

**THE EFFECTIVENESS OF EDUCANDY APPLICATION
ON STUDENTS' VOCABULARY MASTERY
AT EIGHTH GRADE OF MTs SA AL – HIKAM CENDEKIA
WONOSOBO**



AN UNDERGRADUATE THESIS

**Submitted of 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**

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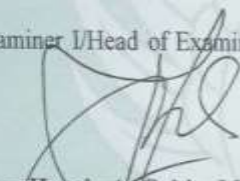
THE EFFECTIVENESS OF EDUCANDY APPLICATION ON STUDENTS' VOCABULARY MASTERY AT EIGHT GRADE OF MTs SA AL-HIKAM CENDEKIA WONOSOBO

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Assalamu'alaikum Warahmatullahi Wabarakaatuh

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

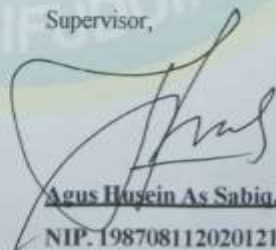
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MOTTO

لَا حَوْلَ وَلَا قُوَّةَ إِلَّا بِاللَّهِ الْعَلِيِّ الْعَظِيمِ

.....

I can do it with Bismillah!



DEDICATION

I dedicate this an undergraduate thesis to:

My beloved parents

My beloved family

Precious self, Anggun Andreasti Andani

And all the reades



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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 Educandy Application on Students Vocabulary Mastery at Eighth Grade of MTs Sa Al-Hikam Cendekia Wonosobo” 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:

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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.

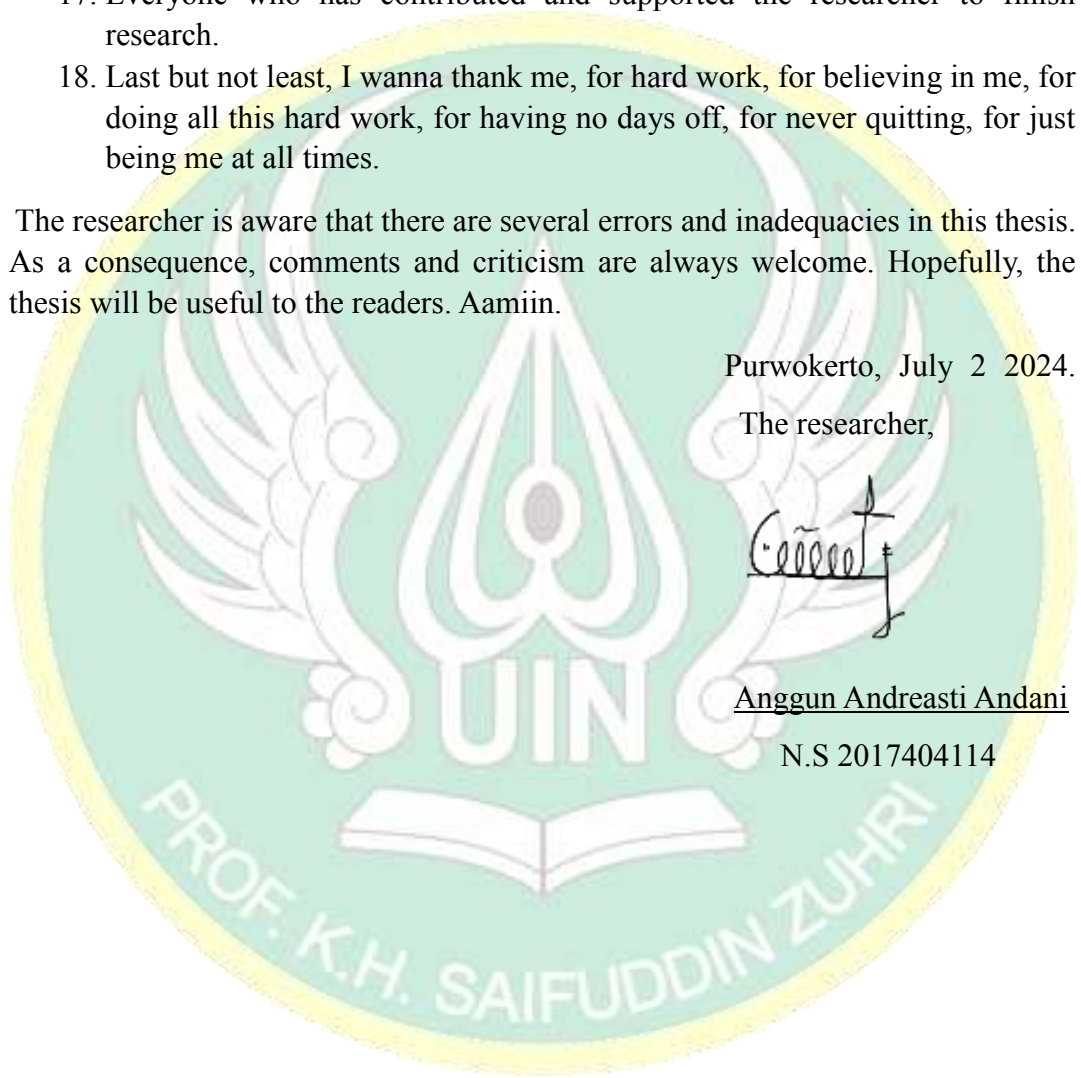
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ABSTRACT

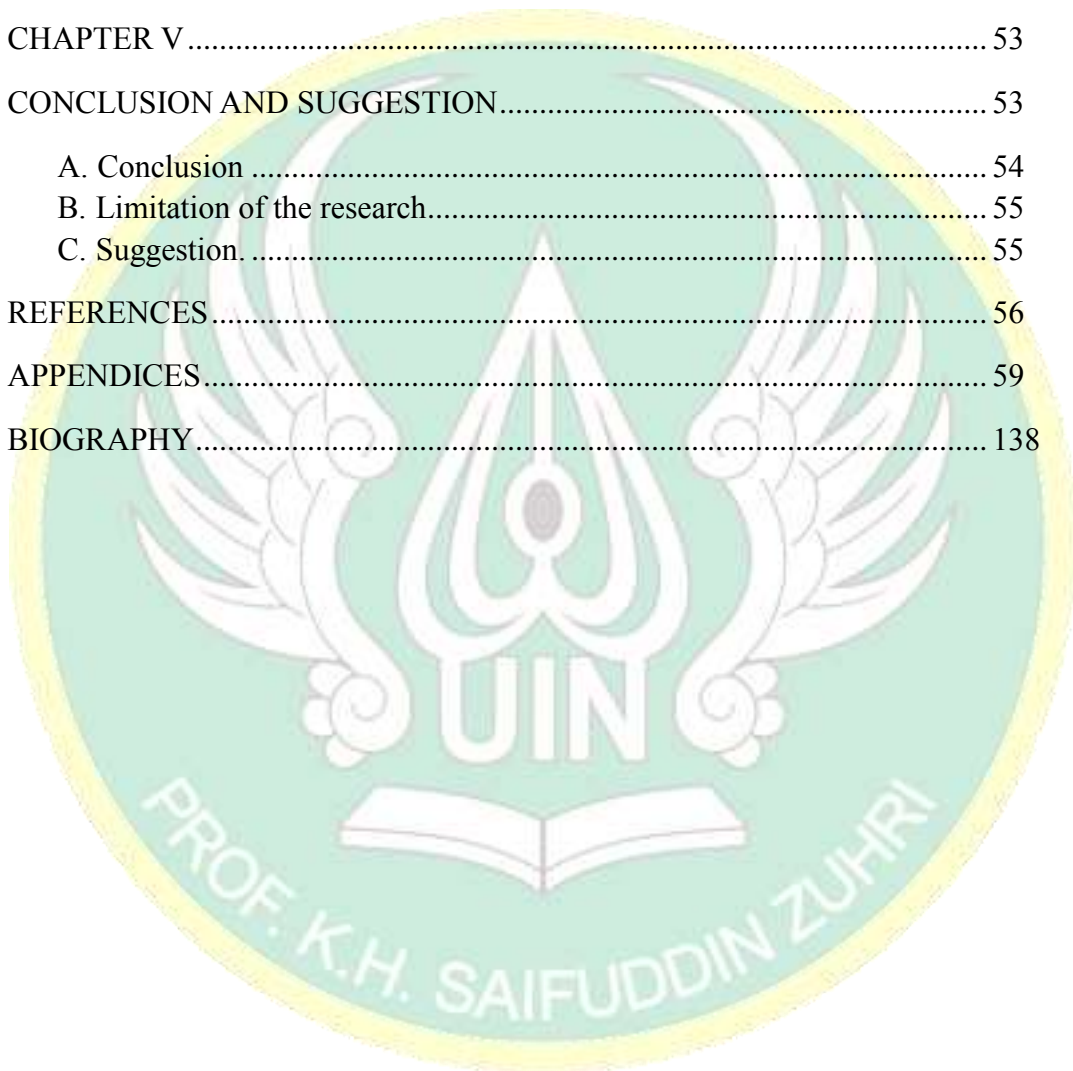
Vocabulary enrichment is very important for those who will or are learning English, especially students. One of the English teachers at MTs SA Al-Hikam Cendekia Wonosobo stated that students' lack of vocabulary mastery is a major challenge in learning. Therefore, the researcher conducted this study to determine the effectiveness of Educandy application on vocabulary mastery of 8th grade students of MTs SA Al-Hikam Cendekia Wonosobo. This study used a quantitative approach with a quasi-experimental design. The study population consisted of 168 students of grade VIII MTs SA Al-Hikam Cendekia Wonosobo who were divided into six classes. The research sample was selected using simple random sampling. The selected experimental class was class VIII D, while the selected control class was class VII E. This research collected data using pre-test and post-test in multiplechoice format, both consisting of 16 questions. IBM SPSS Statistic 25 for Windows was used to analyze the data. The t-test using paired sample test on the experimental class and control class showed that Sig (2-tailed) = 0.000 < 0.050, which indicates that there is an effect between pre- and post-treatment on the experimental class and control class. Based on the average N-gain count for the control class is 44,16 with an less effective category. Then, the average N-gain for the experimental class is higher than the control class, which is 53,31 which is included in the less effective category. Therefore, the use of Educandy application has less effective on the vocabulary mastery of 8th grade students' of MTs SA Al-Hikam Cendekia Wonosobo.

Keywords: Educandy application, experimental research, vocabulary mastery.

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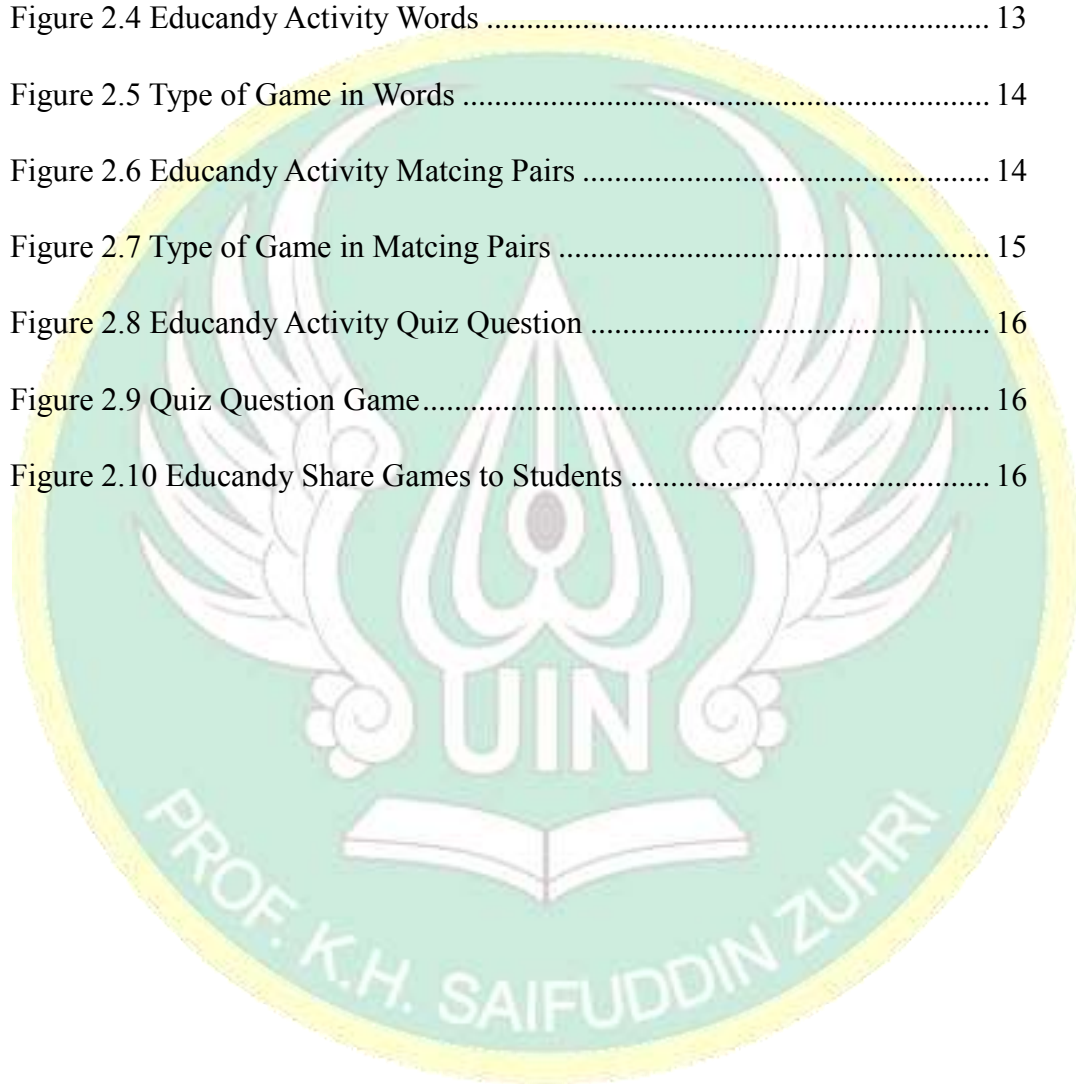
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CHAPTER I

INTRODUCTION

This chapter explain background of study, conceptual definition, research question, objective and significances of the research, and structure of the paper.

