students' vocabulary mastery.

This research revealed that the utilization of Memrise application as a learning medium for vocabulary mastery. According to Nuralisah and Kareviati (2020), using the Memrise application for effective vocabulary learning has improved students' language skills. Students' interest in learning English vocabulary can be increased by using the Memrise application as a teaching aid. This can assist prevent students from growing bored during class, allowing them to acquire the language faster.

The Memrise application can be a learning medium for students' vocabulary mastery. In alignment with the primary aim of the study, the experimental class that received instruction using the Memrise application exhibited a substantial increase in post-test scores. This outcome resonates with the theory proposed by Lubis, Huda & Zulhantiar (2023), which suggest that there is a significant difference between the pretest and posttest questions, thus there is an effect of the Memrise Application to enrich students vocabulary. As a result, the large increase in students' vocabulary in this research is not due to

just the use of Memrise application, which was an engaging learning medium. Based on the findings of this research, it can be concluded that the Memrise application is an effective and appropriate learning medium for junior high school students learning English, particularly in vocabulary mastery, because it improves the learning process and makes it more exciting and interesting.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented the conclusion of the research. It showed a summary of the main research findings and also educational suggestions to improve vocabulary mastery using the Memrise application. Moreover, it is attending to the limitations of the study and also making recommendations for other researchers.

A. Conclusion

The purpose of this research was to identify the effectiveness of Memrise application on students' vocabulary mastery in seventh-grade SMP N 1 Cilongok. The data were obtained by calculating the difference between pre-test and post-test mean scores using IBM SPSS V 25 for Windows after comparing the two classes. According to the pre-test and post-test results, the mean score on the experimental class pretest was 48.86, while the mean score on the post-test was 76.57. The mean score for the control class was 48.75, whereas the mean score for the post-test was 75.42. The values of both classes increased, with the experimental class showing a significantly higher increase compared to the control class. Based on the data, the experimental class value increased up to 27.71, which was higher than the control class's increase up to 26.67. As both classes experienced value increases, the N-gain Score Test was conducted to determine the effectiveness of the Memrise application on students' vocabulary mastery. Despite a difference of 1.04 between the two classes, the value of the experimental class was higher than the control class. The mean result of the N-Gain test for the experimental class was 66.88%, indicating that the use of the Memrise application falls into effective enough category.

Based on the findings and discussion above, it is possible to infer that the Memrise application can increase vocabulary mastery among students in the 7th grade at SMP Negeri 1 Cilongok. In other words, this application may be utilized as a creative and engaging media for teaching vocabulary.

B. Limitation

This research has some limitations, most of which are related to the short time frame for conducting the research and students' lack of understanding of how to use the application; thus, many students are still asking questions during the teaching and learning process. The research included five meetings, which were not only devoted to vocabulary mastery. Because of this, the treatment was not fully maximized, and a longer duration would have been more advantageous.

C. Suggestion

The result showed that the use of the Memrise application was effective in improving students' vocabulary mastery. The researcher gave some suggestions that might be necessary to be delivered to the English teacher, the students, and other researchers :

1. For Teachers

   It was suggested for English teachers, especially in Junior High School, to apply Memrise application in teaching English. This is because students prefer to learn by using smartphones and games. Then, the teachers can create their material and teach students through the Memrise application, to create the learning and teaching process more enjoyable and interesting. Memrise application can be used as an alternative media to teach English in different contexts. This application is equipped with pictures, Indonesian and English meanings, and sounds.

2. For other Researchers

   The researcher used the Memrise application to assess students' vocabulary mastery, although the study had limitations. As a result, it recommended that other researchers study the use of the Memrise application for their studies. The next researchers could consider using the Memrise application to instruct in other subjects or skills.

Reference

Abarghoui, M. A., & Taki, S. (2018). *Measuring the effectiveness of using "Memrise" on high school students' perception of learning EFL.* Theory and Practice in Language Studies, 8(12), 1758-1765.

Affandi, M. H., & Syafi'i, A. (2018). *Memrise as A Builder Students Vocabulary.* Efektor, 5(1), 32-38.

Ai Siti Nuralisah, Evie Kareviati. 2020. *"The effectiveness of using Memrise application in teaching vocabulary"*. Professional Journal of English Education 3 (4), 494-500.

Alqahtani, Mofareh. (2015). *The importance of vocabulary in language learning and how to be taught*. International Journal of Teaching and Education, Vol. III (3), pp.21-34.,10.20472/TE.2015.3.3.002

Anzar, S. F., & Mardhatillah. (2017). *Analisis Kesulitan Belajar Siswa pada Pembelajaran Bahasa Indonesia di Kelas V Sd Negeri 20 Meulaboh Kabupaten Aceh Barat Tahun Ajaran 2015/2016*. Bina Gogik, 4(1), 53–64

As Sabiq. A. & Anjani S. M. (2020). *Visual Media Utilization in Mastering English Vocabulary of Hearing-Impaired Students'*. Insania Journal, Published by IAIN Purwokerto

Cameron, Lynne. 2001. *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.

Clouston, Lessard. 2021. *Teaching Vocabulary: Revised Edition.* Alexandria, VA: Tesol Press.

Criticos, C. 1996. *Media selection. Plomp, T., & Ely, D. P. (Eds.): International Encyclopedia of Educational Technology, 2nd edition.* New York: Elsevier Science, Inc.

Creswell, John W & J. David Creswell. 2018. *Research Design Qualitative, Quantitative, and Mixed Methods Approaches Fifth Edition*. SAGE Publications, Inc.

Fadhila, Dian . (2016). *Learning And Reviewing Vocabulary Through Memrise To Improve Students' Vocabulary Achievement*. JARES, (2016), 1(2): 33-46.

Fisher, S. (2016, August 7). Memrise Review. Retrieved from

https://www.thetdance.com/memrise-review-1357058

Harmer, Jeremy. (2007). *The practice of English language teaching*. London : Longman Group.

Hatch, E., & Brown. S. (1995). *Vocabulary, Semantics, and Language Education.* New York: Cambridge University Press.

Izah, Nurul. (2019). *Upgrading Student's Vocabulary Through "MEMRISE"APP*. Proceeding of 1st Conference of English Language and Literature (CELL).

John Reynolds and Patricia Acres. (2013). Cambridge Checkpoint English Revision Guide. London : Hodder Education

Kamal, A. (2019). *Learning English Vocabulary through Instagram*. p. 1–11. https://www.ptonline.com/articles/how-to-get-better-mfi-results

Kozminski Jianxiong Wu and Sara librenjak, *"Using Memrise in Legal English Teaching"*, Vol.49 (62) 10.1515/slgr-2017-0009, (Poland: Kozminzki University Poland, 2017), p. 141.

Larsen, Dianne-Freeman. 2000. *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.

Laufer, B. (1997). *The Lexical Plight in Second Language Reading. In J. Coady, & T. Huckin (Eds.), Second Language Vocabulary Acquisition* (pp. 20-34). Cambridge: Cambridge University Press.

Lubis, Huda & Zulhantiar. (2023). *"MEMRISE APPLICATION AS DIGITAL MEDIA SKILL TO ENRICH STUDENTS' ENGLISH VOCABULARY AT JUNIOR HIGHSCHOOL IN MEDAN"*. Jurnal Education and development : Institut Pendidikan Tapanuli Selatan. Vol. 11 No.1 Edisi Januari 2023, pp.459-467. DOI:10.37081/ed.v11i1.4542.

Maknuni, J. 2020. *The Influence of Smartphone Learning Media on Student Learning in the Era Pandemic Covid-19*. Volume 02, Number 02, Hal. 94-106. https://online-journal.unja.ac.id/index.php/IDEAL.

Marjhonley. 2012. *The Levels of Vocabulary Mastery and Grammar Ability of Junior High School Graduates in Tarakan City* in Academic Year 2010/2011.

Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.

Nation, P. and R. Waring. 1997. *Vocabulary size, text coverage and word lists In N. Schmitt and M. McCarthy (Eds.). Vocabulary: Description, Acquisition and Pedagogy*. Cambridge: Cambridge University Press, 6-19.

Nushi & Eqbali. (2017). *Memrise: Does it hold up as a language-learning tool.* ROSHD FLT 32 (1), 18-22.

Purnama, Y. (2023). *Exploring the Psychological Impact of Machine Translation on Improving English Vocabulary Proficiency among University Students.* Journal for Re Attach Therapy and Developmental Diversities, 549-554

Thi, Pham & Ngoc, Tran. (2021). *Improving Vocabulary Learning with Memrise Mobile Application for Student's in Vietnam*. International Journal of E-Learning Practices (IJELP) Vol 4, Dec 2021 (Penerbit UMS 2021).

Renandya, W. A., & Richards, J. C. (2002). Methodology in Language Teaching. New York: Cambridge University Press.

Ruis, Nuhung, et al. 2009. *Instructional Media. Jakarta: Ministry of National Education, Directorate General of Quality Improvement of Teachers and Educational Personnel, Center for Development and empowerment of Language Teachers and Education Personnel.*

Rosenthal, R. and Rosnow, R. L. (1991). *Essentials of Behavioral Research: Methods and Data Analysis.* Second Edition. McGraw-Hill Publishing Company, pp. 46-65.

Santri, F. (2020). *THE EFFECTIVENESS OF MEMRISE APPLICATION TO UPGRADE STUDENTS' VOCABULARY MASTERY AT THE SECOND GRADE OF MA DDI KANANG.* *http://repository.radenintan.ac.id/11375/1/PERPUS PUSAT.pdf%0Ahttp://business-law.binus.ac.id/2015/10/08/pariwisata-syariah/%0Ahttps://www.ptonline.com/articles/how-to-get-better-mfi-results%0Ahttps://journal.uir.ac.id/index.php/kiat/article/view/8839.* 17-18.

Sugiyono 2017. *Metode Penelitian Kuantitatif dan Kualitatif dan R&D.* Bandung: Alfabeta.

Susanto, A. 2017. *Teaching of Vocabulary: A Perspective*. Journal KATA: Vol 1 No. 2.

Scout Thornbury, *How to Teach Vocabulary*, London: Longman, 2002.

Wilkins ,D.A.(1972). *Linguistics in Language Teaching*. Australia: Edward Arnold.

Zuniati, Suwarti & Setyorini (2023). *"The Use Of Memrise Application To Improve Students' Vocabulary Mastery At The Eighth Grade Of Junior High School."* CENDEKIA: Jurnal Ilmu Sosial, Bahasa dan Pendidikan Vol.3, No.4. DOI : https://doi.org/10.55606/cendikia.v3i4.

APPENDICES

Appendix 1 Official Letter to Apply The Research

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

Nomor	: B.m.897/Un.19/D.FTIK/PP.05.3/03/2024	13 Maret 2024
Lamp.	: -	
Hal	: **Permohonan Ijin Riset Individu**	

Kepada
Yth. Kepala SMP N 1 CILONGOK
Kec. Cilongok
di Tempat

Assalamu'alaikum Wr. Wb.
Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

1. Nama	: Alisatunisa Nur Zhahro
2. NIM	: 2017404117
3. Semester	: 8 (Delapan)
4. Jurusan / Prodi	: Tadris Bahasa Inggris
5. Alamat	: Desa Panusupan RT 06 RW 05 Kecamatan Cilongok, Kabupaten Banyumas Jawa tengah
6. Judul	: "The Effectiveness of Memrise Application on Students Vocabulary Mastery at seventh grade of SMP Negeri 1 Cilongok."

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

1. Objek	: Siswa kelas 7
2. Tempat / Lokasi	: SMP NEGERI 1 CILONGOK
3. Tanggal Riset	: 14-03-2024 s/d 14-05-2024
4. Metode Penelitian	: Penelitian Kuantitatif (experimental)

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.
Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris

Maria Ulpah

II

PEMERINTAH KABUPATEN BANYUMAS
SMP NEGERI 1 CILONGOK
Jalan Raya Pernasidi – Cilongok - Banyumas, Jawa Tengah Kode Pos 53162
Telepon (0281) 655457, Faksimile -
Laman https://www.smpn1cilongok.sch.id, Pos-el smpnegeri1cilongok@gmail.com

SURAT KETERANGAN
Nomor : 000.9/ 239 / V / 2024

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Cilongok Kabupaten Banyumas Provinsi Jawa Tengah menerangkan dengan sesungguhnya :

1. Nama   :   ALISATUNISA NUR ZHAHRO
2. NIM   :   2017404117
3. Semester   :   8 (delapan)
4. Jurusan / Prodi   :   Tadris Bahasa Inggris
5. Tahun Akademik   :   2023/2024

Nama tersebut di atas benar telah melaksanakan Riset Individual pada tanggal 14 Maret 2024 sampai dengan 15 Mei 2024 dengan judul " The effectiveness of Memrise Application on Student Vocabulary Mastery at Seventh Grade of SMP Negeri 1 Cilongok.

Demikian keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Cilongok, 28 Mei 2024
Kepala Sekolah,

KRISNATUN, M.Pd.
Pembina Tingkat 1, IV/b
NIP. 19720708 199803 1 009

Appendix 3 Instrument's Validity Sheet

VALIDATION SHEET

Name : Alisatunisa Nur Zhahro

NIM : 2017404117

Study Program : English Education

Title : The Effectiveness of Memrise Application on Students Vocabulary Mastery at Seventh Grade of SMP Negeri 1 Cilongok.

Research Question : Is the use of "Memrise Application" effective on student's vocabulary mastery at seventh grade of SMP N 1 Cilongok?

Evaluator : Irra Wahidiyati, M. Pd

A. Instrument Research

Pre-test	✓
Post-test	✓
Assessment Rubric	✓

B. Instruction

Put a checklist "√" in the assessment column that is appropriate to the assessment the pre-test and post-test with the following rating scale.

1 = Not good

2 = Not good enough

3 = Good Enough

4 = Good

5 = Very Good

C. Observed Aspect

No	Observed Aspect	Observation Score				
		1	2	3	4	5
1	The suitability of the question with the purpose of the research					√
2	The suitability of the question with the purpose of the treatment					√
3	The clarity of the question's instruction					√

D. Evaluator's Conclusion

Put the circle mark on the answer that matches your conclution.

1. Can be used without revision.
2. Can be used with revision.

Purwokerto, 28 February 2024

Evaluator,

Irra Wahidiyati, M. Pd

NIP. 19881130 201908 2 001

v

VALIDATION SHEET

Name : Alisatunisa Nur Zhahro

NIM : 2017404117

Study Program : English Education

Title : The Effectiveness of Memrise Application on Students Vocabulary Mastery at Seventh Grade of SMP Negeri 1 Cilongok.

Research Question : Is the use of "Memrise Application" effective on student's vocabulary mastery at seventh grade of SMP N 1 Cilongok?

Evaluator : Muflihah, SS., M.Pd

A. Instrument Research

Pre-test	✓
Post-test	✓
Assessment Rubric	✓

B. Instruction

Put a checklist "√" in the assessment column that is appropriate to the assessment the pre-test and post-test with the following rating scale.

1 = Not good

2 = Not good enough

3 = Good Enough

4 = Good

5 = Very Good

C. Observed Aspect

No	Observed Aspect	Observation Score				
		1	2	3	4	5
1	The suitability of the question with the purpose of the research					✔
2	The suitability of the question with the purpose of the treatment					✔
3	The clarity of the question's instruction				✔	

D. Evaluator's Conclusion

Put the circle mark on the answer that matches your conclution.

1. Can be used without revision.
2. Can be used with revision.

Purwokerto, 28 February 2024

Evaluator,

Muflihah, SS., M.Pd

NIP. 19720923 200003 2 001

Appendix 4 Grid of Pre-test and Post-test

KISI-KISI SOAL PRE TEST DAN POST TEST

Satuan Pendidikan   : SMP N 1 Cilongok
Mata Pelajaran   : Bahasa Inggris
Materi   : Descriptive Text (person, place and things) & Procedure Text (imperative sentence)
Bentuk Soal   : Pilihan Ganda

No	Materi	Indikator Soal	Level Kog.	Bentuk Soal	Nomor Soal
1	Describing Person's	Disajikan sebuah gambar dan kalimat rumpang, Siswa mampu melengkapi rumpang menggunakan nama benda *(noun)* dengan benar.	C2	PG	1,2,4
2	Adjective Describing Person's Appearance	Disajikan sebuah gambar dan kalimat rumpang. Siswa mampu melengkapi rumpang menggunakan *adjective describing person's appearance* dengan benar	C2	PG	3,9
3	Adjective Describing Animal's Appearance	Disajikan sebuah kalimat rumpang. Siswa mampu melengkapi rumpang menggunakan *adjective describing animal's appearance* dengan benar	C3	PG	5
4	Adjective Describing Animal's Appearance	Disajikan sebuah gambar dan kalimat rumpang. Siswa mampu melengkapi rumpang menggunakan *adjective describing animal's appearance* dengan benar	C2	PG	6,7,15,16
5	Describing Person's	Siswa mampu mengidentifikasi jenis pekerjaan dengan benar	C3	PG	8
6	Adjective Describing Person's Appearance	Disajikan sebuah pernyataan berisi ungkapan *adjective describing person's appearance* dan beberapa gambar orang, siswa mampu memasangkan pernyataan dengan salah satu gambar yang sesuai.	C2	PG	10

7	Describing Person's	Disajikan sebuah gambar, siswa mampu mengidentifikasi unsur kebahasaan dalam Adjective dengan benar.	C2	PG	11
8	Describing Person's	Disajikan sebuah gambar dan kalimat rumpang. Siswa mampu menetukan kalimat rumpang berdasarkan unsur kebahasaan dengan benar.	C2	PG	12
9	Describing Person's	Disajikan kalimat rumpang. Siswa mampu menetukan kalimat rumpang berdasarkan unsur kebahasaan (verb) dengan benar.	C3	PG	13
10	Describing Place's	Disajikan gambar, Siswa mampu membedakan unsur kebahasaan (*adjective*) yang sesuai berdasarkan gambar dengan benar	C4	PG	14
11	Procedure Text	Disajikan sebuah teks prosedur yang masih rumpang. Siswa dapat melengkapi kalimat yang rumpang berdasarkan unsur kebahasaan *(verb)* dengan benar.	C3	PG	17,18,19,20

Rubric Assessment

Nomor Soal	Bobot Soal
1-20	1
Jumlah Skor Maksimal	20

Penilaian

$$\text{Nilai} = \frac{\text{jumlah skor yang diperoleh}}{\text{skor maksimal}} \text{ x } 100$$

Appendix 5 Pre-Test

INSTRUMENT PRE TEST

Name : ………………………………………

Class : ………………………………………

Choose and cross (X) the correct answer!