A. Background of Study

In creating an education in Indonesia, twelve-years obligatory education requirement plays a significant role. A supporting role is required in education to encourage global development. The necessity of learning a language is one of these supporting functions, Language is the primary form of communication in the entire planet. Language is an arbitrary symbol system that is used by a community to speak, cooperate, communicate, and identify themselves (Keraf & Chaer, 2006; 1) and English is one of the languages that we need to know to develop partnerships, boost competition, and foster collaboration between state companies.

Vocabulary enrichment is critical, for persons who will or are learning English, especially students. Teachers frequently urge students to read dictionaries, and it is not uncommon for teachers to write vocabulary on the blackboard and then ask students to memorize it. Because of a lack of enthusiasm in learning, this type of instruction might tire children and make it difficult for them to absorb a large amount of vocabulary. The most crucial aspect of encouraging learning in youngsters is their interest in their learning process. As a result, teachers must be able to master themselves by innovating in the form of media, teaching method, tactics, or effective learning approaches.

Based on the analysis conducted by researcher through interviews with English teachers on Monday, December 12, 2022, MTs SA Al-Hikam Cendekia is a school that has many indications of problems in teaching English. One of these indications is shown by the lack on student vocabulary mastery in English learning. This factor is influenced by the lack of understanding of IT in English teachers, teachers only rely on teaching modules provided by the

government and Power Point (PPT) as learning media. as a result, students have limited vocabulary mastery, low understanding of material and enthusiasm in learning. The role of the teacher here is only as a giver and students as recipients. As a result, the researcher found a way to help students improve their vocabulary mastery in an effective way, such as creating a fun classroom atmosphere, arousing the spirit of learning and providing learning motivation to students by using the educandy application as a learning media that can help teachers and students achieve maximum establish goals.

Educandy is a web-based application with an entertaining gaming concept. The games developed are still educational, but not tedious. as stated by Lestari (2020) Educandy allows us to develop interactive learning games in a matter of minutes. It has an easy-to-understand and simple appearance, allowing it to be used by a variety of groups. The Educandy application is very suitable for implementation in classrooms with various levels, one of which is the junior high school level. Previous findings also state that Educandy is a word game application that can be played by anyone including students, because Educandy's features are easy to use (Maimunah & Cinantya, 2021 cited in Ulya, 2021).

It means, students not only need the material, but also the strategies used by the teacher can encourage the material delivered to be understood and can be implemented directly. According to the researcher, this media is very suitable and helpful to improve vocabulary mastery in students in learning English at MTs SA Al-Hikam because the teacher has never used media in the form of this educandy application in teaching English. Therefore, researchers are very interested in conducting research using the educandy application as a learning media in teaching eighth grade English at MTs SA Al-Hikam Cendekia.

With the Educandy application, teachers can design and create question banks related to the material taught during learning, so that later it can be reused when teaching holds evaluations either quizzes or exercises. Interesting and interactive evaluations are very helpful for students in fostering student interest

and enthusiasm in doing practice questions. (Sudaryanto et al., 2020) Additionally, the Educandy app has a colorful screen that can also arouse the attraction of learners to play while learning. learning. So that it can motivate students in learning English, especially in enriching vocabulary and making it easier for students to understand the material that has been studied. As a result, students can achieve exceptional learning outcomes.

There are some previous research have been conducted on the use of learning media on students' vocabulary mastery. According to Khoirunnisa., et.all. (2023) Educandy has a significant difference and influence to improve vocabulary and motivate seventh grade students at MTs Gunung Safinatul Huda 02 Karimunjawa. The other research from Siti Nurjanah., et. all. (2022) with the titled The Effectiveness of Using Educandy Online Game Features to Improve Literacy Skills for Children Aged 5-6 Years specifically has shown that early childhood literacy skills may be classified as developing. And the last from Dian, Ardianti., et.all. (2022) Recommended to use Educandy media in English subjects, especially to increase students' English vocabulary memory.

This research uses quantitative research. The findings of this research are used as learning materials for other schools that use Educandy application as a learning medium for teaching. The researcher conducted a study using Educandy application as one of the media used by teachers in teaching English vocabulary and providing feedback to students in vocabulary mastery. Based on the description above, the researcher conducted a research entitled “The Effectiveness of Educandy Application on Students' Vocabulary Mastery at Eighth Grade of MTs SA Al-Hikam Cendekia Wonosobo”.

B. Operational Definition

Based on the above background, the researcher also mentions several terms discussed in this research, as follows:

1. Vocabulary mastery

According to Hatch and Brown (1995: 1) the term vocabulary refers to a list or set of words for particular language or a list of words that individual speakers of language use. For language learners, mastering a wide range of

vocabulary is crucial. Foreign language learners will undoubtedly experience some difficulty in developing the four language abilities if they do not grasp it.

2. Educandy Application

Educandy is a web-based application with an entertaining gaming concept. The games developed are still educational, but not tedious. as stated by (Lestari, 2020) Educandy allows us to develop interactive learning games in a matter of minutes. It has an easy-to-understand and simple appearance, allowing it to be used by a variety of groups. The Educandy application is very suitable for implementation in classrooms with various levels, one of which is the junior high school level. Previous findings also state that Educandy is a word game application that can be played by anyone including students, because Educandy's features are easy to use (Maimunah & Cinantya, 2021 cited in Ulya, 2021).

We can use the educandy application's eight learning game models, which include: crosswords, multiple choice, word search (finding words between choosing the correct crossings), and so on. Spell It (response by spelling it out letter by letter), Noughts & Crosses, Match-up, Anagram, Memory (choosing the response in the defined order), In the specified order. Fitriati., et.all. (2021) Educandy is a new interactive game that can make learning sessions more enjoyable for both teachers and students. This game can be used with students during both offline and online schooling. It is an excellent game for language instruction.

C. Research Questions

Is the use of educandy application effective on students' vocabulary mastery at eighth grade of MTs SA Al-Hikam Cendekia?

D. Objective and Significant of the Research

1. Object of the research

To find out whether the use of educandy application is effective on students' vocabulary mastery at eighth grade of MTs SA Al-Hikam Cendekia.

2. Significances of the research

a. Practical

1) For the Teacher

The use of the Educandy Application media in learning can assist teachers in providing more material to students in an easy. The study's findings are also expected to motivate teachers to improve the teaching and learning process through the use of fun learning media, so that teachers can improve their ability to participate in the learning process to encourage students to be more active and participate better, similar to schools outside of boarding schools in general.

2) For the School

The results of this research are expected to be useful as new insights in learning and teaching strategies.

3) Other research

This research can be used as an example or reference by other researchers to do comparable research in relevant fields. Researchers demonstrate that the same thing that researchers investigate on more specific problems associated with teaching techniques or teaching strategies can be evaluated more fully by engaging in studies on more specific concerns.

b. Theoretical

The research has theoretical benefits, to the readers and the teachers who are analyzing this research will gain a new understanding and perception about the use of learning media in the form of Educandy Application as a media to students' vocabulary mastery.

E. Structure of the Research

The research structure is a framework for conducting research that provides guidance on the topics to be covered. The present research's writing systematics is structured into five chapters, each containing the following details:

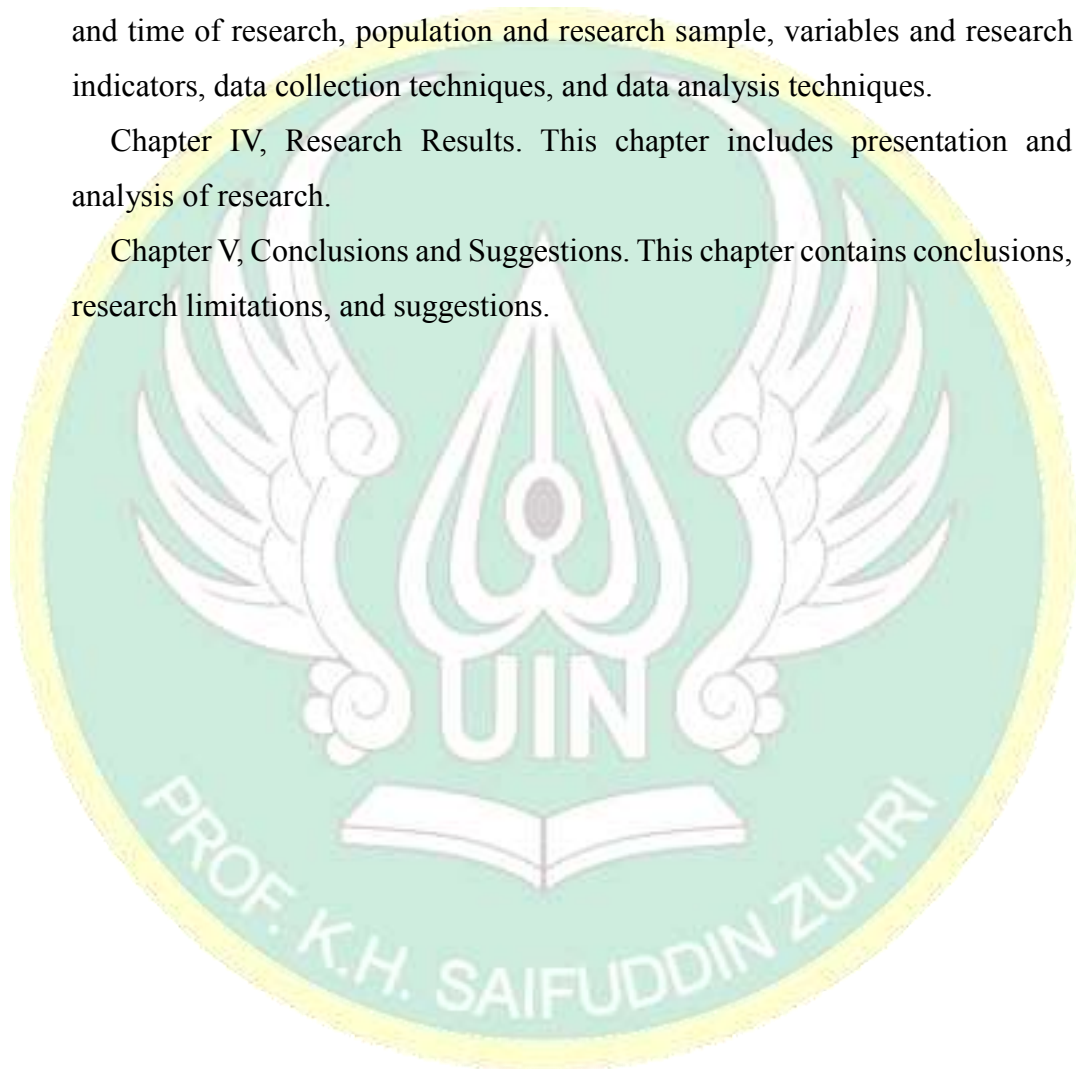
Chapter I, Introduction. This chapter consists of research background, conceptual definitions, research questions, research objectives and significance, and writing systematics.

Chapter II, Literature Review. This chapter discusses vocabulary theory and educational application theory.

Chapter III, Methodology. This chapter discusses the type of research, place and time of research, population and research sample, variables and research indicators, data collection techniques, and data analysis techniques.

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

Chapter V, Conclusions and Suggestions. This chapter contains conclusions, research limitations, and suggestions.



CHAPTER II

LITERATURE REVIEW

This chapter explain the definition and theories related to the research and the variables of this research. Other theoretical sources are needed to support this research, besides that some previous of the research will be explained in this section.

A. Theoretical Framework

1. Vocabulary Mastery

a. Definition of Vocabulary

According to experts, vocabulary has many meanings. Vocabulary is used to develop reading comprehension, listening comprehension, speaking writing, spelling, and pronunciation (As Sabiq, 2020) According to While, Hornby (2006) vocabulary is as all the words that a person knows or uses when talking about a particular subject in a particular language. According to Aziz (2019) vocabulary is very important in English language teaching. Because students cannot understand others or convey their views if they do not have a decent dictionary. According to Richards and Rodgers (in Yuniar, 2019) vocabulary is one of the essential aspects of foreign language learning), vocabulary is the center of English language teaching. Webster's Dictionary defines vocabulary as follows: A list or collection of words and phrases usually arranged alphabetically and explained or defined; the number or supply of words used by a language group used individually or in relation to a subject: the scope of a language; and a list of foreign language textbooks.

The writer concludes from some of the definitions above that vocabulary is an important part of learning a language. Some connected words will form a sentence. As a result, everyone requires vocabulary in order to speak properly and correctly.

b. Strategy in Teaching Vocabulary

According to Sullivan and Alba (2010) argued, “Without grammar very little can be conveyed; without vocabulary nothing can be conveyed. Preparation of English teachers is required to attractively operate the teaching and learning. An unprepared teaching and less attractive interaction will lead to confusion in the classroom (Tira, 2019).

According to some of the research mentioned above, teaching vocabulary is critical for students learning foreign languages. Students require the teacher's role in order to be trained in learning. The greater their vocabulary, the easier it will be for them to communicate and interact with everyone. Family members, such as talking and interacting with their children, have taught children to learn vocabulary since they were babies. How can they form a word if they don't know the letters? And how can they form a sentence if they haven't learned vocabulary? Someone's thoughts that only they and their vocabulary can comprehend. If they learn vocabulary, their chances will improve even more. As a result, it is critical, it is very important to teach vocabulary to students as an introduction to students in mastering vocabulary.

c. The Important of Teaching Vocabulary

The necessity of learning vocabulary in English is critical to becoming an expert in the language. According to Schmitt (2000) lexical knowledge is critical for communicative competence and second language acquisition. According to Nation (2001) explains the relationship between vocabulary knowledge and linguistic practice as complementary: Vocabulary skills promote language use and vice versa. Language use leads to an increase in vocabulary knowledge. Every day, on and off campus, the importance of terminology is emphasized. According to Irra., et. all. (2023) vocabulary is important to improve, because we know that someone is proficient in speaking

because they are rich in vocabulary. more words one knows, the better one's capacity to understand what one hears and reads, as well as to express or write what one wants to say or write. On the other hand, if one's vocabulary is limited, so are the concepts that can be expressed. This suggests that the quality of a person's language is determined by their vocabulary mastery. It is extremely difficult to have a successful interaction when utilizing a second language if one does not have a sufficient vocabulary.

Vocabulary has been proven to be a significant component in second language learning in the classroom (Susanto & Fazlinda, 2016) as well as the primary source of language use (Cameron, 2001) As a result, vocabulary development is critical since vocabulary is a crucial unit for developing skills and knowledge. However, acquiring vocabulary is more than just memorizing it; it is also about knowing how to utilize it in appropriate settings and expanding one's vocabulary knowledge. Vocabulary learning tactics come into play here. Language learners may acquire new words in the classroom in a variety of ways, including through the teacher's language, use of learning media, the language of other learners, or through learning materials, vocabulary has long been identified as a major issue for language learners that can impede their language learning path. In the end, one will learn vocabulary automatically to be able to speak and write well and correctly because learning vocabulary is very important.

d. Kind of Vocabulary

There are two categories of vocabulary: receptive and productive. A productive vocabulary consists of one that is created to convey concepts both orally and in writing. Thus, when students use words to communicate their ideas to others, they are using productive vocabulary. On the other hand, receptive vocabulary refers to

language information that kids are exposed to for reading and listening purposes, but do not utilise for speaking or writing (Nation, 2001).

In addition, according to Thornbury (2002) lists the following six vocabulary words for identification:

1) Word Class

Word classes are collections of words arranged in the grammatical system according to their structure, purpose, and meaning. The word classes are nouns, pronouns, verbs, adverbs, adjectives, prepositions, and determiners.

2) Word Families

Word families consist of basic terms and are most often inflections and derivations. There are at least three types of families consisting of Suffixes, prefixes, affixes, and affixes.

3) Word Formation

Word formation is the process of creating new words by changing the original word form and joining, splitting, summarising, and borrowing from already existing words. Word structures like compound, blending, conversion, and clipping are examples of this type.

4) Multi Words Units

A multi-word unit is a lexical unit of two or more words that forms a new meaning. There are two types of multi-word units: phrasal verbs and idioms.

5) Collocation

Collocation refers to the frequent pairing of certain words and phrases. For example, Rose has been busy since a week ago. She needs to eat, get your attention, and break the rules.

6) Word Meaning

The meaning of a term might vary based on the context in which it is employed. These meanings can include homonyms (words with the same form but distinct meanings), antonyms (words with

opposite meanings), and synonyms (words that have the same meaning as another word).

It is clear from the previous explanation that we need to be able to distinguish between different types of terminology. Therefore, a learner's ability to comprehend certain language elements will increase with his or her vocabulary.

7) Educandy Application

a. Definition of Educandy Application

Educandy is a web-based program for creating quizzes. Thus, educandy games are also classified as educational games. (Asghar, et.all. 2021). Educandy allows us to develop in teractive learning games in a matter of minutes. It has an easy-to-understand and simple appearance, allowing it to be used by a variety of groups. The Educandy application is very suitable for implementation in classrooms with various levels, one of which is the junior high school level. Previous findings also state that Educandy is a word game application that can be played by anyone including students, because Educandy's features are easy to use (Maimunah & Cinantya, 2021) cited in Ulya, 2021).

We can use the educandy application's eight learning game models, which include: crosswords, multiple choice, word search (finding words between choosing the correct crossings), and so on. Spell It (response by spelling it out letter by letter), Noughts & Crosses, Match-up, Anagram, Memory (choosing the response in the defined order), In the specified order. Fitriati., et. all. (2021) Educandy is a new interactive game that can make learning sessions more enjoyable for both teachers and students. This game can be used with students during both offline and online schooling. It is an excellent game for language instruction.

b. How to Use Educandy Application

A guide to using the game in the educandy app are as follows:

- 1) Open <https://www.educandy.com/>. The educandy view will be as shown in figure 2.1. In this section, you can see the picture that says “Educandy Play” this is used for students. while “Educandy Studio” is used for teachers. Then click “Download the Free App” in the upper right corner. After successfully downloading the Educandy display as in Figure 2.2 then enter the email and password to log in.



Figure 2.1 Educandy Preview

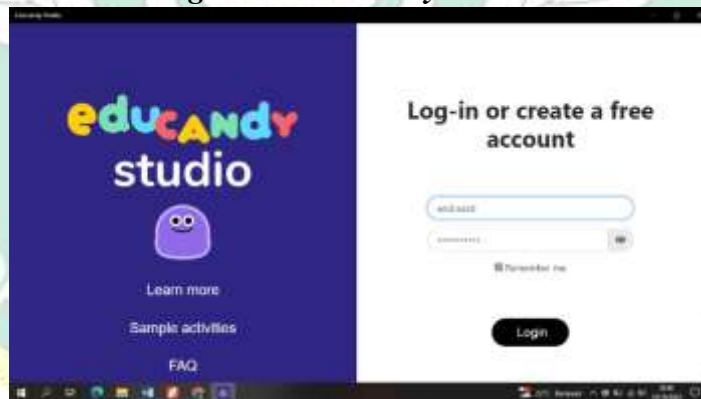


Figure 2.1 Educandy Display before login

- 2) After logging in, you will see Educandy display figure 2.3 there are three types of games that can be created, namely: word games, match pairs, and quiz questions. Here we will explain them one by one, starting with word games. Now click Words.

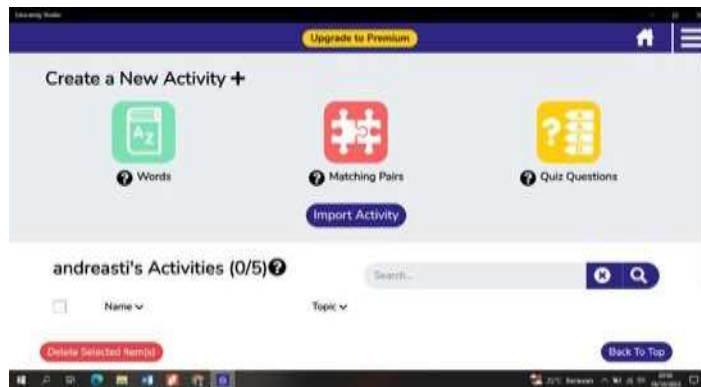


Figure 2.3 Educandy Display after login

3) If you click on the word, two empty boxes will appear with the words “Name of your activity” (fill in according to the learning material provided), then “Subject of your activity” (fill in according to the learning material), and finally “Create”, see figure 2.4. After creating the questions to be given to students, you can choose what type of game to use, see figure 2.5.



Figure 2.4 educandy activity words



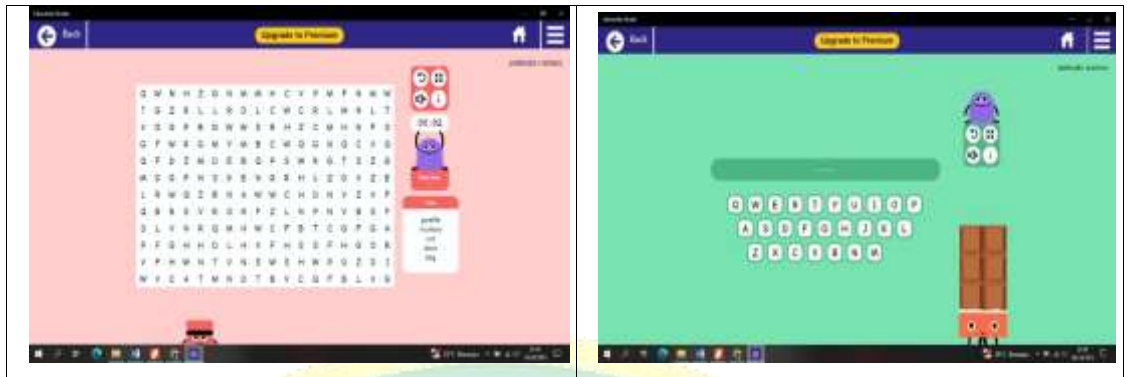
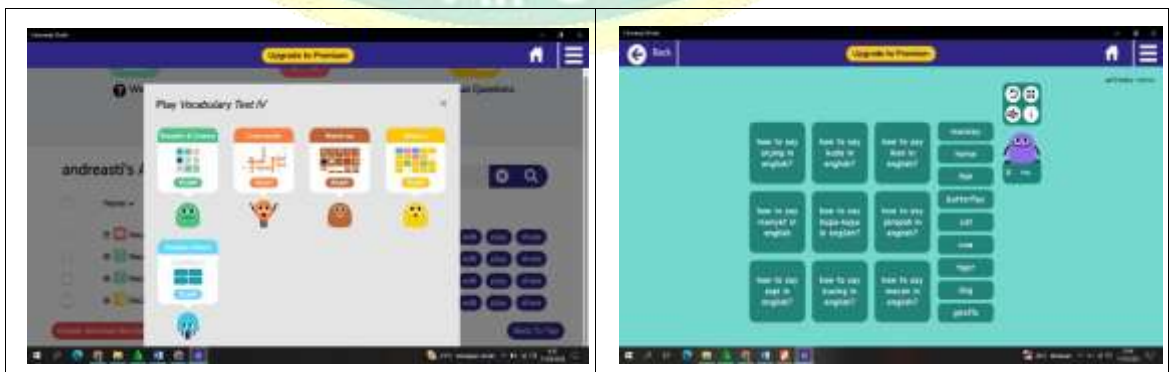


Figure 2.5 Type of Game in Words

- 4) Refer to figure 2.6 when you click on Matching pairs, two empty boxes that look like making words will appear. Fill in those boxes, then click create to start creating material for the matching game. Select enter Pairs, then enter questions and answers in the white boxes labeled “Word (Question)” and “Match (Answer)” until there are at least nine questions and answers. The compiled questions and answers can be played in five different ways, including crossword puzzles, crossword puzzles, matching, memory, and multiple choice see figure 2.7.



Figure 2.6 Educandy Activity Matching Pairs



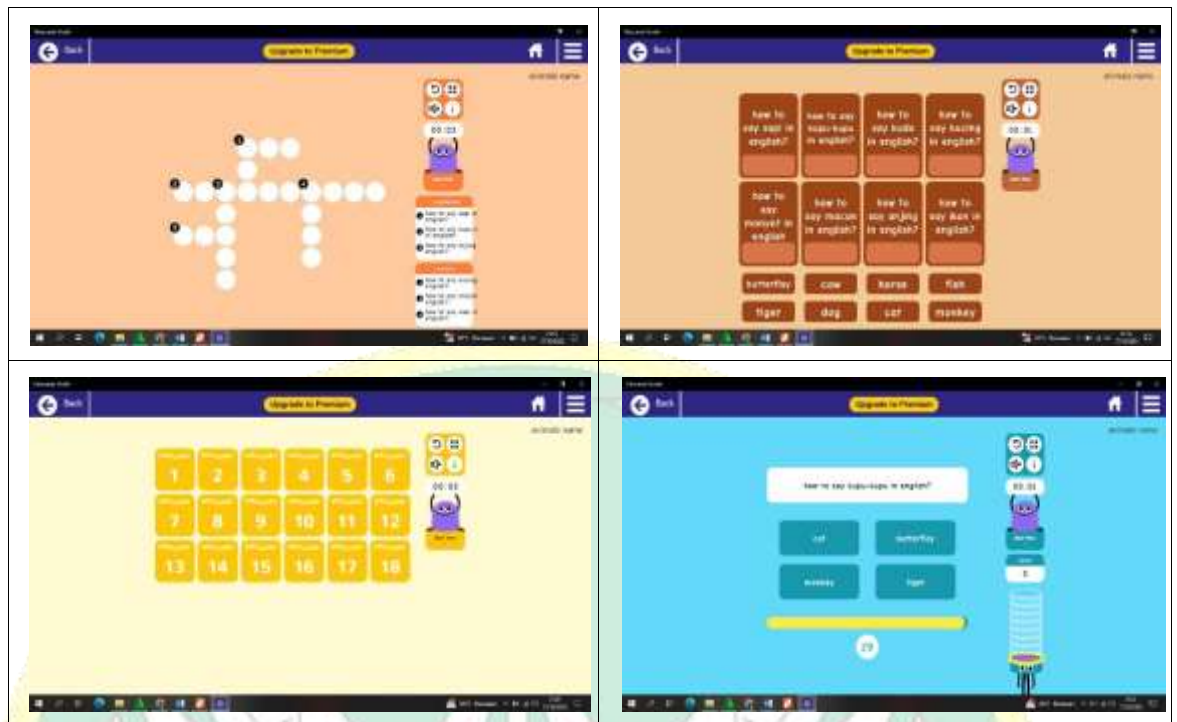


Figure 2.7 Type Games of Matching Pairs

5) And the last one is Quiz Question, the display when you click on quiz question is the same as when you click on words and matching pairs. On the words “Name of Your Activity” (fill in according to the learning material provided), then “Subject of Your Activity” (fill in according to the subject matter), then fill in and click create. Fill in the white box labeled “question” with a series of questions and answer them with the correct answers. put a check mark on the numbers 1, 2, and 3 for the wrong or inappropriate answers, then click add question, and repeat as needed, see Figure 2.8. The questions and answers can be played with Multiple Choice, see figure 2.9.