1. He wears … around his neck.
   a. a dress
   b. a tie
   c. a shirt
   d. a shoes

2. Amanda sometimes wears … to read books.
   a. a t-shirt
   b. a necklace
   c. a pajamas
   d. a glasses

3. The girl has ….
   a. a blonde hair
   b. a grey hair
   c. a black hair
   d. a ginger hair

4. My grandfather likes to read ….
   a. a movie
   b. a television
   c. a newspaper
   d. a magazine

5. An Elephant has … ears.
   a. big
   b. small
   c. little
   d. short

6. Giraffe has … neck.
   a. a small
   b. a little
   c. a long
   d. a big

7. Hippopotamus has … mouth.
   a. a long
   b. a thin
   c. a small
   d. a big

8. My father teaches in a school. My father is a ….
   a. teacher
   b. doctor
   c. lawyer
   d. writer

9. Tania has ….
   a. a long hair
   b. a short hair
   c. a bald hair
   d. a curly hair

10. Which of the following pictures shows the picture of a boy who wears a grey hat, blue and white t-shirt and long pants?
    a.   c.

    b.   d.

11. They are look so ….
    a. happy
    b. angry
    c. hungry
    d. bored

12. I am 7 years old. My sister is 4 years old. My sister is … than me
    a. taller
    b. bigger
    c. older
    d. younger

13. The students always … a uniform every Monday.
    a. wear
    b. make
    c. hear
    d. shop

14. The kitchen is clean, but the bathroom is ….

    a. dirty
    b. small
    c. dark
    d. narrow

15. We have to be careful with the lion. It is a … animal.

    a. tame
    b. cute
    c. wild
    d. nice

16. Cheetahs are … cats, a bit smaller than lions or tigers.

    a. small
    b. big
    c. short
    d. tall

stir	add	chop	hot	pour

How to Make Yummy Fried Rice

Ingredients:
- a plate of rice   - 2 tablespoons of margarine or cooking oil
- 1 red chilli   - 2 tablespoons of soy sauce
- 1 clove of garlic   - 2 tablespoons of tomato sauce
- 1 clove of onion   - Salt

Steps:
1) _____(17) the chili, garlic, and onion.
2) _____(18) the margarine or cooking oil into a pan.
3) Heat the pan and put the chopped chili, garlic, and onion stir it until fragrant.
4) Add the rice and stir it well.
5) _____(19) 2 tablespoon of soy sauce and tomato sauce and stir it well.
6) Serve the fried rice while it's _____(20)

17. a. stir
    b. chop
    c. add
    d. hot

18. a. chop
    b. pour
    c. hot
    d. stir

19. a. hot
    b. add
    c. chop
    d. stir

20. a. pour
    b. add
    c. chop
    d. hot

X

Appendix 6 Post-Test

INSTRUMENT POST TEST

Name : ……………………………………

Class : ……………………………………

Choose and cross (X) the correct answer!

1. He wears … first, before he wears his shoes.
   a. a dress
   b. a shirt
   c. a sock
   d. a shoes

2. My father wears … because the weather is cold.
   a. a t-shirt
   b. a jacket
   c. a pants
   d. a shoes

3. He has ….
   a. a blonde hair
   b. a grey hair
   c. a black hair
   d. a ginger hair

4. Today is rainy, you must wear ….
   a. an umbrella
   b. a television
   c. a cupboard
   d. a magazine

5. A mosquito has … body.
   a. long
   b. small
   c. large
   d. short

6. A peacock has … feathers.
   a. diligent
   b. beautiful
   c. generous
   d. delicious

7. A swan has … neck.
   a. a long
   b. a thin
   c. a small
   d. a short

8. My uncle is a ….
   a. lawyer
   b. teacher
   c. dentist
   d. farmer

9. Romeo has ….
   a. a long hair
   b. a short hair
   c. a bald hair
   d. a curly hair

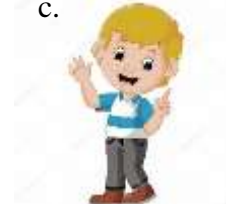10. Which of the following pictures shows the picture of a boy who wears a blue bag, red shirt and long grey pants?
    a.   c.

    b.   d.

11. They look so ….
    a. happy
    b. angry
    c. busy
    d. bored

12. I am 150 cm tall. My friend is 175 cm tall. My friend is … than me
    a. taller
    b. smaller
    c. older
    d. younger

    My friend   Me

XI

13. The octopus … in the sea and has tentacles.
    a. wears
    b. lives
    c. hears
    d. shops
14. My house is small, but Rina's house is ….
    a. big
    b. bad
    c. tall
    d. hot

My house   Rina's house

15. The ghost movie is ….
    a. scary
    b. small
    c. clean
    d. good
16. I have a cat. My cat is very close with me. My cat is a … animal.
    a. tame
    b. kind
    c. wild
    d. ugly

Fill the blanks with the words in the box!

(a) sieve	(b) cut	(c) drink	(d) serve

How To Make Healthy Juice

Ingredients:
 - 3 celery stalks
 - 1 apple, cut into pieces
 - ½ cucumber, cut into pieces
 - 1 pear, cut into pieces
 - ½ lemon

Steps:
 1) _____ (17) all the ingredients into small pieces and put them in a blender.
 2) Turn on the blender wait until all the ingredients are soft.
 3) After softening, _____ (18) the juice.
 4) If you want a waste-free drink use a _____ (19)
 5) Add a few drops of lemon.
 6) Then, the juice ready to _____ (20)

Kunci Jawaban Pre-test

Kunci Jawaban Soal Pilihan Ganda

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

11. A
12. D
13. A
14. A
15. C
16. B
17. B
18. B
19. B
20. D

Kunci Jawaban Post-test

Kunci Jawaban Soal Pilihan Ganda

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

11. B
12. A
13. B
14. A
15. A
16. A
17. B
18. D
19. A
20. C

Appendix 7 Pre-test Sheet of Control and Experimental Class

Pre-test of Control Class

INSTRUMENT PRE TEST

Name : Salihatus Zahra
Class : VII C

Choose and cross (X) the correct answer!

1. He wears ... around his neck.
   a. a dress
   b. a tie
   c. a shirt
   d. a shoes

2. Amanda sometimes wears ... to read books.
   a. a t-shirt
   b. a necklace
   c. a pajamas
   d. a glasses

3. The girl has ...
   a. a blonde hair
   b. a grey hair
   c. a black hair
   d. a ginger hair

4. My grandfather likes to read ...
   a. a movie
   b. a television
   c. a newspaper
   d. a magazine

5. An Elephant has ... ears.
   a. big
   b. small
   c. little
   d. short

6. Giraffe has ... neck.
   a. a small
   b. a little
   c. a long
   d. a big

7. Hippopotamus has ... mouth.
   a. a long
   b. a thin
   c. a small
   d. a big

8. My father teaches in a school. My father is a ...
   a. teacher
   b. doctor
   c. lawyer
   d. writer

9. Tania has ...
   a. a long hair
   b. a short hair
   c. a bald hair
   d. a curly hair

10. Which of the following pictures shows the picture of a boy who wears a grey hat, blue and white t-shirt and long pants?
    a.
    c.
    d.

11. They are look so ...
    a. happy
    b. angry
    c. hungry
    d. bored

12. I am 7 years old. My sister is 4 years old. My sister is ... than me
    a. taller
    b. bigger
    c. older
    d. younger

13. The students always ... a uniform every Monday.
    a. wear
    b. make
    c. hear
    d. shop

14. The kitchen is clean, but the bathroom is ...
    a. dirty
    b. small
    c. dark
    d. narrow

XIV

15. We have to be careful with the lion.
    It is a ... animal.
    a. tame
    b. cute
    c. wild
    d. nice

16. Cheetahs are ... cats, a bit smaller than lions or tigers.
    a. small
    b. big
    c. short
    d. tall

| stir | add | chop | hot | pour |

How to Make Yummy Fried Rice

Ingredients:
- a plate of rice
- 1 red chilli
- 1 clove of garlic
- 1 clove of onion
- 2 tablespoons of margarine or cooking oil
- 2 tablespoons of soy sauce
- 2 tablespoons of tomato sauce
- Salt

Steps:
1) _____(17) the chili, garlic, and onion.
2) _____(18) the margarine or cooking oil into a pan.
3) Heat the pan and put the chopped chili, garlic, and onion stir it until fragrant.
4) Add the rice and stir it well.
5) _____(19) 2 tablespoon of soy sauce and tomato sauce and stir it well.
6) Serve the fried rice while it's _____(20)

17. a. stir
    b. chop
    c. add
    d. hot

18. a. chop
    b. pour
    c. hot
    d. stir

19. a. hot
    b. add
    c. chop
    d. stir

20. a. pour
    b. add
    c. chop
    d. hot

XV

INSTRUMENT PRE TEST

Name : IRPHa ul 'munqimin

Class : YII.G

Choose and cross (X) the correct answer!

1. He wears ... around his neck.
   a. a dress
   X. a tie
   c. a shirt
   d. a shoes

2. Amanda sometimes wears ... to read books.
   a. a t-shirt
   b. a necklace
   c. a pajamas
   X. a glasses

3. The girl has ...
   X. a blonde hair
   b. a grey hair
   c. a black hair
   d. a ginger hair

4. My grandfather likes to read ...
   a. a movie
   b. a television
   X. a newspaper ·
   d. a magazine

5. An Elephant has ... ears.
   X. big
   b. small
   c. little
   d. short

6. Giraffe has ... neck.
   a. a small
   b. a little
   X. a long
   d. a big

7. Hippopotamus has ... mouth.
   a. a long
   b. a thin
   c. a small
   X. a big

8. My father teaches in a school. My father is a ...
   X. teacher
   b. doctor
   c. lawyer
   d. writer

9. Tania has ...
   a. a long hair
   X. a short hair
   c. a bald hair
   d. a curly hair

10. Which of the following pictures shows the picture of a boy who wears a grey hat, blue and white t-shirt and long pants?
    a.   X.
    b.   d.

11. They are look so ...
    X. happy
    b. angry
    c. hungry
    d. bored

12. I am 7 years old. My sister is 4 years old. My sister is ... than me
    X. taller
    b. bigger
    c. older
    d. younger

13. The students always ... a uniform every Monday.
    a. wear
    X. make
    c. hear
    d. shop

14. The kitchen is clean, but the bathroom is ...
    a. dirty
    b. small
    c. dark
    X. narrow

XVI

15. We have to be careful with the lion.
    It is a ... animal.
    a. tame
    b. cute
    ✗ wild
    d. nice

16. Cheetahs are ... cats, a bit smaller than lions or tigers.
    ✗ small
    b. big
    c. short
    d. tall

stir	add	chop	hot	pour

How to Make Yummy Fried Rice

Ingredients:
- a plate of rice
- 1 red chilli
- 1 clove of garlic
- 1 clove of onion
- 2 tablespoons of margarine or cooking oil
- 2 tablespoons of soy sauce
- 2 tablespoons of tomato sauce
- Salt

Steps:
1) _____(17) the chili, garlic, and onion.
2) _____(18) the margarine or cooking oil into a pan.
3) Heat the pan and put the chopped chili, garlic, and onion stir it until fragrant.
4) Add the rice and stir it well.
5) _____(19) 2 tablespoon of soy sauce and tomato sauce and stir it well.
6) Serve the fried rice while it's _____(20)

17. a. stir
    b. chop
    c. add
    ✗ hot

18. a. chop
    ✗ pour
    c. hot
    d. stir

19. ✗ hot
    b. add
    c. chop
    d. stir

20. a. pour
    b. add
    ✗ chop
    d. hot

XVII

Pre-test of Experimental Class

INSTRUMENT PRE TEST

Name : Ni'am Imdad

Class : VII D

Choose and cross (X) the correct answer!

1. He wears ... around his neck.
   - X a dress
   - b. a tie
   - c. a shirt
   - d. a shoes

2. Amanda sometimes wears ... to read books.
   - a. a t-shirt
   - X a necklace
   - c. a pajamas
   - d. a glasses

3. The girl has ...
   - a. a blonde hair
   - b. a grey hair
   - c. a black hair
   - X a ginger hair

4. My grandfather likes to read ...
   - a. a movie
   - b. a television
   - X a newspaper
   - d. a magazine

5. An Elephant has ... ears.
   - X big
   - b. small
   - c. little
   - d. short

6. Giraffe has ... neck.
   - a. a small
   - b. a little
   - X a long
   - d. a big

7. Hippopotamus has ... mouth.
   - a. a long
   - b. a thin
   - c. a small
   - X a big

8. My father teaches in a school. My father is a ...
   - X teacher
   - b. doctor
   - c. lawyer
   - d. writer

9. Tania has ...
   - a. a long hair
   - X a short hair
   - c. a bald hair
   - d. a curly hair

10. Which of the following pictures shows the picture of a boy who wears a grey hat, blue and white t-shirt and long pants?
    - a. X
    - b.
    - d.

11. They are look so ...
    - X happy
    - b. angry
    - c. hungry
    - d. bored

12. I am 7 years old. My sister is 4 years old. My sister is ... than me
    - a. taller
    - b. bigger
    - c. older
    - X younger

13. The students always ... a uniform every Monday.
    - a. wear
    - X make
    - c. hear
    - d. shop

14. The kitchen is clean, but the bathroom is ...
    - X dirty
    - b. small
    - c. dark
    - d. narrow

XVIII

15. We have to be careful with the lion. It is a ... animal.
a. tame ✗
b. cute
c. wild
d. nice

16. Cheetahs are ... cats, a bit smaller than lions or tigers.
a. small
b. big ✗
c. short
d. tall

| stir | add | chop | hot | pour |

How to Make Yummy Fried Rice

Ingredients:
- a plate of rice
- 1 red chilli
- 1 clove of garlic
- 1 clove of onion
- 2 tablespoons of margarine or cooking oil
- 2 tablespoons of soy sauce
- 2 tablespoons of tomato sauce
- Salt

Steps:
1) _____(17) the chili, garlic, and onion.
2) _____(18) the margarine or cooking oil into a pan.
3) Heat the pan and put the chopped chili, garlic, and onion stir it until fragrant.
4) Add the rice and stir it well.
5) _____(19) 2 tablespoon of soy sauce and tomato sauce and stir it well.
6) Serve the fried rice while it's _____(20)

17. a. stir
b. chop ✗
c. add
d. hot

18. a. chop
b. pour
c. hot ✗
d. stir

19. a. hot
b. add ✗
c. chop
d. stir ✗

20. a. pour ✗
b. add ✗
c. chop
d. hot

INSTRUMENT PRE TEST

Name : Yulfa Geni Pradita
Class : 7D

Choose and cross (X) the correct answer!

1. He wears ... around his neck.
   X a dress
   b. a tie
   c. a shirt
   d. a shoes

2. Amanda sometimes wears ... to read books.
   a. a t-shirt
   X a necklace
   c. a pajamas
   d. a glasses

3. The girl has ...
   a. a blonde hair
   b. a grey hair
   X a black hair
   d. a ginger hair

4. My grandfather likes to read ...
   a. a movie
   X a television
   c. a newspaper
   d. a magazine

5. An Elephant has ... ears.
   X big
   b. small
   c. little
   d. short

6. Giraffe has ... neck.
   a. a small
   b. a little
   c. a long
   X a big

7. Hippopotamus has ... mouth.
   a. a long
   b. a thin
   c. a small
   X a big

8. My father teaches in a school. My father is a ...
   X teacher
   b. doctor
   c. lawyer
   d. writer

9. Tania has ...
   a. a long hair
   X a short hair
   c. a bald hair
   d. a curly hair

10. Which of the following pictures shows the picture of a boy who wears a grey hat, blue and white t-shirt and long pants?
    a.
    c.
    X
    d.

11. They are look so ...
    X happy
    b. angry
    c. hungry
    d. bored

12. I am 7 years old. My sister is 4 years old. My sister is ... than me
    a. taller
    X bigger
    c. older
    d. younger

13. The students always ... a uniform every Monday.
    a. wear
    X make
    c. hear
    d. shop

14. The kitchen is clean, but the bathroom is ...
    a. dirty
    X small
    c. dark
    d. narrow

XX

15. We have to be careful with the lion. It is a … animal.
   a. tame
   ~~b. cute~~
   c. wild
   d. nice

16. Cheetahs are … cats, a bit smaller than lions or tigers.
   a. small
   ~~b. big~~
   c. short
   d. tall

stir	add	chop	hot	pour

How to Make Yummy Fried Rice

Ingredients:
- a plate of rice
- 1 red chilli
- 1 clove of garlic
- 1 clove of onion
- 2 tablespoons of margarine or cooking oil
- 2 tablespoons of soy sauce
- 2 tablespoons of tomato sauce
- Salt

Steps:
1) _____ (17) the chili, garlic, and onion.
2) _____ (18) the margarine or cooking oil into a pan.
3) Heat the pan and put the chopped chili, garlic, and onion stir it until fragrant.
4) Add the rice and stir it well.
5) _____ (19) 2 tablespoon of soy sauce and tomato sauce and stir it well.
6) Serve the fried rice while it's _____ (20)

17. a. stir
   b. chop
   ~~c. add~~
   d. hot

18. a. chop
   ~~b. pour~~
   c. hot
   d. stir

19. a. hot
   b. add
   ~~c. chop~~
   d. stir

20. a. pour
   ~~b. add~~
   c. chop
   d. hot

INSTRUMENT POST TEST

Name : Yuditha N.