Figure 2.8 Activity Quiz Question

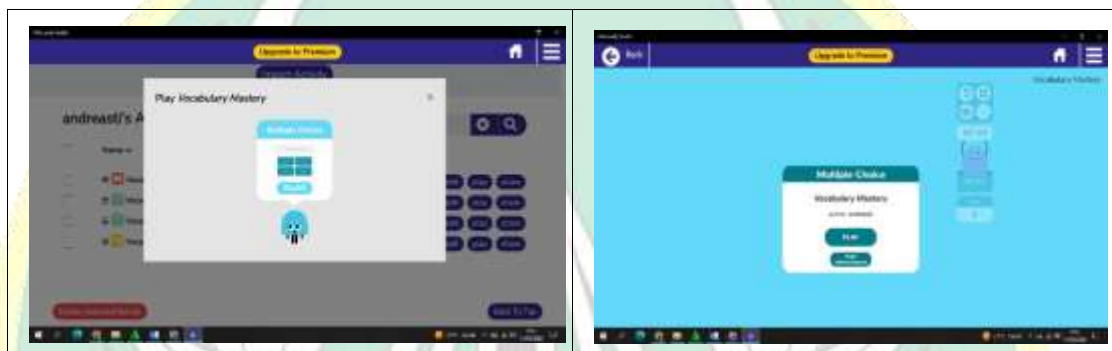


Figure 2.9 Quiz Question Game

6) To share the word game with students, please look to the side and find the words "Share" and copy the url into the url or code box provided.



Figure 2.10 Educandy Share Games to Students

c. Advantages and disadvantages of educandy Application

a. Advantages

- 1) There are instructions for use for students and teachers who do not understand how to play. The instructions can be read to help students and teachers utilize the program more effectively.
- 2) Has a variety of word games that may be played, making it easy for teachers to create a variety of quizzes.
- 3) Useful for students' retention of their understanding, as well as a location to create engaging practice questions.
- 4) Individuals can utilize it anywhere and at any time. There is no need to install the educandy application; simply access it through the internet.
- 5) It is accessible via laptops, smartphone, notebook computers, and shows bright, engaging, and interesting media for students.

b. Disadvantages

- 1) Educandy Application cannot be applied to learning related to counting and formulas such as math.
- 2) The scores obtained in this educandy application cannot be used as a benchmark in assessment for students, this game is only used as an exercise. Because the score obtained from the educandy application is not calculated based on the number of questions, but calculated based on the speed in answering questions. The faster the student answers and the answer is correct the more numerical values will be obtained. So the score obtained can be more than 100. So, if you want to measure students' abilities, then don't use this educandy game.
- 3) In using this application, an internet quota with a good network is required in order to run this game.

A. Previous of The Research

There are some previous research have been conducted on the use of learning media on students' vocabulary mastery. The first research was conducted by Khoirunnisa., et. all. (2023) with the title "*The Effectiveness of Using Educandy in ELT To Improve Student's Vocabulary Mastery*" The results of learning tests and questionnaires show an increase in scores, there is a significant difference in scores with the application of Educandy media in learning activities on student vocabulary mastery. It can be concluded that Educandy has a significant difference and influence to improve the vocabulary of seventh grade students at MTs Gunung Safinatul Huda 02 Karimunjawa.

The second research was conducted by Siti Nurjanah., et. all. (2022) with the title "*Development of Games Online Features Educandy to Children Aged 5-6 Years*" the test results show Educandy game features to introduce scripts to children aged 5-6 years in one of the elementary schools in Lampung the development of educandy online game features children can mention known letter symbols, children can recognize the initial sound of letters of the names of objects around them. The effectiveness of using Educandy Online Game Features to improve literacy skills of children aged 5-6 years specifically shows that early childhood literacy skills can be classified in the developing category.

The third research was conducted by Dian Ardianti., et. all (2022) with the title "*Reinforcing Students' Memory in Learning English Vocabulary Through Educandy Media*" Based on the researcher's findings there is a significant increase. educandy application has a significant effect. Students have a strong memory after using educandy media in learning English. Based on this, it is recommended to use Educandy media in English subjects, especially to improve students' English vocabulary memory.

The similarity between this research and the above research is that both of them use the educandy application to find out whether the

educandy application can help teachers and students in learning English, especially on vocabulary. While the difference between this research and the above research is that the samples of other studies were taken from schools outside boarding schools which have freedom in managing technology so that the educandy application can be used without any limitations. While the samples of this study were taken from students in boarding schools who have limitations in using technology, whether there are similarities or differences in the results of different samples to determine the effectiveness of the educandy application on vocabulary mastery.

This research uses quantitative research. The findings of this study are used as learning materials for other schools that use Educandy application as a learning medium for teaching. The researcher conducted a study using Educandy application as one of the media used by teachers in teaching English vocabulary and providing feedback to students in vocabulary mastery. Based on the description above, the researcher conducted a study entitled “The Effectiveness of Educandy Application on Students' Vocabulary Mastery at Eighth Grade of MTs SA Al-Hikam Cendekia Wonosobo”.

B. Hypothesis

The research hypothesis that will use in this research is concerned with the effectiveness of Educandy Application on student vocabulary mastery. There are two kinds of hypothesis:

1) Null Hypothesis (H0)

There is no significant effect of using educandy application on student's vocabulary mastery.

2) Alternative Hypothesis (H1)

There is significant effect of using Educandy Application on student's vocabulary mastery.

CHAPTER III

METHODOLOGY

This chapter describe the process of answering the research questions. It contains type of the research, time and place, population and sample, variables of the research, collecting data and data analysis.

A. Type of The Research

Quantitative research is considered an organized investigation of phenomena through the collection of numerical data and the implementation of statistical, mathematical or computational techniques. The source of quantitative research is the positivism paradigm that supports an approach embedded in statistical details involving other strategies, one of which is quasi-experimental (Slevitch, 2011). This research applies quantitative methods. Quantitative research, according to Campbell & Stanley (1963) is a strategy that employs a postpositivist worldview. This includes both rigorous experiments and less rigorous ones known as quasi-experiments and correlational studies. The term "quasi-experimental" refers to an experimental research design in which all relevant variables are not controlled or manipulated (Danim, 2013) Meanwhile, according to Lind., et. all. (2008) contend that a correlational study is a collection of techniques for measuring the relationship between two variables, and the basic idea of correlation analysis is to report the relationship between two variables. According to the research presented above, quantitative research is a type of research that collects data in numerical form and compares a number of variables or evaluates the efficacy of various interventions.

Quantitative research is defined as research that produces detailed and in-depth descriptions of both processes and conditions, as well as their relationship to the research objectives' main issues. This research is very appropriate to find out how effectiveness of Educandy Application on students vocabulary mastery at eighth graders of MTs SA

Al-Hikam Cendekia because the purpose of this research is to measure whether the use of educandy App is effective for teaching vocabulary mastery in the classroom. Students are more likely to enjoy using interesting learning media, especially in learning vocabulary mastery.

Table.31 Research design

| Class | Pretest | Treatment | Posttest |
|-------|-----------------|-----------|-----------------|
| C | O _{A1} | X | O _{A2} |
| D | O _{B1} | - | O _{B2} |

C : Experimental class

D : Control class

O_{A1} : Pretest experimental class

O_{B1} : Posttest experimental class

X : Experimental treatment (using Educandy Application)

O_{A2} : Pretest control class

O_{B2} : Posttest control class

B. Place and Time of The Research

1. Place of The Research

This research was conducted at MTs SA Al-Hikam Cendekia which is in a boarding school environment, because MTs SA AlHikam is a Mts that shows many indications of problems based on research observations conducted on December 12 (2022) Indication of these problems refer more to the teaching media used by teachers in the process of learning English. The teaching media used by the English teacher at MTs SA Al-Hikam Cendekia still uses the classic media, which only relies on teaching modules distributed by the government. As a result, the teacher only acts as a giver and students act as recipients.

As quoted from Inanna, Rahmatullah, (2022) says that "the role of the teacher is very important to make learning a thing pleasant. Because the relationship between students, teachers and classrooms are a relationship". Means, in learning the teacher must have the

ability of more than one learning method that is suitable for students so that achievement in learning can be carried out. this Educandy application media has been carried out in many studies in various schools and the results show success However, this media has never been used at MTs SA Al-Hikam Cendekia, therefore, researchers are interested in conducting research at MTs SA Al-Hikam Cendekia to determine the effectiveness of the Educandy Application media in students' vocabulary mastery.

2. Time of The Research

This research took place from April 2024 to May 2024. After conducting research through interviews in class VIII MTs SA Al-Hikam Cendekia in December 2023, this research was attempted to be completed within one semester (second semester). Thus, research can be carried out more effectively without being constrained by time constraints.

Table. 3.2 Time of the Research

| No | Class | Meeting | Time |
|----|--------|--------------------------------------------------|--------------------------------------|
| 1 | VIII F | Test the pre-test in trial class | Tuesday, 23 th April 2024 |
| 2 | VIII F | Test the post-test in trial class | Tuesday, 30 th April 2024 |
| 3 | VIII D | Pre-test | Thursday, 2 th May 2024 |
| 4 | VIII E | Pre-test | Thursday, 2 th May 2024 |
| 5 | VIII D | 1 st treatment (using educandy app) | Monday, 6 th May 2024 |
| 6 | VIII E | 1 st treatment (without educandy app) | Monday, 6 th May 2024 |
| 7 | VIII D | 2 nd treatment (using educandy app) | Monday, 13 th May 2024 |

| | | | |
|-----|--------|--------------------------------------------------|-------------------------------------|
| 8 | VIII E | 2 nd treatment (without educandy app) | Monday, 13 th May 2024 |
| 9. | VIII D | 3 rd treatment (using educandy app) | Thursday, 16 th May 2024 |
| 10. | VIII E | 3 rd treatment (without educandy app) | Thursday, 16 th May 2024 |
| 11. | VIII D | 4 th treatment (using educandy app) | Monday, 20 th May 2024 |
| 12 | VIII E | 4 th treatment (without educandu app) | Monday, 20 th May 2024 |
| 13 | VIII D | Post-test | Thursday, 23 th May 2024 |
| 14 | VIII E | Post-test | Thursday, 23 th May 2024 |

C. Population and Sample of The Research

Handayani (2020) defines the population as the sum of all investigated elements with the same properties. Individuals from a group, events, or something else can be used as these elements. All of the items mentioned are intended to be used as research samples by researchers. This research population consisted of Grade VIII students' from MTs SA Al-Hikam Cendekia, which had 6 classes with 16-39 students each. There are a total of 168 eighth grade students.

According to Nana Sudjana and Ibrahim (2012) the sample is representative of the population that can be reached and has the same characteristics as the population sampled. The result of interviews with English teachers were used to help choose the research sample. To examine the sample, researchers used simple random sampling, the result was 37 students from class 8D as the experimental class and 37 students from class 8E as the control class. And researchers chose class 8F as a trial class.

Table.3.3 Sample of the Population of the Research

| Class | Population |
|--------------|-------------------|
| VIII A | 16 |
| VIII B | 16 |
| VIII C | 23 |
| VIII D | 37 |
| VIII E | 37 |
| VIII F | 39 |
| Total | 168 |

Table.3.4 Sample of the Research

| Description | Class | Population |
|--------------------|--------------|-------------------|
| Experimental class | VIII D | 37 |
| Control class | VIII E | 37 |
| Total | | 74 |

D. Variables of the research

In this research, there were two variables: independent variable and dependent variable. This sort of variable is mostly used to examine the relationship between variables, specifically how the dependent variable is influenced by the independent variable. For example, student learning achievement (dependent variable) is influenced by learning style (independent variable) (Purwanto, 2019).

- a. Independent variables (variable X) are those that can influence or be influenced by the dependent variable. In this study, independent variables were used to improve student vocabulary mastery using the educandy application.
- b. The dependent variable (variable Y) is the one that is affected or caused by another variable. The outcome of a test on students' vocabulary achievement is the dependent variable in this study.

Independent variable X : Edycandy Application

Dependent variable Y : Students' Vocabulary Mastery

E. The Techniques of Data Collection

Data were gathered in accordance with the instrument, and the results of the pretest and posttest were examined to determine the student performance. The writer additionally makes use of interview sheets and journals to demonstrate how instructional strategies have led to an improvement in students' vocabulary. It is hoped to achieve positive outcomes. Researchers take a number of actions, such as:

a. Pre-test

The researcher selected all students eighth grade from MTs SA Al-Hikam Cendekia as the population before administering the pretest. Following population collection, the sample is drawn by selecting two classes from the population, one for the experimental class and one for the control class. Following that, both class were given a pretest in which they had to answer questions about asking and giving attention. The pretest given during the first meeting. Before treatment, the pretest appears to be an accurate assessment of students' vocabulary mastery.

b. Treatment

The experimental class was treated using the Educandy application as a learning media for four treatments, while the control class did not. The treatment was given twice a week with Recount Text material. The first hour of learning activities with recount text for forty to forty-five minutes, while students' vocabulary acquisition activities using the Educandy application are carried out after the material is presented with a duration of approximately forty-five minutes. On Monday, May 6, 2024, treatment 1 was given, then on Monday, May 13, 2024, treatment 2 was given, then on Thursday, May 16, 2024, treatment 3 was given, and on Monday, May 20, 2024. While the control class was

given conventional learning four times. on Monday, May 6, 2024, Monday, May 6, 2024, Thursday, May 16, 2024, and Monday, May 20, 2024.

c. Post-test

After treatment, the researcher conducted a post-test for both the experimental class and the control class at the conclusion of the study. We can determine whether there is a noticeable difference in the students' vocabulary mastery after utilizing the simply language program to acquire new words from this post-test.

F. Validity and Reliability of Instrument

a. Validity Test

In the context of quantitative research, instrument validity is defined by research techniques specialists as "the degree to which it measures what it is supposed to measure" (Holbrook & Bourke, 2005; Manning & Don Munro, 2006; Pallant, 2010; Sugiyono, 2010) This indicates that the validity of a study is determined by how closely a researcher measures what is supposed to be measured. SPSS software can be used to calculate this step. The validity of the approach that will be employed in this thesis proposal will be tested in the SPSS application utilizing Pearson's Bivariate correlation and Corrected Item-Total Correlation.

$$r_{xy} = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{\{n(\sum x^2) - (\sum x)^2\} \{n(\sum y^2) - (\sum y)^2\}}}$$

Explanation:

r : coefficient correlation

X : Item score

Y : Total score item

n : Total amount of responden

Judgement:If $r \text{ count} \geq r \text{ table}$ =ValidIf $r \text{ count} \leq r \text{ table}$ = Invalid

Here are the result of Validity Test by SPSS of Pre-test and Posttest will be explained as follow:

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

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

| Soal No | R table (n = 39) | r count | Category |
|---------|------------------|---------|----------|
| Soal_1 | 0,316 | 0,387 | VALID |
| Soal_2 | 0,316 | 0,374 | VALID |
| Soal_3 | 0,316 | 0,480 | VALID |
| Soal_4 | 0,316 | 0,166 | INVALID |
| Soal_5 | 0,316 | 0,156 | INVALID |
| Soal_6 | 0,316 | 0,132 | INVALID |
| Soal_7 | 0,316 | 0,018 | INVALID |
| Soal_8 | 0,316 | 0,524 | VALID |
| Soal_9 | 0,316 | 0,155 | INVALID |
| Soal_10 | 0,316 | 0,363 | VALID |
| Soal_11 | 0,316 | 0,268 | INVALID |
| Soal_12 | 0,316 | -0,172 | INVALID |
| Soal_13 | 0,316 | 0,225 | INVALID |
| Soal_14 | 0,316 | 0,229 | INVALID |
| Soal_15 | 0,316 | 0,409 | VALID |
| Soal_16 | 0,316 | 0,045 | INVALID |
| Soal_17 | 0,316 | 0,150 | INVALID |
| Soal_18 | 0,316 | -0,058 | INVALID |
| Soal_19 | 0,316 | 0,153 | INVALID |
| Soal_20 | 0,316 | 0,482 | VALID |
| Soal_21 | 0,316 | 0,442 | VALID |
| Soal_22 | 0,316 | 0,221 | INVALID |
| Soal_23 | 0,316 | 0,480 | VALID |
| Soal_24 | 0,316 | 0,481 | VALID |
| Soal_25 | 0,316 | 0,080 | INVALID |
| Soal_26 | 0,316 | 0,342 | VALID |

| | | | |
|---------|-------|--------|---------|
| Soal_27 | 0,316 | 0,172 | INVALID |
| Soal_28 | 0,316 | 0,167 | INVALID |
| Soal_29 | 0,316 | 0,423 | VALID |
| Soal_30 | 0,316 | -0,322 | VALID |
| Soal_31 | 0,316 | 0,101 | INVALID |
| Soal_32 | 0,316 | 0,374 | VALID |
| Soal_33 | 0,316 | -0,025 | INVALID |
| Soal_34 | 0,316 | 0,569 | VALID |
| Soal_35 | 0,316 | 0,319 | VALID |

Based on the validity calculation, there are 19 questions out of 35 questions on the multiple-choice vocabulary pre-test that do not qualify for validity so they are invalid. The number of valid questions, consisting of 16 multiple-choice questions, can be used as a pre-test for experimental and control classes by removing invalid questions.

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

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

| Soal No | R table (n = 39) | r count | Category |
|---------|------------------|---------|----------|
| Soal_1 | 0,316 | 0,160 | INVALID |
| Soal_2 | 0,316 | 0,115 | INVALID |
| Soal_3 | 0,316 | 0,525 | VALID |
| Soal_4 | 0,316 | 0,538 | VALID |
| Soal_5 | 0,316 | 0,114 | INVALID |
| Soal_6 | 0,316 | -0,003 | INVALID |
| Soal_7 | 0,316 | 0,220 | INVALID |
| Soal_8 | 0,316 | 0,111 | INVALID |
| Soal_9 | 0,316 | 0,435 | VALID |
| Soal_10 | 0,316 | 0,262 | INVALID |
| Soal_11 | 0,316 | 0,093 | INVALID |
| Soal_12 | 0,316 | 0,236 | INVALID |
| Soal_13 | 0,316 | 0,561 | VALID |
| Soal_14 | 0,316 | 0,312 | INVALID |
| Soal_15 | 0,316 | 0,186 | INVALID |
| Soal_16 | 0,316 | 0,093 | INVALID |

| | | | |
|---------|-------|-------|---------|
| Soal_17 | 0,316 | 0,556 | VALID |
| Soal_18 | 0,316 | 0,118 | INVALID |
| Soal_19 | 0,316 | 0,457 | VALID |
| Soal_20 | 0,316 | 0,663 | VALID |
| Soal_21 | 0,316 | 0,321 | VALID |
| Soal_22 | 0,316 | 0,377 | VALID |
| Soal_23 | 0,316 | 0,487 | VALID |
| Soal_24 | 0,316 | 0,417 | VALID |
| Soal_25 | 0,316 | 0,220 | INVALID |
| Soal_26 | 0,316 | 0,248 | INVALID |
| Soal_27 | 0,316 | 0,230 | INVALID |
| Soal_28 | 0,316 | 0,317 | VALID |
| Soal_29 | 0,316 | 0,499 | VALID |
| Soal_30 | 0,316 | 0,370 | VALID |
| Soal_31 | 0,316 | 0,257 | INVALID |
| Soal_32 | 0,316 | 0,315 | INVALID |
| Soal_33 | 0,316 | 0,084 | INVALID |
| Soal_34 | 0,316 | 0,451 | VALID |
| Soal_35 | 0,316 | 0,332 | VALID |

Based on the validity calculation, there are 19 questions out of 35 questions on the multiple-choice vocabulary pre-test that do not qualify for validity so they are invalid. The number of valid questions, consisting of 16 multiple-choice questions, can be used as a post-test for experimental and control classes by removing invalid questions.

b. Reliability Test

The consistency of a research result obtained utilizing diverse research methodologies under varying conditions (location and time) is referred to as reliability. The concept of reliability, in particular, refers to the consistency of the score results on the items contained in your questionnaire, so that the reliability test truly examines the correctness of the research instrument's measurement scales (Sugeng, 2014) Reliability is used to determine the consistency of the measuring instrument, or whether the measuring instrument is

reliable and remains constant after repeated measurements. for reliability test This study utilizes SPSS software and Cronbach's alpha, as follows:

$$r_{\text{count}} = \left(\frac{k}{k - 1} \right) \left(1 - \frac{\sum \sigma^2_b}{\sigma^2_t} \right)$$

Explanation:

- r_{count} : instrument reliability
- k : number of items/questions
- $\sum \sigma^2_b$: item variant number
- σ^2_t : total of variants

Judgement:

If the result of Cronbach's Alpha value $\geq 0,60$ = reliable
 If the result of Cronbach's Alpha value $\leq 0,60$ = unreliable

Here are the result of Reliability Test by IBM SPSS V 25 of Pre-Test and Post-Test will 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 |
| .699 | 16 |

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 0,699

which is $\geq 0,60$ so it can be concluded that this instrument is Reliable, although in the low category.

2) Reliability Test of Post-Test

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

| Reliability Statistics | |
|------------------------|------------|
| Cronbach's | |
| Alpha | N of Items |
| .792 | 16 |

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 0,792 which is $\geq 0,60$ so it can be concluded that this instrument is Reliable.

G. The Techniques of Data analysis

The researcher analyzed the pre-test and post-test data to determine the effectiveness of the Educandy Application on students' vocabulary mastery. The purpose of data analysis was to determine the variation in learning achievement between the learning control class that did not use treatment and the treatment class that used treatment.

The data analysis techniques that used are:

1. Normality Test

According to Sujianto (2009: 77) the distribution normality test is a test that determines whether or not our data is normally distributed. The One-Sample Kolmogorov-Smirnov test with SPSS is used by researcher to determine normality. The hypothesis for testing normalcy is as follows:

- a. H_0 : Data is dispersed normally.
- b. H_1 : Data is not dispersed normally.

When the significant value is less than 0.05 (= 5%), H_0 is rejected in the crucial zone.

2. Homogeneity Test

Homogeneity testing is used to guarantee that the data obtained for the study comes from populations that are not too dissimilar to one another. The model utilized, particularly in predictive research, must be consistent with the composition and distribution (Sujianto, 2009: 112) The homogeneity test was performed to check whether the given data was homogeneous. Homogeneity was determined using the results of the pre-test and post-test. Data is said to be homogenous if the outcomes of the two tests are comparable. When the significance level is 0.000 - 0.05, the data is considered homogeneous, according to the SPSS program.

The applicability of the following criteria is determined by homogeneity:

- 1) For significance test (α) = 0.05
- 2) If Sig. > 0.05, each sample has the same variance (homogeneous).
- 3) If Sig. < 0.05, the variance of each sample is different (not homogenous).

3. Hypothesis Test

a. T-Test

The purpose of the Paired Samples T-Test is to determine if the means of two paired samples differ significantly from one another. A paired samples t-test was used in this study to determine the impact of the educandy application on students' vocabulary mastery. The pre-test and post-test findings for the experimental and control class were compared using the paired sample t-test. To determine whether there was a significant difference between the post-test results of the experimental class (using the Educandy App) and the control class (without using the Educandy App), an independent t-test was performed using IBM SPSS V 25 for Windows. The researcher offers the

following null hypothesis (H0) and alternative hypothesis (Ha) in order to find the answer to the previous hypothesis:

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

b. N-Gain Test

In this research, the N-Gain score will be tested using the paired sample t-test as a statistical analytical test. Using the N-Gain value or N-gain value in percentage (percentage), determine the category from which the N-Gain score is obtained. The N-Gain score can be determined using the formula below:

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

The table below shows the class classification for the acquisition of N-Gain values:

Table. 3.9 N-Gain Percentage Category

| Percentage (%) | Category |
|-----------------------|-----------------|
| < 40 | Ineffective |
| 40 – 55 | Less effective |
| 56 – 55 | Quite effective |
| > 75 | Effective |

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher shows the findings of the study. The researcher conducted a study to find out whether there is a significant difference in vocabulary mastery between students who are taught by using Educandy application and those who are not. This chapter presents the data that has been processed by IBM SPSS Version 25 for windows.

A. Finding

1. Data Description

This quasi-experimental research was conducted at MTs SA AlHikam Cendekia Wonosobo. The purpose of this study is to find out whether the Educandy application has a significant impact on vocabulary mastery among eighth grade students. To find out whether the Educandy application has an effect or not, it is necessary to compare the results of the pre-test and post-test. The participants in this research were eighth grade students of MTs SA Al-Hikam Cendekia Wonosobo. The sample method used was simple random sampling. A total of 37 students from class VIII D served as the experimental class, while 37 students from class VIII E served as the control class. To measure the effectiveness of the educandy application, it was done by comparing pre-test and post-test data. The experimental class was given treatment using the educandy application, while the control class did not use the educandy application.