Class : VII C

95

Choose and cross (X) the correct answer!

1. He wears ... first, before he wears his shoes.
   a. a dress
   b. a shirt
   c. a sock
   d. a shoes

2. My father wears ... because the weather is cold.
   a. a t-shirt
   b. a jacket
   c. a pants
   d. a shoes

3. He has ....
   a. a blonde hair
   b. a grey hair
   c. a black hair
   d. a ginger hair

4. Today is rainy, you must wear ....
   a. an umbrella
   b. a television
   c. a cupboard
   d. a magazine

5. A mosquito has ... body.
   a. long
   b. small
   c. large
   d. short

6. A peacock has ... feathers.
   a. diligent
   b. beautiful
   c. generous
   d. delicious

7. A swan has ... neck.
   a. a long
   b. a thin
   c. a small
   d. a short

8. My uncle is a ....
   a. lawyer
   b. teacher
   c. dentist
   d. farmer

9. Romeo has ....
   a. a long hair
   b. a short hair
   c. a bald hair
   d. a curly hair

10. Which of the following pictures shows the picture of a boy who wears a blue bag, red shirt and long grey pants?
    a.
    b.
    c.
    d.

11. They look so ....
    a. happy
    b. angry
    c. busy
    d. bored

12. I am 150 cm tall. My friend is 175 cm tall. My friend is ... than me.
    a. taller
    b. smaller
    c. older
    d. younger

13. The octopus ... in the sea and has tentacles.
    a. wears
    b. lives
    c. hears
    d. shops

14. My house is small, but Rina's house is ....
    a. big
    b. bad
    c. tall
    d. hot

XXII

15. The ghost movie is ....
   a. scary
   b. small
   c. clean
   d. good

16. I have a cat. My cat is very close with me. My cat is a ... animal.
   a. tame
   b. kind
   c. wild
   d. ugly

Fill the blanks with the words in the box!

(a) sieve	(b) cut	(c) drink	(d) serve

How To Make Healthy Juice

Ingredients:
- 3 celery stalks
- 1 apple, cut into pieces
- ½ cucumber, cut into pieces
- 1 pear, cut into pieces
- ½ lemon

Steps:
1) ___a___ (17) all the ingredients into small pieces and put them in a blender.
2) Turn on the blender wait until all the ingredients are soft.
3) After softening, ___b___ (18) the juice.
4) If you want a waste-free drink use a ___d___ (19)
5) Add a few drops of lemon.
6) Then, the juice ready to ___c___ (20)

XXIII

INSTRUMENT POST TEST

Name : Anifah Dwi Absetina
Class : VII c

(70)

Choose and cross (X) the correct answer!

1. He wears ... first, before he wears his shoes.
   - X a dress
   - b. a shirt
   - c. a sock
   - d. a shoes

2. My father wears ... because the weather is cold.
   - a. a t-shirt
   - X a jacket
   - c. a pants
   - d. a shoes

3. He has ....
   - a. a blonde hair
   - b. a grey hair
   - X a black hair
   - d. a ginger hair

4. Today is rainy, you must wear ....
   - X an umbrella
   - b. a television
   - c. a cupboard
   - d. a magazine

5. A mosquito has ... body.
   - a. long
   - X small
   - c. large
   - d. short

6. A peacock has ... feathers.
   - a. diligent
   - X beautiful
   - c. generous
   - d. delicious

7. A swan has ... neck.
   - X a long
   - b. a thin
   - c. a small
   - d. a short

8. My uncle is a ....
   - a. lawyer
   - b. teacher
   - c. dentist
   - d. farmer

9. Romeo has ....
   - a. a long hair
   - b. a short hair
   - c. a bald hair
   - X a curly hair

10. Which of the following pictures shows the picture of a boy who wears a blue bag, red shirt and long grey pants?
    - X
    - c.
    - X
    - d.

11. They look so ....
    - a. happy
    - X angry
    - c. busy
    - d. bored

12. I am 150 cm tall. My friend is 175 cm tall. My friend is ... than me.
    - X taller
    - b. smaller
    - c. older
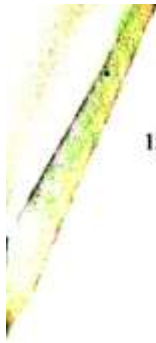   - d. younger

13. The octopus ... in the sea and has tentacles.
    - a. wears
    - b. lives
    - c. hears
    - X shops

14. My house is small, but Rina's house is ....
    - X big
    - b. bad
    - c. tall
    - d. hot

    My house   Rina's house

15. The ghost movie is ....
    a. scary
    b. small
    c. clean
    d. good

16. I have a cat. My cat is very close with me. My cat is a ... animal.
    a. tame
    b. kind
    c. wild
    d. ugly

Fill the blanks with the words in the box!

(a) sieve	(b) cut	(c) drink	(d) serve

How To Make Healthy Juice

Ingredients:
- 3 celery stalks
- 1 apple, cut into pieces
- ½ cucumber, cut into pieces
- 1 pear, cut into pieces
- ½ lemon

Steps:
1) _Cut_ (17) all the ingredients into small pieces and put them in a blender.
2) Turn on the blender wait until all the ingredients are soft.
3) After softening, _serve_ (18) the juice.
4) If you want a waste-free drink use a _sieve_ (19)
5) Add a few drops of lemon.
6) Then, the juice ready to _drink_ (20)

XXV

Post-test of Experimental Class

INSTRUMENT POST TEST

Name : Novi
Class : VIID (7D)

90

Choose and cross (X) the correct answer!

1. He wears ... first, before he wears his shoes.
   a. a dress
   b. a shirt
   X a sock
   d. a shoes

2. My father wears ... because the weather is cold.
   a. a t-shirt
   X a jacket
   c. a pants
   d. a shoes

3. He has ....
   a. a blonde hair
   b. a grey hair
   X a black hair
   d. a ginger hair

4. Today is rainy, you must wear ....
   X an umbrella
   b. a television
   c. a cupboard
   d. a magazine

5. A mosquito has ... body.
   a. long
   X small
   c. large
   d. short

6. A peacock has ... feathers.
   a. diligent
   X beautiful
   c. generous
   d. delicious

7. A swan has ... neck.
   X a long
   b. a thin
   c. a small
   d. a short

8. My uncle is a ....
   a. lawyer
   b. teacher
   c. dentist
   X farmer

9. Romeo has ....
   a. a long hair
   b. a short hair
   c. a bald hair
   X a curly hair

10. Which of the following pictures shows the picture of a boy who wears a blue bag, red shirt and long grey pants?
    X a.
    c.
    b.
    d.

11. They look so ....
    a. happy
    X angry
    c. busy
    d. bored

12. I am 150 cm tall. My friend is 175 cm tall. My friend is ... than me.
    a. taller
    X smaller
    c. older
    d. younger
    My friend   Me

13. The octopus ... in the sea and has tentacles.
    a. wears
    X lives
    c. hears
    d. shops

14. My house is small, but Rina's house is ....
    X big
    b. bad
    c. tall
    d. hot
    My house   Rina's house

XXVI

15. The ghost movie is ....
a. scary
b. small
c. clean
d. good

16. I have a cat. My cat is very close with me. My cat is a ... animal.
a. tame
b. kind
c. wild
d. ugly

Fill the blanks with the words in the box!

| (a) sieve | (b) cut | (c) drink | (d) serve |

How To Make Healthy Juice

Ingredients:
- 3 celery stalks
- 1 apple, cut into pieces
- ½ cucumber, cut into pieces
- 1 pear, cut into pieces
- ½ lemon

Steps:
1) _B_ (17) all the ingredients into small pieces and put them in a blender.
2) Turn on the blender wait until all the ingredients are soft.
3) After softening, _a_ (18) the juice.
4) If you want a waste-free drink use a _a_ (19)
5) Add a few drops of lemon.
6) Then, the juice ready to _d_ (20)

Name : IQBAL ABU F.....................
Class : 7.D...........................

Choose and cross (X) the correct answer!

1. He wears ... first, before he wears his shoes.
   a. a dress
   b. a shirt
   c. a sock
   d. a shoes

2. My father wears ... because the weather is cold.
   a. a t-shirt
   b. a jacket
   c. a pants
   d. a shoes

3. He has ....
   a. a blonde hair
   b. a grey hair
   c. a black hair
   d. a ginger hair

4. Today is rainy, you must wear ....
   a. an umbrella
   b. a television
   c. a cupboard
   d. a magazine

5. A mosquito has ... body.
   a. long
   b. small
   c. large
   d. short

6. A peacock has ... feathers.
   a. diligent
   b. beautiful
   c. generous
   d. delicious

7. A swan has ... neck.
   a. a long
   b. a thin
   c. a small
   d. a short

8. My uncle is a ....
   a. lawyer
   b. teacher
   c. dentist
   d. farmer

9. Romeo has ....
   a. a long hair
   b. a short hair
   c. a bald hair
   d. a curly hair

10. Which of the following pictures shows the picture of a boy who wears a blue bag, red shirt and long grey pants?
    a.
    c.
    b.
    d.

11. They look so ....
    a. happy
    b. angry
    c. busy
    d. bored

12. I am 150 cm tall. My friend is 175 cm tall. My friend is ... than me.
    a. taller
    b. smaller
    c. older
    d. younger

13. The octopus ... in the sea and has tentacles.
    a. wears
    b. lives
    c. hears
    d. shops

14. My house is small, but Rina's house is ....
    a. big
    b. bad
    c. tall
    d. hot

XXVIII

15. The ghost movie is ....
a. scary
b. small
c. clean
d. good

16. I have a cat. My cat is very close with me. My cat is a ... animal.
a. tame
b. kind
c. wild
d. ugly

Fill the blanks with the words in the box!

(a) sieve	(b) cut	(c) drink	(d) serve

How To Make Healthy Juice

Ingredients:
- 3 celery stalks
- 1 apple, cut into pieces
- ½ cucumber, cut into pieces
- 1 pear, cut into pieces
- ½ lemon

Steps:
1) ___a___ (17) all the ingredients into small pieces and put them in a blender.
2) Turn on the blender wait until all the ingredients are soft.
3) After softening, ___c___ (18) the juice.
4) If you want a waste-free drink use a ___b___ (19)
5) Add a few drops of lemon.
6) Then, the juice ready to ___d___ (20)

MODUL AJAR BAHASA INGGRIS

DESCRIPTIVE TEXT

(Experimental Class : meeting 1)

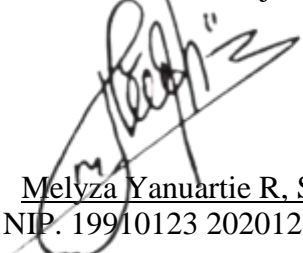| INFORMASI UMUM	
A. IDENTITAS SEKOLAH	
Nama Penyusun	Alisatunisa Nur Zhahro
Institusi	SMP N 1 Cilongok
Tahun Pelajaran	2023 – 2024
Jenjang Sekolah	Sekolah Menengah Pertama
Kelas	VII D
Fase	D
Capaian pembelajaran	Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.
Alokasi Waktu	3 x 40 Menit
B. KOMPETENSI AWAL	
Descriptive text : Language features (Adjective).	
C. PROFIL BELAJAR PANCASILA	
1. Beriman, Bertaqwa kepada Tuhan Yang Maha Esa dan Berakhlak Mulia 2. Gotong Royong 3. Mandiri 4. Bernalar Kritis dan Kreatif 5. Nasionalisme	
D. STRATEGI PEMBELAJARAN	
Model Pembelajaran	Game Based Learning
Metode Pembelajaran	Diskusi, tanya jawab, ceramah.
Media	Gambar, Memrise Application
Sarana Prasarana	• Alat: papan tulis, spidol, Laptop, HP, Proyektor. • Bahan: Buku Bahasa Inggris, Gambar , LKPD
E. TARGET PESERTA DIDIK	
Jumlah Peserta Didik: 35 orang	

XXX

KOMPONEN INTI

A. TUJUAN PEMBELAJARAN

Setelah membaca *descriptive text,* peserta didik mampu memahami pengertian, fungsi sosial dan struktur dari *descriptive text* dengan benar.

B. PEMAHAMAN BERMAKNA

Adjective merupakan kata yang digunakan untuk menerangkan kata benda. Ditempatkan setelah kata benda.

C. PERTANYAAN PEMANTIK

Ditampilkan beberapa gambar, dan menanyakan
- *Do you know who is she/he?*
- *How does she/he looks like?*
- *What kind of characteristic she/he has?*

D. PERSIAPAN PEMBELAJARAN

- Guru menyusun LPKD
- Guru menyusun instrumen assesmen yang digunakan
- Guru melakukan tes modalitas belajar.

E. KEGIATAN PEMBELAJARAN

Pendahuluan	- Guru memberi salam dan mengajak berdo'a sebelum pembelajaran dimulai - Guru mengecek kehadiran siswa - Guru memberi apersepsi tentang tujuan pembelajaran dan materi yang akan dipelajari. - Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila.
Inti	- Guru menentukan topik dan memberikan materi terkait *Language Features (Adjectives)* - Guru melakukan tanya jawab secara lisan tentang *Adjective* yang diketahui oleh peserta didik. - Guru membagikan link Memrise App pada seluruh siswa - Siswa memahami petunjuk Memrise App - Siswa mengerjakan soal di Memrise App secara individu - Salah satu siswa secara acak menjelaskan apa yang didapatkannya dari Memrise App dan diskusinya kepada seluruh siswa di kelas dengan dipandu guru

Penutup	• Guru memfasilitasi siswa untuk mereview pembelajaran yang telah dilaksanakan • Guru memberikan apresiasi dan motivasi terhadap hasil kerja siswa. • Guru dan siswa melakukan refleksi • Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya • Guru dan siswa berdoa bersama.
F. ASESMEN	
Asesmen diagnostik nonkognitif	• Apa yang sedang kamu rasakan saat ini? • Hal apa yang paling menyenangkan dan tidak menyenangkan? • Apa yang kamu inginkan dalam pembelajaran hari ini?
Asesmen Kognitif	Tes diagnostic LKPD
Asesmen Formatif	Kuis Penilaian harian
H. REFLEKSI PESERTA DIDIK DAN GURU	

Guru :

- Apakah pelaksanaan pembelajaran sudah sesuai dengan perencanaan?

- Apakah siswa antusias mengikuti pembelajaran?

- Apakah model pembelajaran yang saya gunakan sesuai dengan materi dan karakteristik siswa?

Siswa :

- Materi apa saja yang dipelajari?

- Bagian materi mana yang paling disukai?

- Materi apa yang kurang dimengerti?

Mengetahui,

Guru Mata Pelajaran

Melyza Yanuartie R, S.Pd.
NIP. 19910123 202012 2 006

Mahasiswa Peneliti

Alisatunisa Nur Zhahro
NIM. 2017404117

BAHAN AJAR

ADJECTIVE

Adjective yang berarti kata sifat. *Adjective* biasanya digunakan untuk menggambarkan atau mendiskripsikan tentang suatu benda. Kata sifat berkaitan dengan *behaviour* (tingkah laku), *personality* (kepribadian), *physical appearance* (penampilan fisik), dan lain sebagainya.

There are some example of adjective :

Adjective (Kata Sifat)	Meaning (Arti)	Antonym (Lawan Kata)	Meaning (Arti)
Angry	Marah	Patient	Sabar
Beautiful, pretty	Cantik, indah	Ugly	Jelek
Big	Besar	Small	Kecil
Busy/ crowded	Sibuk, ramai	Leisure, idle	Senggang
Clean	Bersih	Dirty	Kotor
Clever, smart	Pandai	Stupid, dull	Bodoh
Cute	Mungil, imut, lucu	Ugly	Jelek
Diligent, generous	Rajin	Lazy	Malas
Expensive	Mahal	Cheap	Murah
Fat	Gemuk	Thin, skinny	Kurus
Friendly	Ramah	Rude	Kasar
Good, nice	Bagus, baik	Bad, wicked	Buruk
Handsome	Tampan	Ugly	Jelek
Happy	Bahagia	Sad	Sedih
Hard	Keras	Soft	Lunak
Interesting	Menarik	Boring	Membosankan
Kind	Baik hati	Wicked	Jahat
Large	Besar, Luas	Narrow	Sempit
Long	Panjang	Short	Pendek
New	Baru	Old	Lama, tua
Poor	Miskin	Rich	Kaya
Shady	Rindang/teduh	Sunny, hot	Cerah, panas
Thick	Tebal	Thin	Tipis
Tidy	Rapih	Messy	Berantakan
Wild	Buas	Tame	Jinak
Wonderful	Menakjubkan, hebat	Usual, ordinary	Biasa
Young	Muda	Old	Tua

LEMBAR KERJA PESERTA DIDIK

Name : …………………………………….

Class : …………………………………….

A. Write in English! *(2)*

1. Rajin : …………………
2. Kotor : …………………
3. Malas : …………………
4. Tebal : …………………
5. Cantik : …………………

6. Tipis : …………………
7. Jelek : …………………
8. Pintar : …………………
9. Bersih : …………………
10. Bodoh : …………………

B. Choose the correct opposite (antonym)! *(1)*

1. Dry x ……
   a. Clean
   b. Wet
   c. Weak

2. Fat x ……
   a. Fast
   b. Thin
   c. Short

3. Ugly x ……
   a. Beautiful
   b. Expensive
   c. Comfortable

4. Good x ……
   a. Bad
   b. Bed
   c. Clever

5. Strong x ……
   a. Small
   b. Slow
   c. Weak

KUNCI JAWABAN DAN RUBRIK PENILAIAN LKPD TREATMENT 1

A. Write in English! *(Skor 2 jika benar)*

1. Rajin : **Diligent**
2. Kotor : **Dirty**
3. Malas : **Lazy**
4. Tebal : **Thick**
5. Cantik : **Beautiful**

6. Tipis : **Thin**
7. Jelek   : **Ugly**
8. Pintar : **Smart**
9. Bersih : **Clean**
10. Bodoh : **Stupid**

B. Choose the correct opposite (antonym)! *(Skor 1 jika benar)*

1. Dry x ……
   a. Clean
   b. Wet
   c. Weak
   Answer : b

2. Fat x ……
   a. Fast
   b. Thin
   c. Short
   Answer : b

3. Ugly x ……
   a. Beautiful
   b. Expensive
   c. Comfortable
   Answer : a

4. Good x ……
   a. Bad
   b. Bed
   c. Clever
   Answer : a

5. Strong x ……
   a. Small
   b. Slow
   c. Weak
   Answer : c

RUBRIK PENILAIAN

$$\text{Nilai} = \frac{Total\ score\ (A+B)}{25}\ x\ 100$$

MODUL AJAR BAHASA INGGRIS

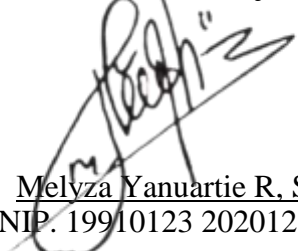## DESCRIPTIVE TEXT

(Experimental Class : meeting 2)

INFORMASI UMUM	
A. IDENTITAS SEKOLAH	
Nama Penyusun	Alisatunisa Nur Zhahro
Institusi	SMP N 1 Cilongok
Tahun Pelajaran	2023 – 2024
Jenjang Sekolah	Sekolah Menengah Pertama
Kelas	VII D
Fase	D
Capaian pembelajaran	Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.
Alokasi Waktu	3 x 40 Menit
B. KOMPETENSI AWAL	
Descriptive text : describing place (preposition of place)	
C. PROFIL BELAJAR PANCASILA	
- Beriman, Bertaqwa kepada Tuhan Yang Maha Esa dan Berakhlak Mulia - Gotong Royong - Mandiri - Bernalar Kritis dan Kreatif - Nasionalisme	
D. STRATEGI PEMBELAJARAN	
Model Pembelajaran	Game Based Learning
Metode Pembelajaran	Diskusi, tanya jawab, ceramah.
Media	Gambar, Memrise Application
Sarana Prasarana	- Alat: papan tulis, spidol, Laptop, HP, Proyektor. - Bahan: Buku Bahasa Inggris, Gambar , LKPD
E. TARGET PESERTA DIDIK	
Jumlah Peserta Didik: 35 orang	

<div align="center">**KOMPONEN INTI**</div>

A. TUJUAN PEMBELAJARAN

Setelah membaca *descriptive text,* peserta didik mampu memahami *school buildings and prepotition of place* dengan benar.

B. PEMAHAMAN BERMAKNA

Preposition adalah kata penghubung yang diletakkan sebelum kata benda untuk menunjukkan posisi, arah, waktu, tempat, dan sebagainya.

C. PERTANYAAN PEMANTIK

Ditampilkan beberapa gambar, dan menanyakan
- *What is it?*
- *Is it a classroom?*
- *Where is the library?*

D. PERSIAPAN PEMBELAJARAN

- Guru menyusun LPKD
- Guru menyusun instrumen assesmen yang digunakan
- Guru melakukan tes modalitas belajar.

E. KEGIATAN PEMBELAJARAN

Pendahuluan	- Guru memberi salam dan mengajak berdo'a sebelum pembelajaran dimulai - Guru mengecek kehadiran siswa - Guru memberi apersepsi tentang tujuan pembelajaran dan materi yang akan dipelajari. - Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila.
Inti	- Guru mengajukan pertanyaan pemantik terkait materi Describing places melalui gambar. *What picture it is? Can you see the classroom? Is there a library? Where is a teacher's room?* - Guru membagikan link Memrise App pada seluruh siswa - Siswa memahami petunjuk Memrise App - Siswa mengerjakan soal di Memrise App secara individu - Salah satu siswa secara acak menjelaskan apa yang didapatkannya dari Memrise App dan diskusinya kepada seluruh siswa di kelas dengan dipandu guru - Guru menjelaskan materi tentang s*chool buildings and preposition of place*.
Penutup	- Guru memfasilitasi siswa untuk mereview pembelajaran yang telah dilaksanakan - Guru memberikan apresiasi dan motivasi terhadap hasil kerja siswa. - Guru dan siswa melakukan refleksi - Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya - Guru dan siswa berdoa bersama.

F. ASESMEN	
Asesmen diagnostik nonkognitif	• Apa yang sedang kamu rasakan saat ini? • Hal apa yang paling menyenangkan dan tidak menyenangkan? • Apa yang kamu inginkan dalam pembelajaran hari ini?
Asesmen Kognitif	Tes diagnostic LKPD
Asesmen Formatif	Kuis Penilaian harian

H. REFLEKSI PESERTA DIDIK DAN GURU

Guru :
- Apakah pelaksanaan pembelajaran sudah sesuai dengan perencanaan?
- Apakah siswa antusias mengikuti pembelajaran?
- Apakah model pembelajaran yang saya gunakan sesuai dengan materi dan karakteristik siswa?

Siswa :
- Materi apa saja yang dipelajari?
- Bagian materi mana yang paling disukai?
- Materi apa yang kurang dimengerti?

Mengetahui,

Guru Mata Pelajaran

Melyza Yanuartie R, S.Pd.
NIP. 19910123 202012 2 006

Mahasiswa Peneliti

Alisatunisa Nur Zhahro
NIM. 2017404117

BAHAN AJAR

SCHOOL BUILDINGS

- School yard : Halaman sekolah
- Principal's office : Ruang kepala sekolah
- Teachers room : ruang guru
- Classroom : Ruang kelas
- Library : Perpustakaan
- Art room : Ruang seni
- Science Laboratory : laboratorium sains
- Bathroom : kamar mandi
- Canteen : kantin

PREPOSITION OF PLACE

A preposition of place is a word that helps us identify position and location in sentences. It describes where something is in relation to another object. Prepositions of place are short words, and they usually come before a noun or pronoun.

Translate

Behind	: di belakang
In front of	: di depan
Next to	: di sebelah
Between	: di antara
Near	: didekat
Above	: di atas
Below	: di bawah
In	: di dalam
On	: di, di atas permukaan

LEMBAR KERJA PESERTA DIDIK

Name : …………………………………….

Class : …………………………………….

Look and Answer!

Example : Where is the art room? The art room is <u>in front of</u> music room

1. The canteen is …………. the library
2. The music room is ………. the Rina's classroom
3. The library is …………. the gym and the canteen
4. The Amanda classroom is ………. the Rina's classroom
5. The playground is ………. the canteen
6. The gym is ………. the library
7. The principal's office is ………. the teachers room
8. The main office is ………… the teachers room
9. The toilet 1 is ………… the gym and the vegetables garden
10. The toilet 2 is ………… the library and the principal's office

KUNCI JAWABAN DAN RUBRIK PENILAIAN LKPD TREATMENT 2

1. The canteen is **next to/by/beside** the library
2. The music room is **next to/by/beside** the Rina's classroom
3. The library is **between** the gym and the canteen
4. The Amanda classroom is **in front of** the Rina's classroom
5. The playground is **behind** the canteen
6. The gym is **next to/by/beside** to the library
7. The principal's office is **next to/by/beside** the teachers room
8. The main office is **in front of** the teachers room
9. The toilet 1 is **between** the gym and the vegetables garden
10. The toilet 2 is **between** the library and the principal's office

RUBRIK PENILAIAN

Nomor Soal	Bobot Soal
1-10	1
Jumlah skor maksimal	10

Jika jawaban benar = 1
Jika jawaban salah = 0

Nilai = $\dfrac{Total\ score}{10}\ x\ 100$

MODUL AJAR BAHASA INGGRIS
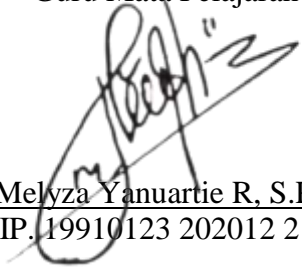
DESCRIPTIVE TEXT

(Experimental Class : meeting 3)

INFORMASI UMUM	
A. IDENTITAS SEKOLAH	
Nama Penyusun	Alisatunisa Nur Zhahro
Institusi	SMP N 1 Cilongok
Tahun Pelajaran	2023 – 2024
Jenjang Sekolah	Sekolah Menengah Pertama
Kelas	VII D
Fase	D
Capaian pembelajaran	Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.
Alokasi Waktu	3 x 40 Menit
B. KOMPETENSI AWAL	
Describing place (Preposition of place)	
C. PROFIL BELAJAR PANCASILA	
Beriman, Bertaqwa kepada Tuhan Yang Maha Esa dan Berakhlak Mulia, Gotong Royong, Mandiri, Bernalar Kritis dan Kreatif dan Nasionalisme	
D. STRATEGI PEMBELAJARAN	
Model Pembelajaran	Game Based Learning
Metode Pembelajaran	Diskusi, tanya jawab, ceramah.
Media	Video, Memrise Application
Sarana Prasarana	- Alat: papan tulis, spidol, Laptop, HP, Proyektor. - Bahan: Buku Bahasa Inggris, Gambar , LKPD
E. TARGET PESERTA DIDIK	
Jumlah Peserta Didik: 35 orang	

KOMPONEN INTI	

A. TUJUAN PEMBELAJARAN

Setelah membaca *descriptive text,* peserta didik mampu memahami *things in the classroom and prepotition of place* dengan benar.

B. PEMAHAMAN BERMAKNA

Preposition adalah kata penghubung yang diletakkan sebelum kata benda untuk menunjukkan posisi, arah, waktu, tempat, dan sebagainya.

C. PERTANYAAN PEMANTIK

Ditampilkan beberapa gambar, dan menanyakan
- *What is it?*
- *Is it a whiteboard?*
- *Where is the desk?*

D. PERSIAPAN PEMBELAJARAN

- Guru menyusun LPKD
- Guru menyusun instrumen assesmen yang digunakan
- Guru melakukan tes modalitas belajar.

E. KEGIATAN PEMBELAJARAN

Pendahuluan	• Guru memberi salam dan mengajak berdo'a sebelum pembelajaran dimulai • Guru mengecek kehadiran siswa • Guru memberi apersepsi tentang tujuan pembelajaran dan materi yang akan dipelajari. • Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila.
Inti	• Guru menampilkan sebuah video terkait things in the classroom https://youtu.be/sh8J4JTy-RU?si=GShhxPcV_HcxQy4I. Peserta didik disuruh untuk mengamati dan menjawab pertanyaan berkaitan dengan video tersebut : *What is it? What are things in the classroom?* • Guru membagikan link Memrise App pada seluruh siswa • Siswa memahami petunjuk Memrise App • Siswa mengerjakan soal di Memrise App secara individu • Salah satu siswa secara acak menjelaskan apa yang didapatkannya dari Memrise App dan diskusinya kepada seluruh siswa di kelas dengan dipandu guru • Guru menjelaskan materi tentang *things in the classroom and prepotition of place*.
Penutup	• Guru memfasilitasi siswa untuk mereview pembelajaran yang telah dilaksanakan • Guru memberikan apresiasi dan motivasi terhadap hasil kerja siswa. • Guru dan siswa melakukan refleksi • Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya • Guru dan siswa berdoa bersama.

F. ASESMEN	
Asesmen diagnostik nonkognitif	• Apa yang sedang kamu rasakan saat ini? • Hal apa yang paling menyenangkan dan tidak menyenangkan? • Apa yang kamu inginkan dalam pembelajaran hari ini?
Asesmen Kognitif	Tes diagnostic LKPD
Asesmen Formatif	Kuis Penilaian harian

H. REFLEKSI PESERTA DIDIK DAN GURU

Guru :
- Apakah pelaksanaan pembelajaran sudah sesuai dengan perencanaan?
- Apakah siswa antusias mengikuti pembelajaran?
- Apakah model pembelajaran yang saya gunakan sesuai dengan materi dan karakteristik siswa?

Siswa :
- Materi apa saja yang dipelajari?
- Bagian materi mana yang paling disukai?
- Materi apa yang kurang dimengerti?

Mengetahui,

Guru Mata Pelajaran

Mahasiswa Peneliti

Melyza Yanuartie R, S.Pd.
NIP. 19910123 202012 2 006

Alisatunisa Nur Zhahro
NIM. 2017404117

BAHAN AJAR

THINGS IN THE CLASSROOM

PREPOSITION OF PLACE

Beside : di samping

Inside : di dalam

Under : di bawah

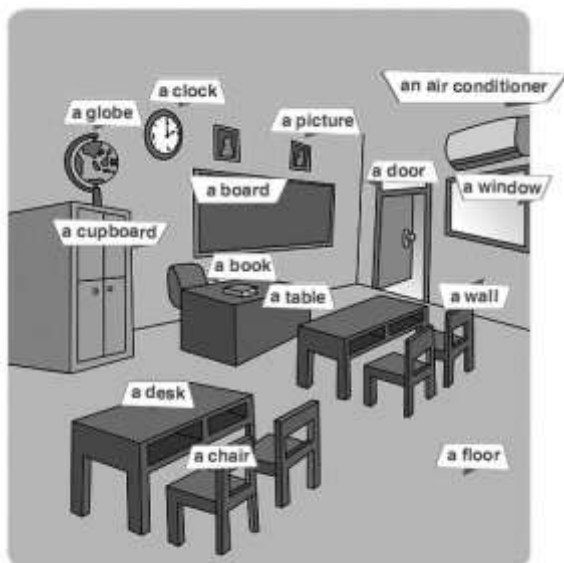Far From : jauh dari

Opposite : di depan

Across : di seberang

LEMBAR KERJA PESERTA DIDIK

Name   : ……………………………………….

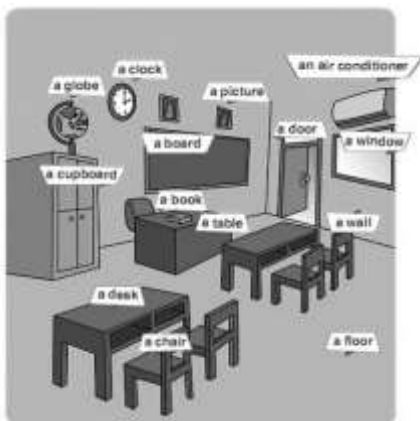Class   : ……………………………………….

Exercise!
Look at the picture and decide the position! (Lihat gambar dan tentukan posisinya!)

Example :   Where is the picture? The picture is on the board. (gambarnya ada di atas papan tulis.)

1.   Where is the book?
2.   Where is the air condition?
3.   Where is a globe?
4.   Where is the clock
5.   Where is the board?
6.   Where is chair?
7.   Where is the cupboard?
8.   Where is the floor?
9.   Where is the window?
10. Where is the table?

KUNCI JAWABAN DAN RUBRIK PENILAIAN LKPD TREATMENT 3

1. Where is the book? **The book is on the table**
2. Where is the air conditioner? **The ac is above the window**
3. Where is a globe? **The globe is on the cupboard**
4. Where is the clock? **The clock is near the board**
5. Where is the board? **The board is in front of the class**
6. Where is chair? **The chair is behind the desk**
7. Where is the cupboard? **The cupboard is under the globe**
8. Where is the floor? **The floor is below the chair**
9. Where is the window? **The window is beside/next to the door**
10. Where is the table? **The table is on the floor**

RUBRIK PENILAIAN

Nomor Soal	Bobot Soal
1-10	1
Jumlah skor maksimal	10

Jika jawaban benar = 1
Jika jawaban salah = 0

Nilai $= \dfrac{Total\ score}{10} \ x\ 100$

MODUL AJAR BAHASA INGGRIS
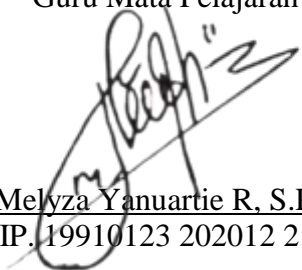
DESCRIPTIVE TEXT

(Experimental Class : meeting 4)

INFORMASI UMUM	
A. IDENTITAS SEKOLAH	
Nama Penyusun	Alisatunisa Nur Zhahro
Institusi	SMP N 1 Cilongok
Tahun Pelajaran	2023 – 2024
Jenjang Sekolah	Sekolah Menengah Pertama
Kelas	VII D
Fase	D
Capaian pembelajaran	Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.
Alokasi Waktu	3 x 40 Menit
B. KOMPETENSI AWAL	
Asking and giving direction.	
C. PROFIL BELAJAR PANCASILA	
- Beriman, Bertaqwa kepada Tuhan Yang Maha Esa dan Berakhlak Mulia - Gotong Royong - Mandiri - Bernalar Kritis dan Kreatif - Nasionalisme	
D. STRATEGI PEMBELAJARAN	
Model Pembelajaran	Game Based Learning
Metode Pembelajaran	Diskusi, tanya jawab, ceramah.
Media	Gambar, Memrise Application
Sarana Prasarana	- Alat: papan tulis, spidol, Laptop, HP, Proyektor. - Bahan: Buku Bahasa Inggris, Gambar , LKPD
E. TARGET PESERTA DIDIK	
Jumlah Peserta Didik: 35 orang	

KOMPONEN INTI

A. TUJUAN PEMBELAJARAN

Setelah membaca *descriptive text about place,* peserta didik mampu memahami *asking and giving direction* dengan benar.

B. PEMAHAMAN BERMAKNA

Asking and giving directions adalah cara ketika menanyakan dan memberikan petunjuk atau arah jalan kepada seseorang.

C. PERTANYAAN PEMANTIK

Ditampilkan beberapa gambar, dan menanyakan
- *What is it?*
- *Where is the laboratory?*
- *How do I get to the library?*

D. PERSIAPAN PEMBELAJARAN

- Guru menyusun LPKD
- Guru menyusun instrumen assesmen yang digunakan
- Guru melakukan tes modalitas belajar.