The pre-test and post-test instruments were written tests that required students to complete 16 multiple choice questions. The pre-test was given to the experimental and control classes to determine students' vocabulary mastery before the treatment. The treatment was given in four meetings to the experimental and control classes, but with different teaching methods. The experimental class used educandy app, while the

control class used the usual teaching approach. 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. Paired sample t-test was used to test the effect of educandy app on students' vocabulary acquisition, while independent sample t-test was used to compare the experimental and control classes. N-gain score test was then used to assess whether or not educandy app can be effectively used for students' English vocabulary mastery.

2. Treatment Description

The research was conducted at MTs SA Al-Hikam Cendekia Wonosobo, with a sample of one experimental class VIII D and one control class VIII E. In the 2024-2025 school year, there were 37 students in the experimental class and 37 students in the control class. This study used a quasi-experimental method, with four treatments given to the experimental class through the Educandy application and the control class using conventional methods. The experimental and control classes received the same treatment, which consisted of four meetings in each class with recount text material.

a. Experimental Class

On Thursday, May 2, 2024, researchers conducted a pre-test before starting the treatment. Students took the pre-test by answering 16 multiple choice questions. Class VII D which is the experimental class received treatment using Educandy application which was divided into five meetings as follows:

1) First Meeting

First meeting was held on Monday, May 6, 2024, students learned about recount text, recognizing the meaning, function, purpose and linguistic elements of recount text. Before the learning was carried out, students were very enthusiastic waiting in front of the computer lab with books and stationery.

Students are very happy if this learning uses computers as a learning medium. And during the learning process, students listened and paid attention carefully and were very active. The researcher gave the material about “verbs” at the beginning of the lesson. The students learned using educandy application, they used this application to learn independently by answering questions about verbs.

2) Second Meeting

The second meeting was held on Monday, May 13, 2024. In the second meeting, students learned to identify the linguistic elements in the recount text. The researcher gave a topic about “experiences or events that students have experienced”. There were some things that moved the researcher. Some students told happy events that they had experienced while in the cottage. This made the researcher feel happy because the students indirectly already knew recount text. The researcher gave 10 English vocabulary about nouns then repeated by reading together. The students learned by using the educandy application. They used this application to learn independently by answering questions about nouns. The students looked very happy when using the educandy app. After finishing using the application, the students received the LKPD (Lembar Kerja Peserta Didik) from the researcher related to the subject matter.

3) Third Meeting

The third meeting was held on Thursday, May 16, 2024. In the third meeting, the researcher gave material about “last week's activities that students have done while in the dormitory” and the researcher gave adjective vocabulary at the beginning of learning. As usual, before the learning took place, the researcher was made happy because the students were waiting for the

researcher in front of the computer lab door because the students were happy with learning by using the Educandy application. They use this application to learn independently by answering questions about adjectives. Some students look very excited when their score is high when using the educandy application.

4) Last Meeting

The last meeting was held on Monday, May 20, 2024. From the beginning of the meeting to the last meeting, the researcher felt that the use of educandy application was very influential on students. the article, students who usually sleep when learning takes place, after learning using educandy application there is not a single student who sleeps when learning takes place. Students who are usually late for class become diligent, students who are rarely active become hyperactive. When the researcher said that this meeting was the last meeting using the educandy application, the students looked very disappointed and felt sad. they hope that the next meeting will be taught by the researcher so they can use the educandy application. After finishing using the application, the students were asked to create a recount text according to the learning material.

b. Control class

Before treatment, the researchers conducted a pre-test on Thursday, May 2, 2024. Students took the pre-test by answering 18 multiple choice questions. Class VIII E which is the control class received treatment using conventional methods, which were divided into four meetings as follows:

1) First Meeting

The first meeting was held on Monday, May 6, 2024. In the first meeting, students learned about experiences or events that

have been experienced by students. The researcher provided material about recount text and provided vocabulary about verbs at the beginning of the meeting. During the learning process, the control class was treated with conventional method. At the beginning of the meeting, students expressed jealousy towards the experiment class because they were not taught using Educandy application. This made the researcher have to provide understanding so that students would not be jealous.

2) Second Meeting

The second meeting was held on Monday, May 13, 2024. In the second meeting, students learned about the linguistic elements of recount text. The researcher provided material about “experiences that students have experienced” as a start. The researcher asked students to work on LKPD questions about the linguistic elements of recount text.

3) Third Meeting

The third meeting was held on Thursday, May 16, 2024. At the third meeting, the researcher gave examples of activities that the researcher had done last week at the beginning of the lesson. then, the researcher gave material about “last week’s activities in the boarding school”. Students were asked to write down 10 activities that students had done while in the boarding school.

4) Last Meeting

The last meeting was held on Monday, May 20, 2024. In the last meeting, students learned about recount text. The researcher asked students to create a recount text according to the learning material after three meetings of learning about recount text. At the last meeting, the researcher conveyed to the control class students that this meeting was the last meeting. The researcher

was touched when the control class students felt sad and wanted the next meeting to be taught by the researcher. Although the treatment given in the control class used conventional method, students felt happy and not bored being taught by the researcher.

3. Result Data of Pre-Test 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 was class VIII D of MTs SAAI-Hikam Cendekia Wonosobo. Thirty-seven students were taught vocabulary subjects on recount text using educandy application in the classroom. 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' Name | Scores | |
|----|--------------------|----------|-----------|
| | | Pre-test | Post-Test |
| 1 | Adiva Fitriawati | 60 | 84 |
| 2 | Afri Lutfiana | 54 | 72 |
| 3 | Aira Farasya | 66 | 96 |
| 4 | Aisyah Nada | 60 | 90 |
| 5 | Alfia Nur R | 66 | 84 |
| 6 | Alifa Riski M | 78 | 90 |
| 7 | Alvina Widya | 66 | 78 |
| 8 | Amanda Nasifa | 60 | 72 |
| 9 | Bilqis Salindri | 48 | 84 |
| 10 | Difa Melsiana | 60 | 90 |
| 11 | Gishella Clarecya | 54 | 72 |
| 12 | Imelda Ayu | 60 | 66 |
| 13 | Irva Sholihatun | 72 | 90 |
| 14 | Kharisma | 66 | 84 |
| 15 | Khikmatun Nadzifah | 72 | 84 |
| 16 | Kuni Nadzifatun | 60 | 78 |
| 17 | Mayada Nur Fadila | 66 | 72 |
| 18 | Nabila Nuril Azka | 48 | 78 |
| 19 | Nafeesa Salma | 42 | 66 |
| 20 | Naila Assa'adah | 48 | 78 |

| | | | |
|------------------|-----------------------|--------------|--------------|
| 21 | Nikeisha Nazihah | 60 | 90 |
| 22 | Radin Putri | 60 | 78 |
| 23 | Rahma Aulia | 54 | 84 |
| 24 | Rayya Hazila | 72 | 90 |
| 25 | Revalina Azzahra | 60 | 84 |
| 26 | Rizqia Zhafira Balqis | 72 | 96 |
| 27 | Safira Gania | 72 | 78 |
| 28 | Salfa Nofaliana | 66 | 84 |
| 29 | Salmina Faza Kamil | 60 | 90 |
| 30 | Salsabila Al Amin | 60 | 84 |
| 31 | Sofia Noor F | 48 | 72 |
| 32 | Tarsih Nurlaili | 54 | 78 |
| 33 | Wiwid Puji R | 48 | 66 |
| 34 | Zakila Nurin A | 42 | 78 |
| SUM | | 2034 | 2760 |
| MEAN | | 59,82 | 81,17 |
| SCORE MIN | | 42 | 66 |
| SCORE MAX | | 72 | 96 |

Data from the experimental class's pre- and post-test results are displayed in Table 4.1. According to preliminary statistics from the pre-test results, the mean score was 59,82. This shows that students have low vocabulary mastery because the minimum criterion value is 75. The minimum score is 42, and the maximum score is 72. The second data obtained from the post-test, there are 34 data. The average score is 81,17 which shows that students exceeded the minimum criteria and achieved higher scores. The minimum score was 66 and the maximum score was 96.

Based on the test results above, students' scores increased after the researcher gave vocabulary mastery treatment using Educandy application. Thus, it is seen that there is a statistically significant difference in the scores for students' pre-test and post-test performance.

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

The control class for this research was class VIII of MTs SA Al-Hikam Cendekia Wonosobo. A total of 37 students were taught recount text vocabulary using conventional methods. The data for the pre-test and post-test in the control class are as follows:

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

| No | Students' Name | Scores | |
|----|--------------------------|----------|-----------|
| | | Pre-test | Post-Test |
| 1 | Abella Washfa A | 48 | 72 |
| 2 | Alfazhira Apriliana | 54 | 84 |
| 3 | Alicia Loveinsky Nurul H | 66 | 84 |
| 4 | Anis Khasanah | 60 | 72 |
| 5 | Artika Finsha | 48 | 66 |
| 6 | Astiana Riska | 54 | 84 |
| 7 | Carisa Adipa Putri | 60 | 78 |
| 8 | Dinda Elmira Putri | 66 | 84 |
| 9 | Eka Fitri S | 72 | 90 |
| 10 | El Fatcha Ars Nihla | 54 | 66 |
| 11 | Faidhotul Kava | 48 | 78 |
| 12 | Farhatan Lana | 42 | 72 |
| 13 | Fatma Rustiyaningsih | 66 | 84 |
| 14 | Friescha Aura R | 54 | 78 |
| 15 | Hafysya Nadin R | 48 | 60 |
| 16 | Hayyu Putri A | 60 | 78 |
| 17 | Khansa Ghina M | 48 | 72 |
| 18 | Lestari Nur H | 42 | 60 |
| 19 | Mutiara Wulan M | 54 | 66 |
| 20 | Naily Robithoh | 72 | 78 |
| 21 | Najwa Salwa R | 60 | 78 |
| 22 | Novita Nur H | 54 | 66 |
| 23 | Nu'ma Annazihah | 42 | 60 |
| 24 | Nur Lailatul Nisa | 54 | 72 |
| 25 | Nurul Kholifah | 48 | 66 |
| 26 | Olifia Ramadani | 60 | 72 |
| 27 | Rini Zulaikha R | 66 | 90 |
| 28 | Saffania Arta K | 42 | 78 |
| 29 | Syakira Azzizah Aska | 48 | 72 |

| | | | |
|------------------|-------------------|--------------|--------------|
| 30 | Syarah Wafiroh | 54 | 72 |
| 31 | Syifa Maya Saro K | 60 | 84 |
| 32 | Wulan Asyaroh | 60 | 78 |
| 33 | Yuni Isti F | 66 | 72 |
| 34 | Zahra Salsabila | 54 | 84 |
| SUM | | 1884 | 2550 |
| MEAN | | 55,41 | 75,00 |
| SCORE MIN | | 42 | 60 |
| SCORE MAX | | 72 | 84 |

Data from the control class's pre-test and post-test results are displayed in Table 4.2. According to preliminary statistics from the pretest results, the mean score was 55,41. This shows that students have low vocabulary mastery because the minimum criterion value is 75. The minimum score is 42, and the maximum score is 72. The second data obtained from the post-test, there are 34 data. The average score is 75,00 categorized as students have improved but still have low vocabulary mastery. The minimum score is 60, and the maximum score is 84. Students experienced an increase in grades according to the test results above. Based on the data, it can be concluded that there is a significant difference between students' performance before and after the test, but it is still higher in the experimental class treated with Educandy application.

B. Data Analysis

1. Normality Test

A sample's normality of distribution can be ascertained using the normality test. Software for Windows called IBM SPSS V 25 was used to perform the normality test. Researcher utilised the Shapiro-Wilk formula to perform the normality test. The following are the normalcy test's acceptance or rejection criteria for the hypothesis:

H_a is accepted if *sig. a* > 0.05

H_a is rejected if *sig. a* < 0.05

The normality test was analyzed using the Shaphiro-Wilk test on SPSS V 25 for Windows, as shown below:

Table 4.3 Result of Normality Test

| Tests of Normality | | | | | | | |
|--------------------|------------------------------------|---------------------------------|----|------|--------------|----|------|
| | CLASS | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| RESULT | PRE-TEST EXPERIMENTAL CLASS | .184 | 34 | .005 | .946 | 34 | .096 |
| | POST-TEST EXPERIMENTAL CLASS | .193 | 34 | .003 | .944 | 34 | .079 |
| | PRE-TEST CONTROL CLASS | .162 | 34 | .024 | .943 | 34 | .078 |
| | POST TEST CONTROL CLASS | .142 | 34 | .081 | .940 | 34 | .063 |

a. Lilliefors Significance Correction

Based on the table above, the Shapiro-Wilk test was used for the normality test in this study because the number of samples was less than 50 samples. If the significance value (sig.) is more than 0.05, then the data must be normally distributed. Table 4.3 shows that the significance of the pre-test value in the experimental class is 0.096 while in the control class it is 0.078. The significance of the post-test value in the experimental class was 0.079, while in the control class it was 0.063. Based on this decision-making process on Shapiro-Wilk, it can be determined that the tests that have been carried out previously in the experimental class and control class are normally distributed.

2. Homogeneity Test

To determine if the distributions in these two groups were similar to one another or dissimilar, the homogeneity test was performed. Post-test results from the experimental and control classes are used in this test. The two data groups' variances are equal (homogeneous) if the

significance value (Sig.) is greater than 0.05, and vice versa. This is the foundation for decision-making in this test. The following results were attained when the homogeneity test results were calculated using the Levene statistical test:

Table 4.4 The Result of Homogeneity Test

| Test of Homogeneity of Variance | | | | | |
|----------------------------------------|--------------------------------------|------------------|-----|--------|------|
| | | Levene Statistic | df1 | df2 | Sig. |
| Result | Based on Mean | .000 | 1 | 66 | .992 |
| | Based on Median | .021 | 1 | 66 | .884 |
| | Based on Median and with adjusted df | .021 | 1 | 63.069 | .884 |
| | Based on trimmed mean | .000 | 1 | 66 | .991 |

Based on the results of Table 4.4 the number value significance based on the mean was 0,992, which was greater than the value sig. 0.05, which means that the data was homogeneous.

3. Hypothesis Test

a. T-Test

The t-test is used to decide whether the null hypothesis or alternative hypothesis should be accepted or rejected. H_a will be rejected and H_0 will be approved if Sig is more than 0.05. H_a will be accepted and H_0 will be refused if Sig is 0.05. The t-test results show the following:

1) Paired Sample T-Test of Experimental Class

To determine the difference in students' vocabulary mastery using the educandy application, a t-test will be conducted in the experimental class between the pre- and post-tests. The table below presents the t-test results for the experimental class's pre- and post-tests:

Table 4.5 The Result of Paired Sample Statistic in Experimental Class

| | | Paired Samples Statistics | | | |
|--------|-----------|---------------------------|----|----------------|-----------------|
| | | Mean | N | Std. Deviation | Std. Error Mean |
| Pair 1 | Pre-test | 59.8235 | 34 | 9.16340 | 1.57151 |
| | Post-test | 81.1765 | 34 | 8.25529 | 1.41577 |

The experimental class had a pre-test mean score of 9,82 and a post-test mean score of 81,17. Based on the statistics provided in the table above. There were 34 students involved overall, as indicated by the N value. By comparing the experimental class pretest and post-test results of 9,163 on the pre-test and 8.255 on the post-test - the standard deviation was determined. It can be concluded that the post-test on the data is more reliable than the pre-test based on the difference in mean scores between the pretest and post-test for the experimental class.

Table 4.6 The Result of Paired Sample Test of Experimental Class

| | | Paired Samples Test | | | | | | | |
|--------|----------------------|---------------------|----------------|-----------------|-------------------------------------------|-----------|---------|----|----------------|
| | | Paired Differences | | | | | t | df | Sig. (2tailed) |
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | Pre-test - Post-test | -21.35294 | 8.24945 | 1.41477 | -24.23131 | -18.47457 | -15.093 | 33 | .000 |

Based on Table 4.6, the average paired difference is -21,352. This value indicates the difference between the average results of the pre-test and post-test of the experimental class, as seen in th

table above. It can be expressed as $(59.8235 - 81.1765 = -21,35294)$, and the difference ranges from -24,231 to -18,474 (95% confidence interval of the lower and upper differences). The result of the paired sample test in the experimental group was $t = -15,093$ with $df = 33$ at a significance level of 0.05. Then, $\text{Sig (2-tailed)} = 0.000 < 0.05$. Thus, H_0 is rejected, while H_a is accepted. That is, there is a significant difference in the experimental class on students' vocabulary mastery before and after being given action or treatment using the Educandy application.

2) Paired Sample T-test Control Class

To determine the difference in students' vocabulary mastery using conventional methods, a t-test is conducted in the control class between the pre- and post-tests. The table below provides the t-test results for the control class's pre- and post-tests:

Table 4.7 The Result of Paired Sample Statistic in Control Class

| | | Paired Samples Statistics | | | |
|--------|-----------------|---------------------------|----|----------------|-----------------|
| | | Mean | N | Std. Deviation | Std. Error Mean |
| Pair 1 | Pre-test cntrl | 55.4118 | 34 | 8.49284 | 1.45651 |
| | Post-test cntrl | 75.0000 | 34 | 8.25723 | 1.41610 |

The control class had a pre-test mean score of 55,41 and a post-test mean score of 75.00 Based on the statistics provided in the table above. There were 34 students involved overall, as indicated by the N value. By comparing the control class pre-test and post-test results of 8,492 on the pre-test and 8,257 on the post-test - the standard deviation was determined. It can be concluded that the posttest on the data is more reliable than the pre-test based on the

difference in mean scores between the pre-test and post-test for the control class.

Table 4.8 The Result of Paired Sample Test of Control Class

| | | Paired Differences | | | | | | | | |
|--------|-------------------------------------|--------------------|----------------|-----------------|-------------------------------------------|-----------|---------|----|----------------|--|
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | t | df | Sig. (2tailed) | |
| | | | | | Lower | Upper | | | | |
| Pair 1 | Pre-test cntrl - Post-test cntrl | -19.58824 | 7.13131 | 1.22301 | -22.07647 | -17.10000 | -16.016 | 33 | .000 | |

Based on Table 4.8, the average paired difference was -19,588. This value represents the difference between the control class pretest and post-test average results, as seen in the table above. It may be expressed as $(55.4118 - 75.0000 = -19,58824)$, and the differences ranged from -22,07647 to -17,10000 (95% confidence interval of the difference lower and upper). The results of the paired sample test in the control class were $t = -16,016$ with $df = 33$ at a significance level of 0,05. Then, $\text{Sig (2-tailed)} = 0,000 < 0,05$. 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 effectiveness of the Educandy application as a treatment in the experimental class was assessed using the N-Gain Score test. Pre- and post-test data from both groups are needed for this calculation. The following criteria apply to N-Gain results.

Table 4.9 N-Gain Percentage Category

| Percentage (%) | Category |
|----------------|-----------------|
| < 40 | Ineffective |
| 40 – 55 | Less effective |
| 56 – 55 | Quite effective |
| > 75 | Effective |

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

Table 4.10 The Result of N-Gain Score in the Experimental Class

| No | Students' Name | Scores | | N-Gain % |
|----|--------------------|----------|-----------|----------|
| | | Pre-test | Post-Test | |
| 1 | Adiva Fitriawati | 60 | 84 | 60.00 |
| 2 | Afri Lutfiana | 54 | 72 | 39.13 |
| 3 | Aira Farasya | 66 | 96 | 88.24 |
| 4 | Aisyah Nada | 60 | 90 | 75.00 |
| 5 | Alfia Nur R | 66 | 84 | 52.94 |
| 6 | Alifa Riski M | 78 | 90 | 54.55 |
| 7 | Alvina Widya | 66 | 78 | 35.29 |
| 8 | Amanda Nasifa | 60 | 72 | 30.00 |
| 9 | Bilqis Salindri | 48 | 84 | 69.23 |
| 10 | Difa Melsiana | 60 | 90 | 75.00 |
| 11 | Gishella Clarecya | 54 | 72 | 39.13 |
| 12 | Imelda Ayu | 60 | 66 | 15.00 |
| 13 | Irva Sholihatun | 72 | 90 | 64.29 |
| 14 | Kharisma | 66 | 84 | 52.94 |
| 15 | Khikmatun Nadzifah | 72 | 84 | 42.86 |
| 16 | Kuni Nadzifatun | 60 | 78 | 45.00 |
| 17 | Mayada Nur Fadila | 66 | 72 | 17.65 |
| 18 | Nabila Nuril Azka | 48 | 78 | 57.69 |
| 19 | Nafeesa Salma | 42 | 66 | 41.38 |
| 20 | Naila Assa'adah | 48 | 78 | 57.69 |
| 21 | Nikeisha Nazihah | 60 | 90 | 75.00 |
| 22 | Radin Putri | 60 | 78 | 45.00 |
| 23 | Rahma Aulia | 54 | 84 | 65.22 |
| 24 | Rayya Hazila | 72 | 90 | 64.29 |

| | | | | |
|------------------|-----------------------|--------------|--------------|--------------|
| 25 | Revalina Azzahra | 60 | 84 | 60.00 |
| 26 | Rizqia Zhafira Balqis | 72 | 96 | 85.71 |
| 27 | Safira Gania | 72 | 78 | 21.43 |
| 28 | Salfa Nofaliana | 66 | 84 | 52.94 |
| 29 | Salmina Faza Kamil | 60 | 90 | 75.00 |
| 30 | Salsabila Al Amin | 60 | 84 | 60.00 |
| 31 | Sofia Noor F | 48 | 72 | 46.15 |
| 32 | Tarsih Nurlaili | 54 | 78 | 52.17 |
| 33 | Wiwid Puji R | 48 | 66 | 34.62 |
| 34 | Zakila Nurin A | 42 | 78 | 62.07 |
| MEAN | | 59,82 | 81,17 | 53,31 |
| SCORE MIN | | 42 | 66 | 15.00 |
| SCORE MAX | | 72 | 96 | 88,24 |

The results of the N-Gain calculation for the experimental class of 34 students are shown in the table above. It shows that the mean value for the experimental class was. As a result, the mean value of the experimental class ranged from the lowest value of 15,00 to the highest value of 88,24. It can be concluded that the N-Gain value of the experimental class is less effective. Furthermore, Table 4.12 below displays the N-gain score test results for the control class:

Table 4.11 The Result of N-Gain Score in the Control Class

| No | Students' Name | Scores | | N-Gain % |
|----|--------------------------|----------|-----------|----------|
| | | Pre-test | Post-Test | |
| 1 | Abella Washfa A | 48 | 72 | 46.15 |
| 2 | Alfadhira Apriliana | 54 | 84 | 65.22 |
| 3 | Alicia Loveinsky Nurul H | 66 | 84 | 52.94 |
| 4 | Anis Khasanah | 60 | 72 | 30.00 |
| 5 | Artika Finsha | 48 | 66 | 34.62 |
| 6 | Astria Riska | 54 | 84 | 65.22 |
| 7 | Carisa Adipa Putri | 60 | 78 | 45.00 |
| 8 | Dinda Elmira Putri | 66 | 84 | 52.94 |
| 9 | Eka Fitri S | 72 | 90 | 64.29 |
| 10 | El Faticha Ars Nihla | 54 | 66 | 26.09 |
| 11 | Faidhotul Kava | 48 | 78 | 57.69 |

| | | | | |
|------------------|----------------------|--------------|--------------|--------------|
| 12 | Farhatan Lana | 42 | 72 | 51.72 |
| 13 | Fatma Rustiyaningsih | 66 | 84 | 52.94 |
| 14 | Friescha Aura R | 54 | 78 | 52.17 |
| 15 | Hafysya Nadin R | 48 | 60 | 23.08 |
| 16 | Hayyu Putri A | 60 | 78 | 45.00 |
| 17 | Khansa Ghina M | 48 | 72 | 46.15 |
| 18 | Lestari Nur H | 42 | 60 | 31.03 |
| 19 | Mutiara Wulan M | 54 | 66 | 26.09 |
| 20 | Naily Robithoh | 72 | 78 | 21.43 |
| 21 | Najwa Salwa R | 60 | 78 | 45.00 |
| 22 | Novita Nur H | 54 | 66 | 26.09 |
| 23 | Nu'ma Annazihah | 42 | 60 | 31.03 |
| 24 | Nur Lailatul Nisa | 54 | 72 | 39.13 |
| 25 | Nurul Kholifah | 48 | 66 | 34.62 |
| 26 | Olifia Ramadani | 60 | 72 | 30.00 |
| 27 | Rini Zulaikha R | 66 | 90 | 70.59 |
| 28 | Saffania Arta K | 42 | 78 | 62.07 |
| 29 | Syakira Azzizah Aska | 48 | 72 | 46.15 |
| 30 | Syarah Wafiroh | 54 | 72 | 39.13 |
| 31 | Syifa Maya Saro K | 60 | 84 | 60.00 |
| 32 | Wulan Asyarah | 60 | 78 | 45.00 |
| 33 | Yuni Isti F | 66 | 72 | 17.65 |
| 34 | Zahra Salsabila | 54 | 84 | 65.22 |
| MEAN | | 55,41 | 75,00 | 44,16 |
| SCORE MIN | | 42 | 60 | 17,64 |
| SCORE MAX | | 72 | 84 | 70,59 |

The results of the N-Gain calculation for a 34 students control class are displayed in the table above. It shows that the mean score for the control class is 44,16. The control class, on the other hand, received a maximum score of 70,59 and a minimum score of 17,64. We can draw the conclusion that the control class's N-Gain score was ineffective.

C. Discussion

This research was conducted at MTs SA Al-Hikam Cendekia Wonosobo. The purpose of this research is to determine the effectiveness of the educandy application on students' mastery of English vocabulary. The researcher used quantitative approach and quasi-experimental method. The method chosen was to compare the difference in English vocabulary mastery of students in class VIII D as an experimental class that used educandy application during learning activities, and class VIII E as a control class that did not use educandy application during learning activities.

The researcher analyzed the normality and homogeneity tests of the experimental and control class pre-test data using the IBM SPSS V 25 program. The analysis results indicated that the data were normally distributed and homogeneous. The pre-test significance value in the experimental class was 0.096 and the pre-test significance value in the control class was 0.078. For the significance value in the post-test, it was seen that the experimental class was 0.79 and the control class was 0.63. The data shows a probability value of more than 0.05 and it can be concluded that the data is normally distributed. Then the homogeneity test shows the significance level in the Based on Mean Sig. 0.992. Because Sig > 0.05, it can be concluded that the variances of the two data groups are the same or homogeneous.