E. KEGIATAN PEMBELAJARAN

Pendahuluan	• Guru memberi salam dan mengajak berdo'a sebelum pembelajaran dimulai • Guru mengecek kehadiran siswa • Guru memberi apersepsi tentang tujuan pembelajaran dan materi yang akan dipelajari. • Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila.
Inti	• Guru mengajukan pertanyaan pemantik terkait materi *asking and giving direction* melalui gambar. *What picture it is? Where is the laboratory? How do I get to the library*? • Guru membagikan link Memrise App pada seluruh siswa • Siswa memahami petunjuk Memrise App • Siswa mengerjakan soal di Memrise App secara individu • Salah satu siswa secara acak menjelaskan apa yang didapatkannya dari Memrise App dan diskusinya kepada seluruh siswa di kelas dengan dipandu guru • Guru menjelaskan materi tentang *asking and giving direction.*
Penutup	• Guru memfasilitasi siswa untuk mereview pembelajaran yang telah dilaksanakan • Guru memberikan apresiasi dan motivasi terhadap hasil kerja siswa. • Guru dan siswa melakukan refleksi • Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya • Guru dan siswa berdoa bersama.

F. ASESMEN	
Asesmen diagnostik nonkognitif	• Apa yang sedang kamu rasakan saat ini? • Hal apa yang paling menyenangkan dan tidak menyenangkan? • Apa yang kamu inginkan dalam pembelajaran hari ini?
Asesmen Kognitif	Tes diagnostic LKPD
Asesmen Formatif	Kuis Penilaian harian
H. REFLEKSI PESERTA DIDIK DAN GURU	

Guru :
- Apakah pelaksanaan pembelajaran sudah sesuai dengan perencanaan?
- Apakah siswa antusias mengikuti pembelajaran?
- Apakah model pembelajaran yang saya gunakan sesuai dengan materi dan karakteristik siswa?

Siswa :
- Materi apa saja yang dipelajari?
- Bagian materi mana yang paling disukai?
- Materi apa yang kurang dimengerti?

Mengetahui,

Guru Mata Pelajaran   Mahasiswa Peneliti

Melyza Yanuartie R, S.Pd.   Alisatunisa Nur Zhahro
NIP. 19910123 202012 2 006   NIM. 2017404117

BAHAN AJAR

Common verbs used to give directions:

Giving Directions

VERBS

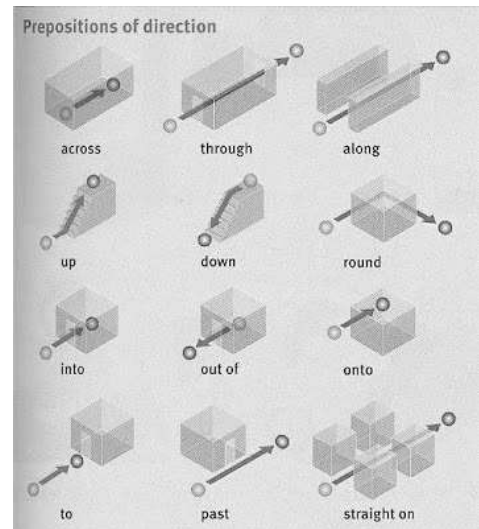turn left | turn right | go straight ahead | go past ... | cross

Turn left : belok kiri

Turn right : belok kanan

Go straight ahead : lurus ke depan

Go past … : melewati

Cross : menyebrang

Common prepositions used to give directions:

Prepositions of direction

across | through | along

up | down | round

into | out of | onto

to | past | straight on

Translate

Across : seberang

Through : melalui

Along : sepanjang

Up : menaiki

Down : menuruni

Round : memutar

Into : ke dalam

To : ke atau menuju sebuah tempat

Past : melalui

Straight on : lurus

L

Class : …………………………………….

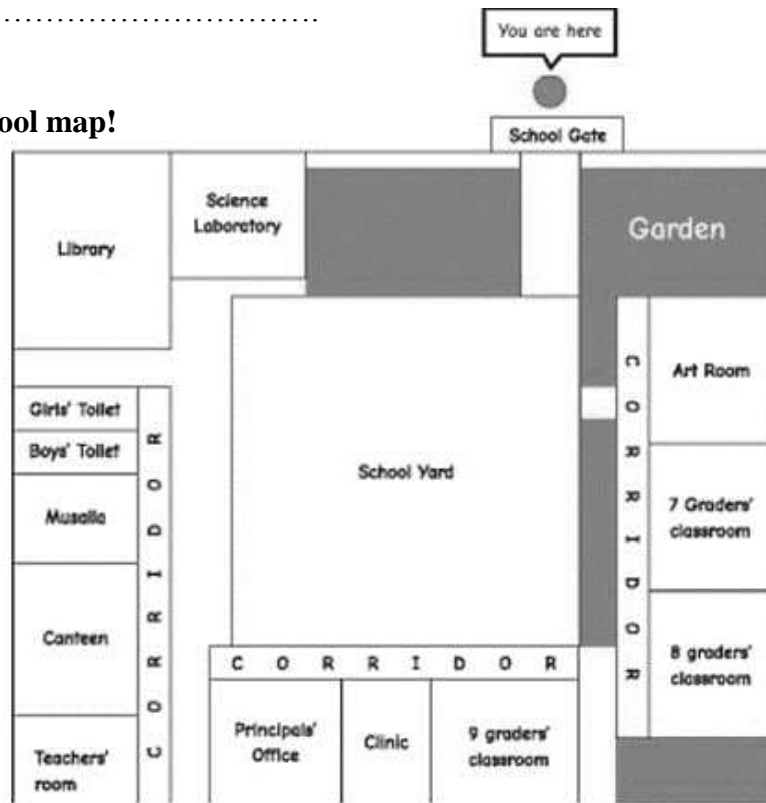Name : 1..………………………………….

2..………………………………….

3..………………………………….

4..………………………………….

a. **Look at a school map!**

b. **Work with a classmate. Use the school map to ask and give directions of the school buildings. Your position is at the school gate. Number one has been done for you.**

1. Can you show me the way to the library?	Turn right. Go straight forward, The library is beside the science laboratory.
2. Can you show me the way to the clinic?	
3. Can you show me the way to the boy's toilet?	
4. Can you show me the way to the musalla?	
5. Can you show me the way to the science laboratory?	

KUNCI JAWABAN DAN RUBRIK PENILAIAN LKPD TREATMENT 4

1. Can you show me the way to the library?	Turn right. Go straight forward, The library is beside the science laboratory.
2. Can you show me the way to the clinic?	Go straight forward through corridor. Turn right. The clinic is beside ninth grader's classroom
3. Can you show me the way to the boy's toilet?	Turn right. Go straight forward. The boys' toilet is at the end of the corridor.
4. Can you show me the way to the musalla?	Turn right. Go straight forward. Then turn left. The musalla is beside the boys' toilet
5. Can you show me the way to the science laboratory?	Turn right. The science laboratory is on your right.

KRITERIA PENILAIAN

Focus	Very good (4)	Good (3)	Fair (2)	Poor (1)
Fluency				
Pronunciation				
Accuracy				
Initiation of interaction and of response				
TOTAL				

Nilai $= \frac{Total\ score}{12} \ x \ 100$

MODUL AJAR BAHASA INGGRIS

PROCEDURE TEXT

(Experimental Class : meeting 5)

INFORMASI UMUM	
A. IDENTITAS SEKOLAH	
Nama Penyusun	Alisatunisa Nur Zhahro
Institusi	SMP N 1 Cilongok
Tahun Pelajaran	2023 – 2024
Jenjang Sekolah	Sekolah Menengah Pertama
Kelas	VII D
Fase	D
Capaian pembelajaran	Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.
Alokasi Waktu	3 x 40 Menit
B. KOMPETENSI AWAL	
Procedure Text	
C. PROFIL BELAJAR PANCASILA	
Beriman, Bertaqwa kepada Tuhan Yang Maha Esa dan Berakhlak Mulia, Gotong Royong, Mandiri, Bernalar Kritis dan Kreatif serta Nasionalisme	
D. STRATEGI PEMBELAJARAN	
Model Pembelajaran	Game Based Learning
Metode Pembelajaran	Diskusi, tanya jawab, ceramah.
Media	Gambar, Memrise Application
Sarana Prasarana	• Alat: papan tulis, spidol, Laptop, HP, Proyektor. • Bahan: Buku Bahasa Inggris, Gambar , LKPD
E. TARGET PESERTA DIDIK	
Jumlah Peserta Didik: 35 orang	

<div align="center">

KOMPONEN INTI

</div>

A. TUJUAN PEMBELAJARAN

Setelah membaca *procedure text,* peserta didik mampu memahami *definition, generic structure and language features (action verb)* dengan benar.

B. PEMAHAMAN BERMAKNA

Procedure text adalah sebuah teks yang isinya menggambarkan bagaimana sesuatu dapat dibuat atau digunakan melalui serangkaian langkah-langkah.

C. PERTANYAAN PEMANTIK

Ditampilkan beberapa gambar, dan menanyakan

- *What's your favorite food?*
- *Do you know how to make this food?*
- *What are the ingredients?*

D. PERSIAPAN PEMBELAJARAN

- Guru menyusun LPKD
- Guru menyusun instrumen assesmen yang digunakan
- Guru melakukan tes modalitas belajar.

E. KEGIATAN PEMBELAJARAN

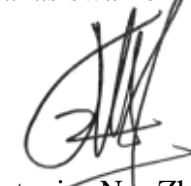|	
Pendahuluan	• Guru memberi salam dan mengajak berdo'a sebelum pembelajaran dimulai • Guru mengecek kehadiran siswa • Guru memberi apersepsi tentang tujuan pembelajaran dan materi yang akan dipelajari. • Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila.
Inti	• Guru mengajukan pertanyaan pemantik terkait materi *procedure text* melalui gambar. *What's your favorite food? Do you know how to make this food? What are the ingredients?* • Guru membagikan link Memrise App pada seluruh siswa • Siswa memahami petunjuk Memrise App • Siswa mengerjakan soal di Memrise App secara individu • Salah satu siswa secara acak menjelaskan apa yang didapatkannya dari Memrise App dan diskusinya kepada seluruh siswa di kelas dengan dipandu guru • Guru menjelaskan materi tentang *procedure text.*

Penutup	• Guru memfasilitasi siswa untuk mereview pembelajaran yang telah dilaksanakan • Guru memberikan apresiasi dan motivasi terhadap hasil kerja siswa. • Guru dan siswa melakukan refleksi • Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya • Guru dan siswa berdoa bersama.

F. ASESMEN

Asesmen diagnostik non kognitif	• Apa yang sedang kamu rasakan saat ini? • Hal apa yang paling menyenangkan dan tidak menyenangkan? • Apa yang kamu inginkan dalam pembelajaran hari ini?
Asesmen Kognitif	Tes diagnostic LKPD
Asesmen Formatif	Kuis Penilaian harian

H. REFLEKSI PESERTA DIDIK DAN GURU

Guru :
- Apakah pelaksanaan pembelajaran sudah sesuai dengan perencanaan?
- Apakah siswa antusias mengikuti pembelajaran?
- Apakah model pembelajaran yang saya gunakan sesuai dengan materi dan karakteristik siswa?

Siswa :
- Materi apa saja yang dipelajari?
- Bagian materi mana yang paling disukai?
- Materi apa yang kurang dimengerti?

Mengetahui,

Guru Mata Pelajaran

Melyza Yanuartie R, S.Pd.
NIP. 19910123 202012 2 006

Mahasiswa Peneliti

Alisatunisa Nur Zhahro
NIM. 2017404117

BAHAN AJAR

Procedure Text

Procedure text is a text whose contents describe how something can be made or used through a series of steps, usually with the term "how to something". The form of procedure text can explain how to carry out certain activities, how to use tools, and something related to human habits or nature.

Language features (Action Verb)

Mix	Roast	Pour	Cut	Break	Weigh
Steam	Barbecue	Chop	Add	Layer	Roll out
Sauté	Peel	Melt	Boil	Spread	Slice

Slice   = mengiris

Put in = memasukkan

Mix   = mencampur

Beat   = kocok

Pour   = menuang

Stir   = mengaduk

Break   = pecahkan

Add   =

menambahkan

Chop   = memotong

Wash   = mencuci

Boil   = merebus

Spread = mengoles

Roast   =

memanggang

Steam = di kukus

Weigh = ditimbang

Peel   = di kupas

Melt   = meleleh

Barbecue = panggang

LEMBAR KERJA PESERTA DIDIK

Class : ………………………………….

Name : 1..………………………………….

2..………………………………….

3..………………………………….

4..………………………………….

Make imperative sentences for each of the following situations!

1. You are a teacher. Give some instructions to start a class.

…………………………………………………………………………….

2. You have a little brother. He is eating dirt from the flowerpot. What do you say?

…………………………………………………………………………….

3. You had an accident. You are in bed and can't move. You need some help.

…………………………………………………………………………….

4. You have a sister. She is going on vacation to the beach. Give some advice to her.

…………………………………………………………………………….

5. It is cold and windy outside. You are going to go out. What will your mother say?

…………………………………………………………………………….

KUNCI JAWABAN DAN RUBRIK PENILAIAN LKPD TREATMENT 5

1. Please open the book page 5
2. Don't eat the dirt!
3. Help me, please
4. Don't swim if the waves are high!
5. You must'nt go, the weather is not good.

Nilai $= \frac{Total\ score}{5}\ x\ 100$

MODUL AJAR BAHASA INGGRIS
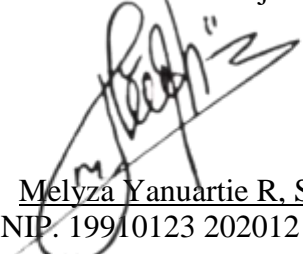
DESCRIPTIVE TEXT

(Control Class : meeting 1)

INFORMASI UMUM	
A. IDENTITAS SEKOLAH	
Nama Penyusun	Alisatunisa Nur Zhahro
Institusi	SMP N 1 Cilongok
Tahun Pelajaran	2023 – 2024
Jenjang Sekolah	Sekolah Menengah Pertama
Kelas	VII C
Fase	D
Capaian pembelajaran	Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.
Alokasi Waktu	3 x 40 Menit
B. KOMPETENSI AWAL	
Descriptive text : Language features (Adjective).	
C. PROFIL BELAJAR PANCASILA	
Beriman, Bertaqwa kepada Tuhan Yang Maha Esa dan Berakhlak Mulia, Gotong Royong, Mandiri, Bernalar Kritis dan Kreatif dan Nasionalisme.	
D. STRATEGI PEMBELAJARAN	
Model Pembelajaran	Discovery Based Learning
Metode Pembelajaran	Diskusi, tanya jawab, ceramah.
Media	Gambar
Sarana Prasarana	- Alat: papan tulis, spidol, Laptop, Proyektor. - Bahan: Buku Bahasa Inggris, Gambar , LKPD
E. TARGET PESERTA DIDIK	
Jumlah Peserta Didik: 36 orang	

KOMPONEN INTI

A. TUJUAN PEMBELAJARAN

Setelah membaca *descriptive text,* peserta didik mampu memahami pengertian, fungsi sosial dan struktur dari *descriptive text* dengan benar.

B. PEMAHAMAN BERMAKNA

Adjective merupakan kata yang digunakan untuk menerangkan kata benda. Ditempatkan setelah kata benda.

C. PERTANYAAN PEMANTIK

Ditampilkan beberapa gambar, dan menanyakan

- *Do you know who is she/he?*

- *How does she/he looks like?*

- *What kind of characteristic she/he has?*

D. PERSIAPAN PEMBELAJARAN

- Guru menyusun LPKD

- Guru menyusun instrumen assesmen yang digunakan

- Guru melakukan tes modalitas belajar.

E. KEGIATAN PEMBELAJARAN

Pendahuluan	- Guru memberi salam dan mengajak berdo'a sebelum pembelajaran dimulai - Guru mengecek kehadiran siswa - Guru memberi apersepsi tentang tujuan pembelajaran dan materi yang akan dipelajari. - Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila.
Inti	- Guru menentukan topik dan memberikan materi terkait *Language Features (Adjectives)* - Guru melakukan tanya jawab secara lisan tentang *Adjective* yang diketahui oleh peserta didik. - Guru mengajukan pertanyaan pemantik terkait materi *descriptive text* melalui gambar. *What picture it is? Do you know who is he? How does he looks like?* - Peserta didik diberi contoh deskripsi tentang seseorang didalam kelas. - Guru menuliskan kalimat-kalimat terkait sifat sesorang yang dideskripsikan. - Siswa membaca kalimat-kalimat yang di tulis guru. - Peserta didik mengerjakan latihan soal berdasarkan *descriptive text about adjective*

Penutup	• Guru memfasilitasi siswa untuk mereview pembelajaran yang telah dilaksanakan • Guru memberikan apresiasi dan motivasi terhadap hasil kerja siswa. • Guru dan siswa melakukan refleksi • Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya • Guru dan siswa berdoa bersama.

F. ASESMEN

Asesmen diagnostik non kognitif	• Apa yang sedang kamu rasakan saat ini? • Hal apa yang paling menyenangkan dan tidak menyenangkan? • Apa yang kamu inginkan dalam pembelajaran hari ini?
Asesmen Kognitif	Tes diagnostic LKPD
Asesmen Formatif	Kuis Penilaian harian

H. REFLEKSI PESERTA DIDIK DAN GURU

Guru :

- Apakah pelaksanaan pembelajaran sudah sesuai dengan perencanaan?

- Apakah siswa antusias mengikuti pembelajaran?

- Apakah model pembelajaran yang saya gunakan sesuai dengan materi dan karakteristik siswa?

Siswa :

- Materi apa saja yang dipelajari?

- Bagian materi mana yang paling disukai?

- Materi apa yang kurang dimengerti?

Mengetahui,

Guru Mata Pelajaran   Mahasiswa Peneliti

Melyza Yanuartie R, S.Pd.   Alisatunisa Nur Zhahro
NIP. 19910123 202012 2 006   NIM. 2017404117

BAHAN AJAR

ADJECTIVE

Adjective yang berarti kata sifat. *Adjective* biasanya digunakan untuk menggambarkan atau mendiskripsikan tentang suatu benda. Kata sifat berkaitan dengan *behaviour* (tingkah laku), *personality* (kepribadian), *physical appearance* (penampilan fisik), dan lain sebagainya.

There are some example of adjective :

Adjective (Kata Sifat)	Meaning (Arti)	Antonym (Lawan Kata)	Meaning (Arti)
Angry	Marah	Patient	Sabar
Beautiful, pretty	Cantik, indah	Ugly	Jelek
Big	Besar	Small	Kecil
Busy/ crowded	Sibuk, ramai	Leisure, idle	Senggang
Clean	Bersih	Dirty	Kotor
Clever, smart	Pandai	Stupid, dull	Bodoh
Cute	Mungil, imut, lucu	Ugly	Jelek
Diligent, generous	Rajin	Lazy	Malas
Expensive	Mahal	Cheap	Murah
Fat	Gemuk	Thin, skinny	Kurus
Friendly	Ramah	Rude	Kasar
Good, nice	Bagus, baik	Bad, wicked	Buruk
Handsome	Tampan	Ugly	Jelek
Happy	Bahagia	Sad	Sedih
Hard	Keras	Soft	Lunak
Interesting	Menarik	Boring	Membosankan
Kind	Baik hati	Wicked	Jahat
Large	Besar, Luas	Narrow	Sempit
Long	Panjang	Short	Pendek
New	Baru	Old	Lama, tua
Poor	Miskin	Rich	Kaya
Shady	Rindang/teduh	Sunny, hot	Cerah, panas
Thick	Tebal	Thin	Tipis
Tidy	Rapih	Messy	Berantakan
Wild	Buas	Tame	Jinak
Wonderful	Menakjubkan, hebat	Usual, ordinary	Biasa
Young	Muda	Old	Tua

LEMBAR KERJA PESERTA DIDIK

Name : …………………………………….

Class : …………………………………….

A. Write in English! *(2)*

1. Rajin : …………………
2. Kotor : …………………
3. Malas : …………………
4. Tebal : …………………
5. Cantik : …………………

6. Tipis : …………………
7. Jelek : …………………
8. Pintar : …………………
9. Bersih : …………………
10. Bodoh : …………………

B. Choose the correct opposite (antonym)! *(1)*

1. Dry x ……
   a. Clean
   b. Wet
   c. Weak

2. Fat x ……
   a. Fast
   b. Thin
   c. Short

3. Ugly x ……
   a. Beautiful
   b. Expensive
   c. Comfortable

4. Good x ……
   a. Bad
   b. Bed
   c. Clever

5. Strong x ……
   a. Small
   b. Slow
   c. Weak

KUNCI JAWABAN DAN RUBRIK PENILAIAN LKPD TREATMENT 1

A. Write in English! *(Skor 2 jika benar)*

1. Rajin : **Diligent**
2. Kotor : **Dirty**
3. Malas : **Lazy**
4. Tebal : **Thick**
5. Cantik : **Beautiful**

6. Tipis : **Thin**
7. Jelek : **Ugly**
8. Pintar : **Smart**
9. Bersih : **Clean**
10. Bodoh : **Stupid**

B. Choose the correct opposite (antonym)! *(Skor 1 jika benar)*

1. Dry x ……
   a. Clean
   b. Wet
   c. Weak
   Answer : b

2. Fat x ……
   a. Fast
   b. Thin
   c. Short
   Answer : b

3. Ugly x ……
   a. Beautiful
   b. Expensive
   c. Comfortable
   Answer : a

4. Good x ……
   a. Bad
   b. Bed
   c. Clever
   Answer : a

5. Strong x ……
   a. Small
   b. Slow
   c. Weak
   Answer : c

RUBRIK PENILAIAN

$$\text{Nilai} = \frac{Total\ score\ (A+B)}{25}\ x\ 100$$

MODUL AJAR BAHASA INGGRIS

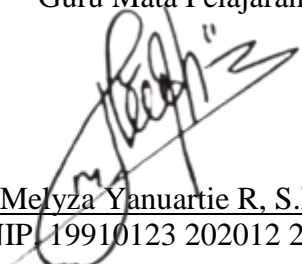## DESCRIPTIVE TEXT

(Control Class : meeting 2)

INFORMASI UMUM	
A. IDENTITAS SEKOLAH	
Nama Penyusun	Alisatunisa Nur Zhahro
Institusi	SMP N 1 Cilongok
Tahun Pelajaran	2023 – 2024
Jenjang Sekolah	Sekolah Menengah Pertama
Kelas	VII C
Fase	D
Capaian pembelajaran	Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.
Alokasi Waktu	3 x 40 Menit
B. KOMPETENSI AWAL	
Descriptive text : describing place (preposition of place)	
C. PROFIL BELAJAR PANCASILA	
Beriman, Bertaqwa kepada Tuhan Yang Maha Esa dan Berakhlak Mulia, Gotong Royong, Mandiri, Bernalar Kritis dan Kreatif serta Nasionalisme	
D. STRATEGI PEMBELAJARAN	
Model Pembelajaran	Discovery Based Learning
Metode Pembelajaran	Diskusi, tanya jawab, ceramah.
Media	Gambar.
Sarana Prasarana	- Alat: papan tulis, spidol, laptop, proyektor. - Bahan: Buku Bahasa Inggris, Gambar , LKPD
E. TARGET PESERTA DIDIK	
Jumlah Peserta Didik: 36 orang	

KOMPONEN INTI	
A. TUJUAN PEMBELAJARAN	
Setelah membaca *descriptive text,* peserta didik mampu memahami *school buildings and prepotition of place* dengan benar.	
B. PEMAHAMAN BERMAKNA	
Preposition adalah kata penghubung yang diletakkan sebelum kata benda untuk menunjukkan posisi, arah, waktu, tempat, dan sebagainya.	
C. PERTANYAAN PEMANTIK	
Ditampilkan beberapa gambar, dan menanyakan *What is it?* *Is it a classroom?* *Where is the library?*	
D. PERSIAPAN PEMBELAJARAN	
- Guru menyusun LPKD - Guru menyusun instrumen assesmen yang digunakan - Guru melakukan tes modalitas belajar.	
E. KEGIATAN PEMBELAJARAN	
Pendahuluan	- Guru memberi salam dan mengajak berdo'a sebelum pembelajaran dimulai - Guru mengecek kehadiran siswa - Guru memberi apersepsi tentang tujuan pembelajaran dan materi yang akan dipelajari. - Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila.
Inti	- Guru mengajukan pertanyaan pemantik terkait materi Describing places melalui gambar. *What picture it is? Can you see the classroom? Is there a library? Where is a teacher's room?* - Guru membagi siswa menjadi beberapa kelompok yang terdiri dari 2 orang. - Siswa secara berkelompok mengerjakan lembar kerja untuk mengidentifikasi tentang *preposition of place*. - Peserta didik menyampaikan dan mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan terkait materi *descriptive text (describing place).* - Guru menjelaskan materi berkaitan dengan *describing place : school buildings and preposition of place.*

	• Guru memfasilitasi siswa untuk mereview pembelajaran yang telah dilaksanakan
Penutup	• Guru memberikan apresiasi dan motivasi terhadap hasil kerja siswa.
	• Guru dan siswa melakukan refleksi
	• Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya
	• Guru dan siswa berdoa bersama.

F. ASESMEN	
Asesmen diagnostik non kognitif	• Apa yang sedang kamu rasakan saat ini?
	• Hal apa yang paling menyenangkan dan tidak menyenangkan?
	• Apa yang kamu inginkan dalam pembelajaran hari ini?
Asesmen Kognitif	Tes diagnostic LKPD
Asesmen Formatif	Kuis Penilaian harian

H. REFLEKSI PESERTA DIDIK DAN GURU
Guru :
• Apakah pelaksanaan pembelajaran sudah sesuai dengan perencanaan?
• Apakah siswa antusias mengikuti pembelajaran?
• Apakah model pembelajaran yang saya gunakan sesuai dengan materi dan karakteristik siswa?
Siswa :
• Materi apa saja yang dipelajari?
• Bagian materi mana yang paling disukai?
• Materi apa yang kurang dimengerti?

Mengetahui,

Guru Mata Pelajaran

Melyza Yanuartie R, S.Pd.
NIP. 19910123 202012 2 006

Mahasiswa Peneliti

Alisatunisa Nur Zhahro
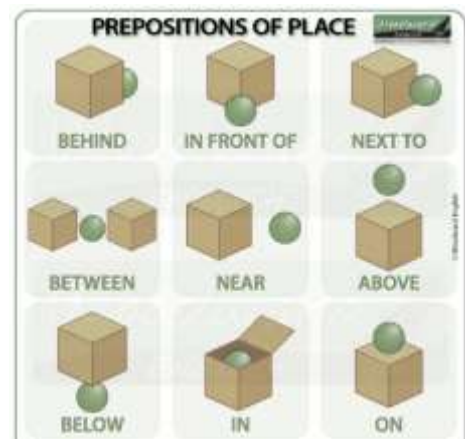NIM. 2017404117

BAHAN AJAR

SCHOOL BUILDINGS

- School yard : Halaman sekolah
- Principal's office : Ruang kepala sekolah
- Teachers room : ruang guru
- Classroom : Ruang kelas
- Library : Perpustakaan
- Art room : Ruang seni
- Science Laboratory : laboratorium sains
- Bathroom : kamar mandi
- Canteen : kantin

PREPOSITION OF PLACE

A preposition of place is a word that helps us identify position and location in sentences. It describes where something is in relation to another object. Prepositions of place are short words, and they usually come before a noun or pronoun.
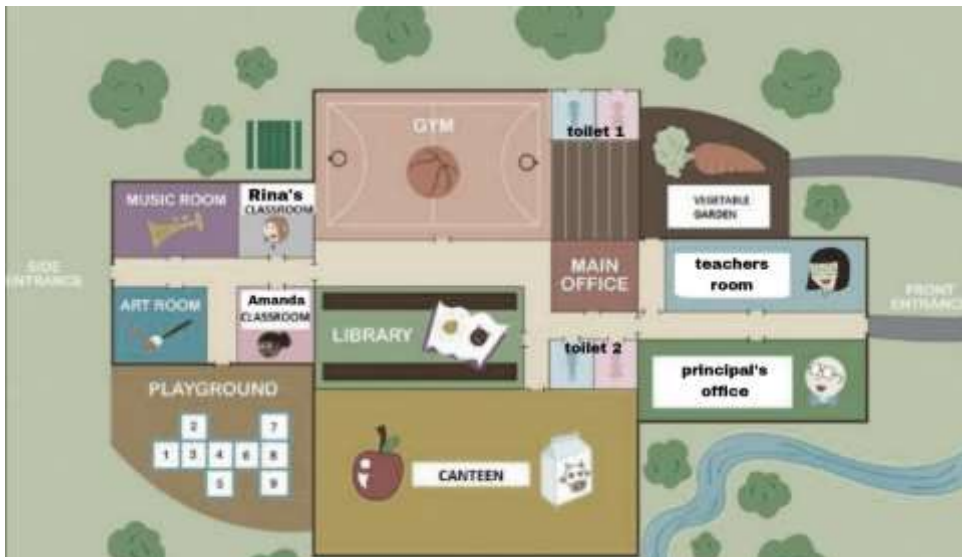

Translate

Behind	: di belakang
In front of	: di depan
Next to	: di sebelah
Between	: di antara
Near	: didekat
Above	: di atas
Below	: di bawah
In	: di dalam
On	: di, di atas permukaan

LEMBAR KERJA PESERTA DIDIK

Name : …………………………………….

Class : …………………………………….

Look and Answer!

Example : Where is the art room? The art room is <u>in front of</u> music room

1. The canteen is …………. the library
2. The music room is ………. the Rina's classroom
3. The library is …………. the gym and the canteen
4. The Amanda classroom is ………. the Rina's classroom
5. The playground is ………. the canteen
6. The gym is ………. the library
7. The principal's office is ………. the teachers room
8. The main office is ………… the teachers room
9. The toilet 1 is ………… the gym and the vegetables garden
10. The toilet 2 is ………… the library and the principal's office

KUNCI JAWABAN DAN RUBRIK PENILAIAN LKPD TREATMENT 2

1. The canteen is **next to/by/beside** the library
2. The music room is **next to/by/beside** the Rina's classroom
3. The library is **between** the gym and the canteen
4. The Amanda classroom is **in front of** the Rina's classroom
5. The playground is **behind** the canteen
6. The gym is **next to/by/beside** to the library
7. The principal's office is **next to/by/beside** the teachers room
8. The main office is **in front of** the teachers room
9. The toilet 1 is **between** the gym and the vegetables garden
10. The toilet 2 is **between** the library and the principal's office

RUBRIK PENILAIAN

Nomor Soal	Bobot Soal
1-10	1
Jumlah skor maksimal	10

Jika jawaban benar = 1
Jika jawaban salah = 0

Nilai = $\dfrac{Total\ score}{10} \ x\ 100$

MODUL AJAR BAHASA INGGRIS

DESCRIPTIVE TEXT

(Control Class : meeting 3)

INFORMASI UMUM	
A. IDENTITAS SEKOLAH	
Nama Penyusun	Alisatunisa Nur Zhahro
Institusi	SMP N 1 Cilongok
Tahun Pelajaran	2023 – 2024
Jenjang Sekolah	Sekolah Menengah Pertama
Kelas	VII C
Fase	D
Capaian pembelajaran	Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.
Alokasi Waktu	3 x 40 Menit
B. KOMPETENSI AWAL	
Describing place (Preposition of place)	
C. PROFIL BELAJAR PANCASILA	
Beriman, Bertaqwa kepada Tuhan Yang Maha Esa dan Berakhlak Mulia, Gotong Royong, Mandiri, Bernalar Kritis dan Kreatif, Nasionalisme	
D. STRATEGI PEMBELAJARAN	
Model Pembelajaran	Problem Based Learning
Metode Pembelajaran	Diskusi, presentasi, tanya jawab.
Media	Video
Sarana Prasarana	• Alat: papan tulis, spidol, laptop, proyektor. • Bahan: Buku Bahasa Inggris, Gambar , LKPD
E. TARGET PESERTA DIDIK	
Jumlah Peserta Didik: 36 orang	

<div align="center">**KOMPONEN INTI**</div>

A. TUJUAN PEMBELAJARAN

Setelah membaca *descriptive text,* peserta didik mampu memahami *things in the classroom and prepotition of place* dengan benar.

B. PEMAHAMAN BERMAKNA

Preposition adalah kata penghubung yang diletakkan sebelum kata benda untuk menunjukkan posisi, arah, waktu, tempat, dan sebagainya.

C. PERTANYAAN PEMANTIK

Ditampilkan sebuah video, dan menanyakan
- *What is it?*
- *What are things in the video?*

D. PERSIAPAN PEMBELAJARAN

- Guru menyusun LPKD
- Guru menyusun instrumen assesmen yang digunakan
- Guru melakukan tes modalitas belajar.

E. KEGIATAN PEMBELAJARAN

Pendahuluan	- Guru memberi salam dan mengajak berdo'a sebelum pembelajaran dimulai - Guru mengecek kehadiran siswa - Guru memberi apersepsi tentang tujuan pembelajaran dan materi yang akan dipelajari. - Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila.
Inti	- Guru menampilkan sebuah video terkait things in the classroom https://youtu.be/sh8J4JTy-RU?si=GShhxPcV_HcxQy4I. Peserta didik disuruh untuk mengamati dan menjawab pertanyaan berkaitan dengan video tersebut : *What is it? What are things in the classroom?* - Guru memberikan teks deskriptif berkaitan dengan video tadi. Guru mendorong siswa untuk bertanya mengenai text tersebut. - Siswa berkelompok dengan anggota 4 anak, mendiskusikan tentang informasi apa saja yang didapatkan dari teks tersebut. - Peserta didik secara berkelompok mengerjakan lembar kerja untuk mengidentifikasi *Language Features (adjective)* dan menjawab pertanyaan yang telah disiapkan berdasarkan teks tersebut. - Siswa menyampaikan dan mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan terkait materi descriptive text.

Penutup	• Guru memfasilitasi siswa untuk mereview pembelajaran yang telah dilaksanakan • Guru memberikan apresiasi dan motivasi terhadap hasil kerja siswa. • Guru dan siswa melakukan refleksi • Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya • Guru dan siswa berdoa bersama.

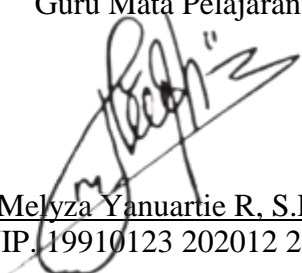| **F. ASESMEN**	
Asesmen diagnostik non kognitif	• Apa yang sedang kamu rasakan saat ini? • Hal apa yang paling menyenangkan dan tidak menyenangkan? • Apa yang kamu inginkan dalam pembelajaran hari ini?
Asesmen Kognitif	Tes diagnostic LKPD
Asesmen Formatif	Kuis Penilaian harian

H. REFLEKSI PESERTA DIDIK DAN GURU

Guru :
- Apakah pelaksanaan pembelajaran sudah sesuai dengan perencanaan?
- Apakah siswa antusias mengikuti pembelajaran?
- Apakah model pembelajaran yang saya gunakan sesuai dengan materi dan karakteristik siswa?

Siswa :
- Materi apa saja yang dipelajari?
- Bagian materi mana yang paling disukai?
- Materi apa yang kurang dimengerti?
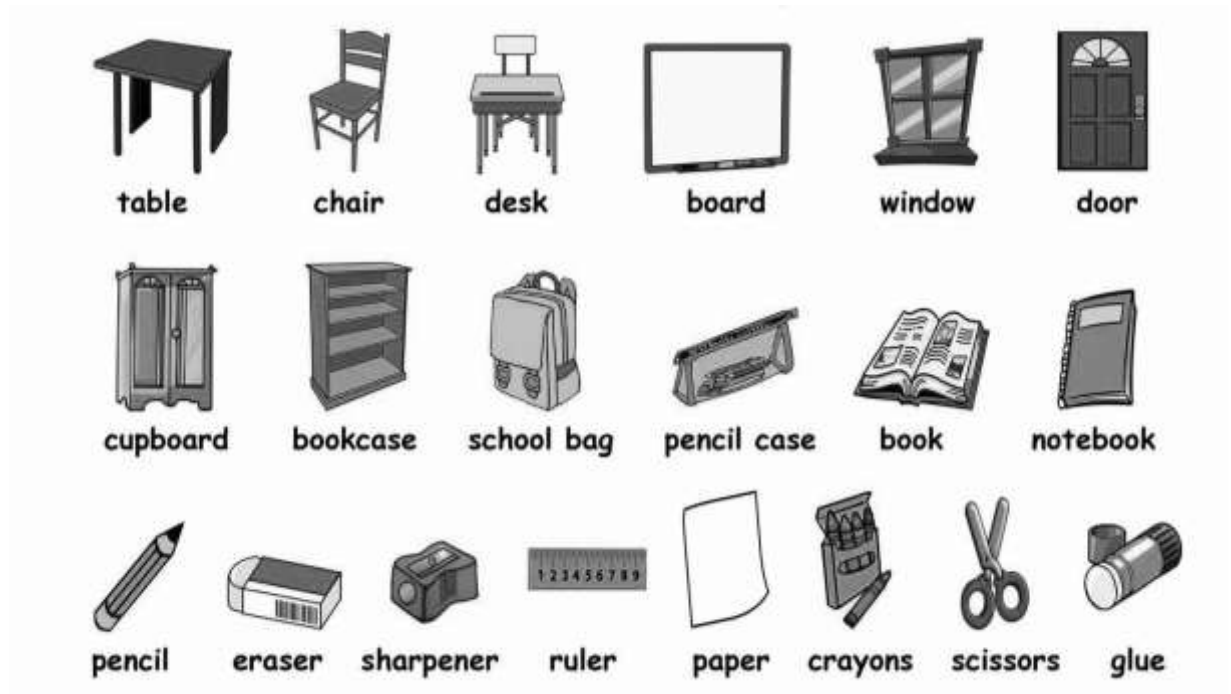
Mengetahui,

Guru Mata Pelajaran   Mahasiswa Peneliti

Melyza Yanuartie R, S.Pd.   Alisatunisa Nur Zhahro
NIP. 19910123 202012 2 006   NIM. 2017404117

BAHAN AJAR

THINGS IN THE CLASSROOM

table	chair	desk	board	window	door
cupboard	bookcase	school bag	pencil case	book	notebook
pencil	eraser	sharpener	ruler	paper	crayons	scissors	glue

PREPOSITION OF PLACE

Beside : di samping

Inside : di dalam

Far From : jauh dari

Opposite : di depan

Across : di seberang

LEMBAR KERJA PESERTA DIDIK

Class   : ………………………………………….

Group   : ………………………………………….

Member   : 1 …………………………………….....

               2 …………………………………….....

               3 …………………………………….....

               4 …………………………………….....

My Classroom
I learn in 7C class. It is a class with size about 20 m^2, with white paint that covered all the walls. In my classroom there are about 36 tables and chairs arranged well. In front of tables and chairs, there are two sufficiently large Whiteboards. Above the whiteboard, there are pair of photos of President of republic Indonesia and Pancasila symbol. Besides the photos of president, there are also so many heroes' pictures who stuck to the wall of my classroom. At the corner of my classroom, there is a cabinet used to store janitorial tools such as brooms, feather duster, and others. Right next to the cabinet, there is a teacher's desk which is covered with blue tablecloth. On the teacher's desk, there is a beautiful flower vase and a pile of books that ordered well.   My classroom is a clean and comfortable class for learning. Even my classroom always wins the cleanness and completeness competition held in my school every year. The cleanliness in my school always maintain because we always hold a picket schedule. Every morning, my class is always cleaned before the lesson begins. Therefore, my class always becomes the most favorite class for teachers. They are very fond of being in my class because the atmosphere which so comfortable.

a. **Identify the Language Features (Adjective) based on text "My Classroom"**

Adjective	

b. **Answer the question below!**

    1. Where is the whiteboard?

    2. What things are above the whiteboard?

    3. Where is the heroes' pictures?

    4. What things are at the corner of his classroom?

    5. What things are on the teacher's desk?

KUNCI JAWABAN DAN RUBRIK PENILAIAN LKPD TREATMENT 3

a. **Identify the Language Features (Adjective) based on text "My Classroom"**

Adjective	White paint, large, blue, beautiful, clean, comfortable.

b. **Answer the question below!**

1. Where is the whiteboard? **The whiteboard is in front of tables and chairs.**

2. What things are above the whiteboard? **There are pair of photos of President of republic Indonesia and Pancasila symbol.**

3. Where is the heroes' pictures? **The heroes' pictures is besides the photos of president.**

4. What things are at the corner of his classroom? **There is a cabinet used to store janitorial tools such as brooms, feather duster, and others.**

5. What things are on the teacher's desk? **There are a beautiful flower vase and a pile of books that ordered well.**

RUBRIK PENILAIAN

Kode Soal	Nomor Soal	Skor	
A		5	Siswa menjawab 5 Adjective dengan benar
		4	Siswa menjawab 4 Adjective dengan benar
		3	Siswa menjawab 3 Adjective dengan benar
		2	Siswa menjawab 2 Adjective dengan benar
		1	Siswa menjawab 1 Adjective dengan benar
		0	Siswa tidak menjawab
b	1	1	Siswa menjawab soal dengan benar
		0	Siswa menjawab soal tetapi salah
	2	1	Siswa menjawab soal dengan benar
		0	Siswa menjawab soal tetapi salah
	3	1	Siswa menjawab soal dengan benar
		0	Siswa menjawab soal tetapi salah
	4	1	Siswa menjawab soal dengan benar
		0	Siswa menjawab soal tetapi salah
	5	1	Siswa menjawab soal dengan benar
		0	Siswa menjawab soal tetapi salah

$$Nilai = \frac{Total\ score\ (a+b)}{10} \ x\ 100$$

MODUL AJAR BAHASA INGGRIS
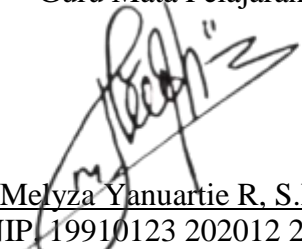
DESCRIPTIVE TEXT

(Control Class : meeting 4)

INFORMASI UMUM	
A. IDENTITAS SEKOLAH	
Nama Penyusun	Alisatunisa Nur Zhahro
Institusi	SMP N 1 Cilongok
Tahun Pelajaran	2023 – 2024
Jenjang Sekolah	Sekolah Menengah Pertama
Kelas	VII C
Fase	D
Capaian pembelajaran	Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.
Alokasi Waktu	3 x 40 Menit
B. KOMPETENSI AWAL	
Asking and giving direction.	
C. PROFIL BELAJAR PANCASILA	
Beriman, Bertaqwa kepada Tuhan Yang Maha Esa dan Berakhlak Mulia, Gotong Royong, Mandiri, Bernalar Kritis dan Kreatif dan Nasionalisme	
D. STRATEGI PEMBELAJARAN	
Model Pembelajaran	Prolem Based Learning
Metode Pembelajaran	Diskusi, tanya jawab, ceramah.
Media	Gambar, Memrise Application
Sarana Prasarana	- Alat: papan tulis, spidol, laptop, speaker. - Bahan: Buku Bahasa Inggris, Gambar , LKPD
E. TARGET PESERTA DIDIK	
Jumlah Peserta Didik: 36 orang	

<div align="center">**KOMPONEN INTI**</div>

A. TUJUAN PEMBELAJARAN

Setelah membaca *descriptive text about place,* peserta didik mampu memahami *asking and giving direction* dengan benar.

B. PEMAHAMAN BERMAKNA

Asking and giving directions adalah cara ketika menanyakan dan memberikan petunjuk atau arah jalan kepada seseorang.

C. PERTANYAAN PEMANTIK

Ditampilkan beberapa gambar, dan menanyakan
- *What is it?*
- *Where is the laboratory?*
- *How do I get to the library?*

D. PERSIAPAN PEMBELAJARAN

- Guru menyusun LPKD
- Guru menyusun instrumen assesmen yang digunakan
- Guru melakukan tes modalitas belajar.

E. KEGIATAN PEMBELAJARAN

Pendahuluan	• Guru memberi salam dan mengajak berdo'a sebelum pembelajaran dimulai • Guru mengecek kehadiran siswa • Guru memberi apersepsi tentang tujuan pembelajaran dan materi yang akan dipelajari. • Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila.
Inti	• Guru memberikan sebuah gambar lalu mengajukan pertanyaan pemantik terkait materi *asking and giving direction* melalui gambar. *What picture it is? Where is the laboratory? How do I get to the library*? • Guru meminta siswa untuk berkelompok dengan anggota 4 orang. • Guru memperdengarkan Audio 5.2. Guru meminta siswa membaca percakapan sambil menyimak audio. • Guru meminta siswa untuk mengerjakan worksheet 5.3. • Guru meminta siswa menyimak Audio 5.2 kembali untuk menjawab pertanyaan pada Worksheet 5.4. • Siswa bersama dengan Guru membahas jawaban pertanyaan pada Worksheet 5.4 • Guru memperdengarkan Audio 5.3. Guru meminta siswa membaca percakapan sambil menyimak audio. • Guru meminta siswa untuk menyimak Audio 5.3 kembali dan meminta siswa untuk mengerjakan worksheet 5.5 • Siswa bersama dengan Guru membahas jawaban pertanyaan pada Worksheet 5.5

Penutup	• Guru memfasilitasi siswa untuk mereview pembelajaran yang telah dilaksanakan • Guru memberikan apresiasi dan motivasi terhadap hasil kerja siswa. Guru dan siswa melakukan refleksi • Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya • Guru dan siswa berdoa bersama.
F. ASESMEN	
Asesmen diagnostik non kognitif	• Apa yang sedang kamu rasakan saat ini? • Hal apa yang paling menyenangkan dan tidak menyenangkan? • Apa yang kamu inginkan dalam pembelajaran hari ini?
Asesmen Kognitif	Tes diagnostic LKPD
Asesmen Formatif	Kuis Penilaian harian
H. REFLEKSI PESERTA DIDIK DAN GURU	

Guru :
- Apakah pelaksanaan pembelajaran sudah sesuai dengan perencanaan?
- Apakah siswa antusias mengikuti pembelajaran?
- Apakah model pembelajaran yang saya gunakan sesuai dengan materi dan karakteristik siswa?

Siswa :
- Materi apa saja yang dipelajari?
- Bagian materi mana yang paling disukai?
- Materi apa yang kurang dimengerti?

Mengetahui,

Guru Mata Pelajaran

Melyza Yanuartie R, S.Pd.
NIP. 19910123 202012 2 006

Mahasiswa Peneliti

Alisatunisa Nur Zhahro
NIM. 2017404117

BAHAN AJAR

The following expressions are used for Asking someone about the direction :
a. Excuse me, do you know where … is?
b. Can you tell me the way to the …?
c. How do I get to the …?
d. Where is the …?
e. Can you give me directions to …?
f. Is there …around here?
g. Could you tell me where the nearest … is?
h. Could you help me, please? I'm lookin for …

The following expressions are used for Giving the direction :
a. If we don't know to answer, we can say :
- I am sorry
- I don't know
- I am stranger here

b. If we know the question, give the direction :

- Go straight ahead.

- Go along the street.

- Go down or walk down the street.

- Go up or walk up the street.

- Continue straight ahead for about …miles/km

- Turn left

- Turn right

- Take the first/second turning on the left

- Take the first/second turning on the right

- Cross the street

- Go past

- Go across the bridge

- Go as far as the round about …

Class : ……………………………………….

Name : 1..……………………………………

2..……………………………………

3 .…………………………………….

4 .…………………………………….

Section 2

a. **Listen to Audio 5.2. Monita, Galang, and Pipit are talking about the location of school facilities.**

After science class at the laboratory.

Galang   : Science is fun, right?
Monita   : Yes, I love science!
Pipit   : Hey, Galang, What room is that?
Galang   : Which one?
Pipit   : The one between the principal's office and the ninth grader's classroom?
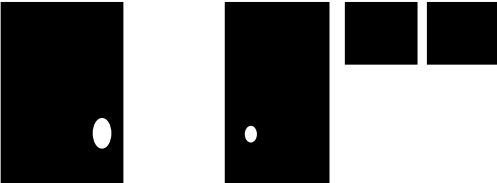Galang   : Oh, that is the clinic
Pipit   : I see. What about the room beside the seventh grader's classroom?
Galang   : That is the art room. Usually Bu Irma our art teacher brings us there when we study art.
Monita   : Guys, I need to go to the toilet. You can go to the class first.
Pipit   : Alright. See you at the class, Monita.

b. **Which picture is correct based on the dialogue? Give a check beside the correct picture, and an X beside the wrong picture. See the Wordbox.**

1)

Library   IX Classroom

2)

IX Classroom   Art Room   Clinic

3)

Art room   VII Classroom

c. Listen again to Audio 5.2 and answer the questions!

1. Where is the clinic?

    _____

2. Where is the art room?

    _____

3. Where is the principal's office?

    _____

4. Where is the ninth graders' classroom?

    _____

5. Where is the seventh graders' classroom?

    _____

Section 3

a. Listen to Audio 5.3. Pipit and Monita talk about directions to the teacher's room.

Pipit	: Monita, can you tell me where the teacher's room is?
Monita	: Why do you want to go there?
Pipit	: Ibu Ayu wants to meet me there after the school break.
Monita	: Just go straight-forward. Walk past the science laboratory and the library. Turn left. Go straight down. The teachers' room is beside the canteen.
Pipit	: Oh, ok. But before I go to meet Ibu Ayu, I must go to the toilert first. Do you know where is it?
Monita	: Well, you know the science laboratory, right? Walk past the laboratory and the library. Turn right. The girls' toilet is on your left beside the boys' toilet.

b. Listen again to Audio 5.3 about giving directions. Fill in the blanks to complete the paragraph. Use turn left, turn right, or go straight.

○ Pipit is in the garden. She must go to the teachers' room to meet
○ Ibu Ayu. She should (1) _____ After she walks past the
library, she should (2) _____ The teachers' room is beside
○ the canteen. Before she meets Ibu Ayu, Pipit needs to go to the
toilet. She should walk past the laboratory and the library. After
○ that she should (3) _____ The girls' toilet is on her left.

KUNCI JAWABAN DAN RUBRIK PENILAIAN LKPD TREATMENT 4

Section 2

b. **Which picture is correct based on the dialogue? Give a check beside the correct picture, and an X beside the wrong picture. See the Wordbox.**

   1) X

   2) X

   3) ✓

c. **Listen again to Audio 5.2 and answer the questions!**

   1. Where is the clinic? It is between the principals' office and the ninth graders' classroom
   2. Where is the art room? It is beside the seventh graders' classroom
   3. Where is the principal's office? It is beside the clinic or It is beside the ninth graders' classroom
   4. Where is the ninth graders' classroom? It is beside the principals' office
   5. Where is the seventh graders' classroom? It is beside the clinic

Section 3

b. **Listen again to Audio 5.3 about giving directions. Fill in the blanks to complete the paragraph. Use turn left, turn right, or go straight!**

   1) Go straight

   2) Turn left

   3) Turn right

Rubrik Penilaian

Jika jawaban benar : 1
Jika jawaban salah : 0

$$Nilai = \frac{Total\ score\ (section\ 2 + section\ 3)}{11} \times 100$$

MODUL AJAR BAHASA INGGRIS
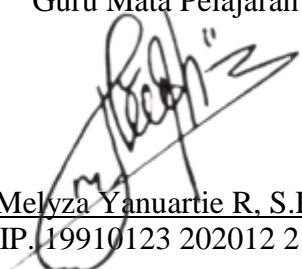
PROCEDURE TEXT

(Control Class : meeting 5)

INFORMASI UMUM	
A. IDENTITAS SEKOLAH	
Nama Penyusun	Alisatunisa Nur Zhahro
Institusi	SMP N 1 Cilongok
Tahun Pelajaran	2023 – 2024
Jenjang Sekolah	Sekolah Menengah Pertama
Kelas	VII C
Fase	D
Capaian pembelajaran	Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.
Alokasi Waktu	3 x 40 Menit
B. KOMPETENSI AWAL	
Procedure Text	
C. PROFIL BELAJAR PANCASILA	
Beriman, Bertaqwa kepada Tuhan Yang Maha Esa dan Berakhlak Mulia, Gotong Royong, Mandiri, Bernalar Kritis dan Kreatif dan Nasionalisme.	
D. STRATEGI PEMBELAJARAN	
Model Pembelajaran	Problem Based Learning
Metode Pembelajaran	Diskusi, tanya jawab, ceramah.
Media	Gambar, Memrise Application
Sarana Prasarana	• Alat: papan tulis, spidol, Laptop, HP, Proyektor. • Bahan: Buku Bahasa Inggris, Gambar , LKPD
E. TARGET PESERTA DIDIK	
Jumlah Peserta Didik: 35 orang	

KOMPONEN INTI

A. TUJUAN PEMBELAJARAN
Setelah membaca *procedure text,* peserta didik mampu memahami *generic structure & language features* (*action verb*) dengan benar.

B. PEMAHAMAN BERMAKNA
Procedure text adalah sebuah teks yang isinya menggambarkan bagaimana sesuatu dapat dibuat atau digunakan melalui serangkaian langkah-langkah.

C. PERTANYAAN PEMANTIK
Ditampilkan beberapa gambar, dan menanyakan
• *What's your favorite food?*
• *Do you know how to make this food?*
• *What are the ingredients?*

D. PERSIAPAN PEMBELAJARAN
• Guru menyusun LPKD
• Guru menyusun instrumen assesmen yang digunakan
• Guru melakukan tes modalitas belajar.

E. KEGIATAN PEMBELAJARAN	
Pendahuluan	• Guru memberi salam dan mengajak berdo'a sebelum pembelajaran dimulai • Guru mengecek kehadiran siswa • Guru memberi apersepsi tentang tujuan pembelajaran dan materi yang akan dipelajari. • Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila.
Inti	• Guru memberikan teks prosedur berkaitan dengan gambar tadi. Guru mendorong siswa untuk bertanya mengenai *language features* dan struktur procedure *text*. Guru memberi kesempatan kepada peserta didik untuk mengidentifikasi masalah yang relevan yang dirumuskan dalam bentuk hipotesis atau jawaban sementara atas pertanyaan mereka. • Siswa berkelompok dengan anggota 2 anak, mendiskusikan tentang informasi apa saja yang didapatkan dari teks prosedur tersebut. • Siswa secara berkelompok mengerjakan lembar kerja untuk mengidentifikasi tentang *language features (action verb).* • Peserta didik menyampaikan dan mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan terkait materi *procedure text : language features (action verb).* • Guru menjelaskan terkait materi *procedure text : language features (action verb).*

Penutup	• Guru memfasilitasi siswa untuk mereview pembelajaran yang telah dilaksanakan • Guru memberikan apresiasi dan motivasi terhadap hasil kerja siswa. • Guru dan siswa melakukan refleksi • Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya • Guru dan siswa berdoa bersama.

F. ASESMEN

Asesmen diagnostik non kognitif	• Apa yang sedang kamu rasakan saat ini? • Hal apa yang paling menyenangkan dan tidak menyenangkan? • Apa yang kamu inginkan dalam pembelajaran hari ini?
Asesmen Kognitif	Tes diagnostic LKPD
Asesmen Formatif	Kuis Penilaian harian

H. REFLEKSI PESERTA DIDIK DAN GURU

Guru :
- Apakah pelaksanaan pembelajaran sudah sesuai dengan perencanaan?
- Apakah siswa antusias mengikuti pembelajaran?
- Apakah model pembelajaran yang saya gunakan sesuai dengan materi dan karakteristik siswa?

Siswa :
- Materi apa saja yang dipelajari?
- Bagian materi mana yang paling disukai?
- Materi apa yang kurang dimengerti?

Mengetahui,

Guru Mata Pelajaran

Melyza Yanuartie R, S.Pd.
NIP. 19910123 202012 2 006

Mahasiswa Peneliti

Alisatunisa Nur Zhahro
NIM. 2017404117

BAHAN AJAR

Procedure Text

Procedure text is a text whose contents describe how something can be made or used through a series of steps, usually with the term "how to something". The form of procedure text can explain how to carry out certain activities, how to use tools, and something related to human habits or nature.

Language features (Action Verb)

Slice = mengiris	Add = menambahkan	Steam = di kukus
Put in = memasukkan	Chop = memotong	Weigh = ditimbang
Mix = mencampur	Wash = mencuci	Peel = di kupas
Beat = kocok	Boil = merebus	Melt = meleleh
Pour = menuang	Spread = mengoles	Barbecue = panggang
Stir = mengaduk	Roast = memanggang	

LEMBAR KERJA PESERTA DIDIK

Class : …………………………………….

Name : 1…………………………………….

2…………………………………….

3…………………………………….

4…………………………………….

Match the action verbs on the left column and the suitable description on the right column!

1.	**Boil**	a.	**to cook food in hot oil**
2.	**Chop**	b.	**to cook food with steam**
		c.	**to cook food in hot water**
3.	**Fry**	d.	**to cut something into pieces**
4.	**Peel**	e.	**to cook something over a fire on a barbecue**
5.	**Stir**	f.	**to mix a liquid by moving an object in a circular pattern**
6.	**Grill**		
7.	**Steam**	g.	**to remove the skin of fruit and vegetables**

Fill in with the right words: peel, steam, stir, bake, chop, boil, grill.

1. When the water ………….. add the pasta.

2. He can ……………. the sausages on the barbecue.

3. I will …………….. a cake for Jimmy's birthday.

4. ……………. the onion into small cubes.

5. ………….... the carrots for about five minutes.

6. Add the sauce and …………….. well.

7. You have to ……………… the apples before cooking them.

LXXXVII

KUNCI JAWABAN DAN RUBRIK PENILAIAN LKPD TREATMENT 5

a. Match the action verbs on the left column and the suitable description on the right column!

1. Boil
2. Chop
3. Fry
4. Peel
5. Stir
6. Grill
7. Steam

a.	to cook food in hot oil
b.	to cook food with steam
c.	to cook food in hot water
d.	to cut something into pieces
e.	to cook something over a fire on a barbecue
f.	to mix a liquid by moving an object in a circular pattern
g.	to remove the skin of fruit and vegetables

Answer : 1c, 2d, 3a, 4g, 5f, 6e, 7b.

b. Fill in with the right words: peel, steam, stir, bake, chop, boil, grill.

1. When the water **boil** add the pasta.
2. He can **grill** the sausages on the barbecue.
3. I will **bake** a cake for Jimmy's birthday.
4. **Chop** the onion into small cubes.
5. **Steam** the carrots for about five minutes.
6. Add the sauce and **stir** well.
7. You have to **peel** the apples before cooking them.

RUBRIK PENILAIAN

Jika jawaban benar : 1
Jika jawaban salah : 0

Nilai $= \dfrac{Total\ score\ (a+b)}{14} \ x\ 100$

**Validation Instrument Pre-test
in Trial Class**

**Validation Instrument Pre-test
in Trial Class**

Pre-test in Experimental Class

Pre-test in Control Class

Post-test in Experimental Class

Post-test in Control Class

Meeting 1 (Experimental Class) **Learning using Memrise Application**	**Meeting 1 (Control Class)** **Learning using Conventional Method**
Meeting 2 (Experimental Class) **Games after learning using** **Memrise Application**	**Meeting 2 (Control Class)** **Learning using Conventional Method**
Meeting 3 (Experimental Class) **Learning using Memrise Application**	**Meeting 3 (Control Class)** **Learning using Conventional Method**

Meeting 4 (Experimental Class)
Learning using Memrise Application

Meeting 4 (Control Class)
Presentation about
Asking and giving direction

Last Meeting (Experimental Class)
Learning using Memrise Application

Last Meeting (Control Class)
Learning using Conventional Method)

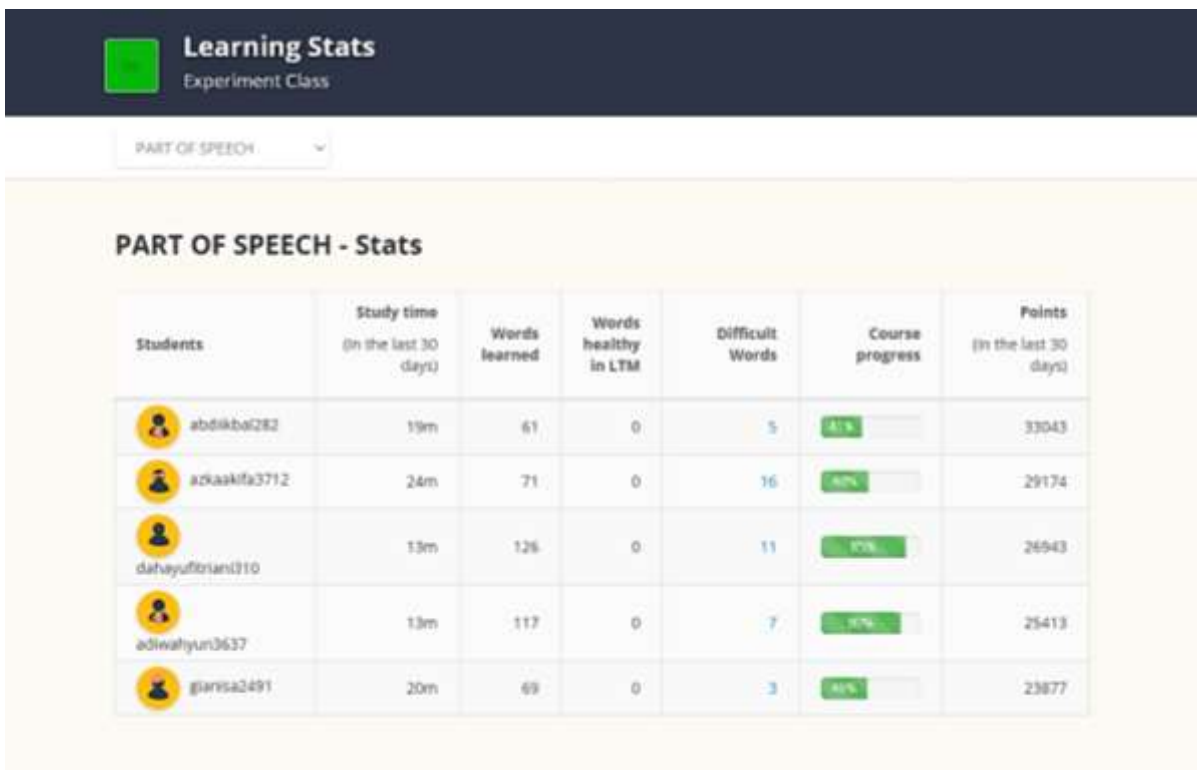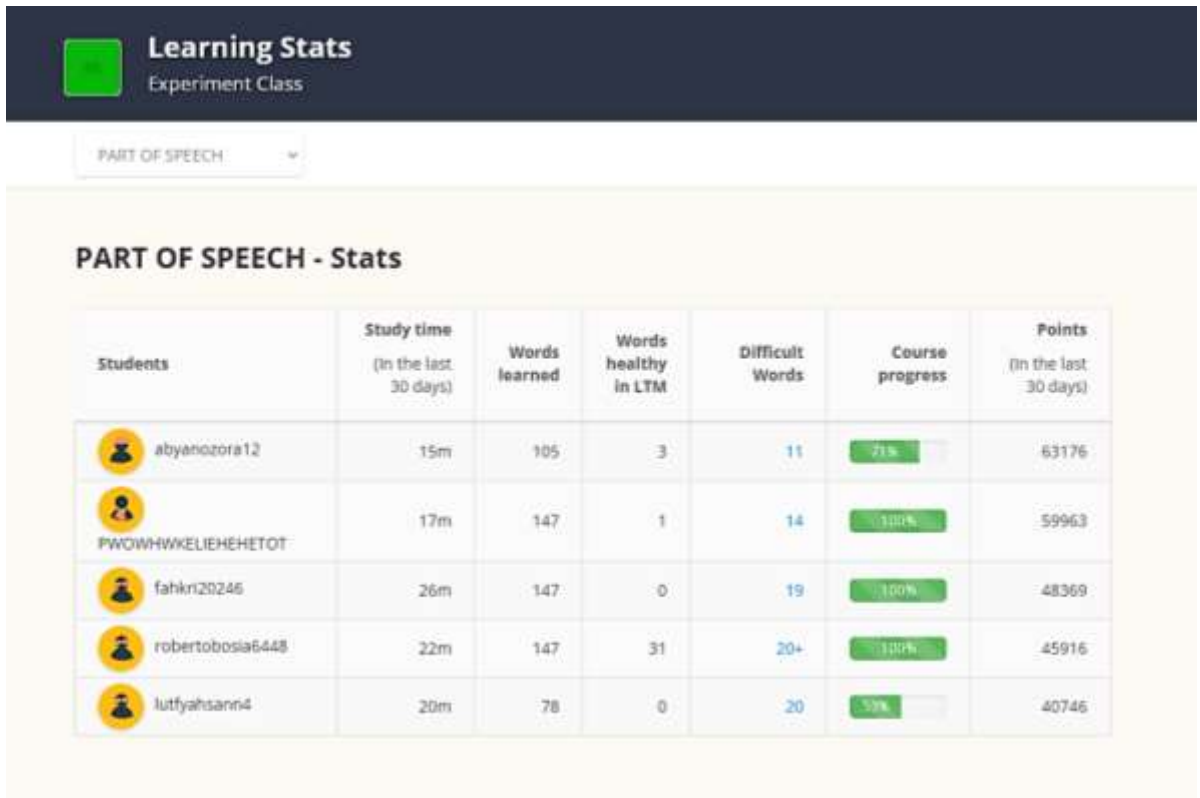*Appendix 11 The Result of Simple Random Sampling by Roulette Wheel*

The first winner : Experimental Class

The second winner : Control Class

Appendix 12 Statistic Students' Vocabulary in Memrise Application

Learning Stats
Experiment Class

PART OF SPEECH ▾

PART OF SPEECH - Stats

Students	Study time (In the last 30 days)	Words learned	Words healthy in LTM	Difficult Words	Course progress	Points (In the last 30 days)
abyanozora12	15m	105	3	11	71%	63176
PWOWHWKELIEHEHETOT	17m	147	1	14	100%	59963
fahkri20246	26m	147	0	19	100%	48369
robertobosia6448	22m	147	31	20+	100%	45916
lutfyahsann4	20m	78	0	20	53%	40746

Learning Stats
Experiment Class

PART OF SPEECH ▾

PART OF SPEECH - Stats

Students	Study time (In the last 30 days)	Words learned	Words healthy in LTM	Difficult Words	Course progress	Points (In the last 30 days)
abdikbal282	19m	61	0	5	41%	33043
azkaakifa3712	24m	71	0	16	40%	29174
dahayufitriani310	13m	126	0	11	97%	26943
adiwahyun3637	13m	117	0	7	90%	25413
gianisa2491	20m	69	0	3	40%	23877

Learning Stats
Experiment Class

PART OF SPEECH ⌄

PART OF SPEECH - Stats

Students	Study time (In the last 30 days)	Words learned	Words healthy in LTM	Difficult Words	Course progress	Points (In the last 30 days)
botolminum1580	13m	118	0	17	80%	23848
aufaagustin3549	20m	143	0	13	47%	22700
rmiftahhur2895	19m	71	2	20+	51%	21274
hf68917225	14m	34	0	7	27%	20935
novi2046	18m	80	0	4	54%	18935

Learning Stats
Experiment Class

PART OF SPEECH ⌄

PART OF SPEECH - Stats

Students	Study time (In the last 30 days)	Words learned	Words healthy in LTM	Difficult Words	Course progress	Points (In the last 30 days)
dindazazkia305	14m	32	0	3	21%	18243
saputrarendi53084	15m	22	0	3	14%	16751
zivanalarasati126	16m	45	0	8	30%	16556
anwarlhudapratama7	12m	76	2	20+	51%	15040
cyrillaabigail878	15m	57	0	14	30%	12533

XCIV

Learning Stats
Experiment Class

PART OF SPEECH ⌄

PART OF SPEECH - Stats

Students	Study time (In the last 30 days)	Words learned	Words healthy in LTM	Difficult Words	Course progress	Points (In the last 30 days)
maulidasalwa4806	8m	75	0	9	51%	11875
zuhrotunninalulu7	12m	76	0	17	52%	11844
farahsagita6147	12m	87	0	20+	50%	11631
itsredmi22	5m	50	0	9	54%	11577
stiawanery112	15m	85	0	18	57%	11254

Learning Stats
Experiment Class

PART OF SPEECH ⌄

PART OF SPEECH - Stats

Students	Study time (In the last 30 days)	Words learned	Words healthy in LTM	Difficult Words	Course progress	Points (In the last 30 days)
ayayangku160	15m	57	0	13	38%	10751
anggaenimiskarahma7	7m	53	0	3	36%	9275
dwisaswati03	8m	43	0	10	70%	8948
refimaulana7454	13m	50	0	10	34%	6021
alisatunisanurzahro	4m	14	0	4	9%	5052

XCV

Learning Stats
Experiment Class

PART OF SPEECH ▼

PART OF SPEECH - Stats

Students	Study time (In the last 30 days)	Words learned	Words healthy in LTM	Difficult Words	Course progress	Points (In the last 30 days)
nurokhman1003816	0m	0	0	0	0%	0
irfanhadianhakim152	0m	27	0	1	18%	0
20174041172	0m	30	0	7	20%	0
setiyaningsihsulis1006	0m	26	0	1	17%	0
iftitahzazkia38	0m	72	0	5	40%	0

BIOGRAPHY

A. Profile

1. Name : Alisatunisa Nur Zhahro

2. Students' Number : 2017404117

3. Place/Date of Birth : Banyumas, 11 Desember 2001

4. Address : Desa Panusupan RT 06 RW 05 Kecamatan Cilongok Kabupaten Banyumas, Jawa Tengah

5. Name of Father : Kiyatno

6. Name of Mother : Nurul Badriyah

B. Formal Education

1. MI Ma'arif NU 1 Panusupan, graduation year: 2014

2. SMP N 1 Cilongok, graduation year: 2017

3. SMK N 1 Purwokerto, graduation year: 2020

4. S1 UIN Prof. K.H. Saifuddin Zuhri Purwokerto, year of entry: 2020

C. Organization Experiences

1. OSIS SMK Negeri 1 Purwokerto 2017/2018 (Sekbid 6)

2. OSIS SMK Negeri 1 Purwokerto 2018/2019 (Sekertaris umum)

3. Himpunan Mahasiswa Jurusan (HMJ) TBI UIN SAIZU 2022/2023 (Sekertaris 2)

Purwokerto, 5 Juni 2024

Alisatunisa Nur Zhahro