After the normality and homogeneity tests were carried out, researchers used the T test to test the hypothesis using the IBM SPSS Statistic 25. The results of the paired sample t-test showed that the average of the experimental class in the pre-test was 59,82 and the post-test was 81,17 with a total of 34 data. The standard deviation of the pre-test was 9,163 and the post-test was also 8,255. Std. Error Mean on the pre-test was 1,571 and the post-test was 1.415.

The paired sample T test shows that the results of the descriptive analysis are consistent with the statistical hypothesis. It can be concluded that H_a is accepted, but H_0 is rejected. Both the experimental and control

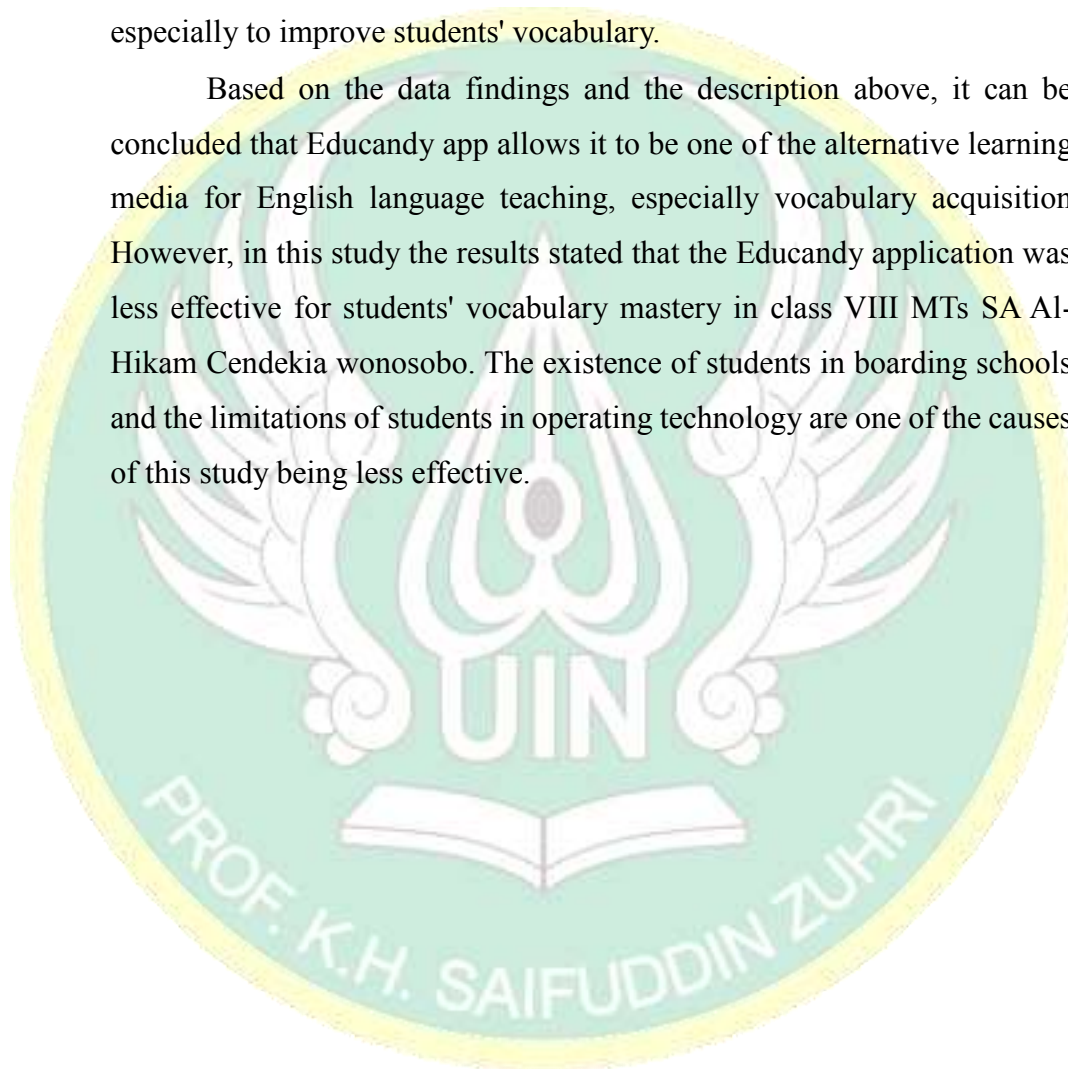
class have a significance level of $0.000 < 0.05$ for a two-sided test. The experimental and control classes that did not receive treatment had significantly different mean scores before and after treatment. Furthermore, the N-Gain Test Score criteria listed in Table 4.9 can be used to determine the type of N-Gain gain. Based on the N-Gain findings analyzed in Tables 4.10 and 4.11, the mean score of the control class that used the conventional method was 44,16%. This indicates that the N-Gain score of the control class is ineffective. The average value of the experimental class using the Educandy application is 53,31%, indicating that the N-Gain score of the class is less effective. Based on these data, the use of Educandy application is less effective to students vocabulary mastery at eighth grade of MTs SA Al-Hikam Cendekia Wonosobo.

According to Moeller et.all (2009) vocabulary is central to second language learning and teaching because it gives students access to all forms of oral and written communication which includes literature, music, and content knowledge. Word knowledge is power because words serve as building blocks for learning. Vocabulary building often occurs through reading; however, in the foreign language classroom due to the heavy concept load involved in second language reading, it is unlikely that students will acquire the essential vocabulary needed to understand the content and information they encounter in many texts. One of the main roles of the teacher is to help students learn vocabulary as well as equip them with strategies for learning words. Many strategies can be used to teach language. One type of strategy is to use learning media such as Educandy Application.

Educandy is a web-based application that can be used to teach all subjects and more specifically teach language vocabulary in the form of games. Everyone can create or participate in this application. The appearance of educandy is designed with colors so that it looks attractive and fun. Educandy has three core game features: word matching pairs and quiz questions. However, these three features can be made into several more games such as word search, hangman, zero and cross anagram, crossword,

memory, and multiple choice (Ulya, 2021) According to Dian Ardianti., et. all (2022) The title of their research is “Strengthening Students' Memory in Learning English Vocabulary through Educandy Media.” They found that students' memory strengthening in learning English vocabulary after using educandy media increased significantly. Therefore, based on these results, the use of educandy media in English subjects is highly recommended, especially to improve students' vocabulary.

Based on the data findings and the description above, it can be concluded that Educandy app allows it to be one of the alternative learning media for English language teaching, especially vocabulary acquisition. However, in this study the results stated that the Educandy application was less effective for students' vocabulary mastery in class VIII MTs SA Al-Hikam Cendekia wonosobo. The existence of students in boarding schools and the limitations of students in operating technology are one of the causes of this study being less effective.



BAB V

CONCLUSION AND SUGGESTION

This chapter explain conclusion and suggestions for the English teacher, the students' and for the other researcher.

A. Conclusion

The purpose of this research is to identify the effectiveness of educandy application on students' vocabulary mastery in the eighth grade of MTs SA Al-Hikam Cendekia Wonosobo. The data was obtained by calculating the difference in the mean values of the pre-test and post-test using IBM SPSS Statistic 25 for Windows after comparing the two classes. Based on the results of the pre-test and post-test, the average value of the experimental class pre-test was 59,82 while the average value of the post-test was 81,17. The average value of the control class was 55,41 while the average value of the post-test was 75,00. The value of both classes increased with the experimental class showing a much higher increase than the control class. Because both classes experienced an increase in value, the N-gain Score Test was conducted to determine the effectiveness of the educandy application on students' vocabulary mastery. It is known that the results of the N-gain Score Test for the control class were 44,16 and the experimental class were 53,31. Although both classes have different differences and the value of the experimental class is higher than the control class. The average N-Gain test results of the experimental class showed that the use of the educandy application was in category less effective.

Based on the findings and discussion above, it can be concluded that the Educandy application can improve vocabulary mastery in class VIII students at MTs SA Al-Hikam Cendekia Wonosobo although in the less effective category. According to Widiarso (2017) Humans are multidimensional and influenced by many factors and these factors interact with each other. The lack of access to respondents in operating technology

and the many activities carried out by respondents in the pesantren environment are the main factors for the research results to be less effective.

B. Limitation

This research has several limitations, most of which are related to the short time of the research implementation, limitations in using computers and the lack of understanding of students in using the application so that there are still many students who ask questions during the teaching and learning process. The research included meetings that were not only devoted to vocabulary acquisition. Therefore, the treatment was not optimal and a longer duration would have been more beneficial.

C. Suggestion

1. For teacher

It is recommended to English teachers, especially in Junior High School, to apply Educandy app in teaching English. This is because students prefer to learn by using smartphones and games. Then, teachers can create materials and teach them to students through the Educandy application, so that the teaching and learning process becomes more fun and interesting. Educandy app can be used as an alternative media to teach English in different contexts. This application is equipped with pictures, videos, and sounds.

2. For students

For students, this Educandy app is a fun learning media because it is still a game that contains material. However, students are better off if they enjoy the learning process.

3. For other researchers

The researcher used Educandy app to assess students' vocabulary acquisition although this study has limitations. Therefore, the researcher recommends that other researchers study the use of Educandy app for their research. Future researchers may consider using Educandy app to teach other subjects or skills.

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APPENDICES



Appendix 1. Certificate of The Research



YAYASAN TANWIRUL MANHAJ AL HIKAM
MADRASAH TSANAWIYAH SATU ATAP
MTs SA AL HIKAM CENDEKIA
TERAKREDITASI A

Alamat: PP, Al Hikam Tempelsari Kalikajar Wonosobo Kode Pos 56372 Telp. 0286-329227
e-mail : mts_saalhikam@yahoo.com NPSN: 69726360 NEM: 121233070029

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

Yang bertanda tangan dibawah ini :

Nama : Ahmad Baidlowi, S.Pt

Jabatan : Kepala Madrasah

Dengan ini menyatakan bahwa yang beridentitas :

Nama : Anggun Andreasti Andani

NIM : 2017404114

Program Studi : Tadris Bahasa Inggris

Telah melakukan penelitian dan pengambilan data penelitian di MTs SA Al Hikam Cendekia terhitung mulai tanggal 23 April 2024 – 23 Mei 2024 untuk memperoleh data penelitian dalam rangka penyusunan skripsi yang berjudul “ *The Effectiveness of Educandy Application on Students Vocabulary Mastery at Eighth Grade of Mtss SA Al Hikam Cendekia Wonosobo*”.

Demikian surat keterangan ini dibuat dan di berikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Wonosobo, 18 Juni 2024

Kepala Madrasah

Ahmad Baidlowi, S.Pt

Appendix 2. Instrument Validity Expert

SURAT KETERANGAN VALIDASI INSTRUMENT

Yang bertanda tangan dibawah ini:

Nama : Windhariyati Dyah Kusumawanti, M.A., M.Pd

NIDN : 2001049001

Setelah membaca, menelaah dan mencermati instrument berupa pre-test dan post-test yang akan digunakan untuk penelitian dengan judul "THE EFFECTIVENES OF EDUCANDY APPLICATION ON STUDENTS' VOCABULARY MASTERY AT EIGHTH GRADE OF MTs SA AL-HIKAM CENDEKIA WONOSOBO" yang dibuat oleh:

Nama : Anggun Andreasti Andani

NIM : 2017404114

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan bahwa instrument lembar penelitian tersebut,

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

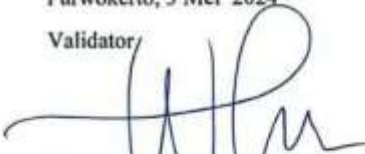
Catatan (bila perlu)

Feedback sudah di follow-up.

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purwokerto, 3 Mei 2024

Validator



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

Appendix. 3. Indicator of Pre-test and Post-Test

The Indicator of Pre-Test and Post-Test

| No | Indicators | Item Number | Total |
|--------------|----------------------------------------------------------------------------------|--------------------|--------------|
| 1 | Students are able to use the verb appropriately in the sentence. | 1,2,3,4 | 4 |
| 2 | Students are able to use the determiners appropriately in the sentence. | 5,6,7,8,9,10 | 6 |
| 3 | Students are able to use the pronouns appropriately in the sentence. | 11,12,13 | 3 |
| 4 | Students are able to use the interrogative adverb appropriately in the sentence. | 14,15,16 | 3 |
| 5 | Students are able to use the preposition appropriately in the sentence. | 17,18,19 | 3 |
| 6 | Students are able to use the conjunction appropriately in the sentence. | 20,21,22 | 3 |
| 7 | Students are able to use the noun appropriately in the sentence. | 23,24,25,26 | 4 |
| 8 | Students are able to understand the meaning appropriately in the sentence. | 27,28,29 | 3 |
| 9 | Students are able to identify synonym appropriately in the sentence. | 30,31,32 | 3 |
| 10 | Students are able to identify antonym appropriately in the sentence. | 33,34,35 | 3 |
| TOTAL | | 35 | 35 |

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Appendix 4. Research Instrument (Pre-test) Trial Class

INSTRUMENT OF PRE-TEST

Nama :
S. Number :
Class :
Date :
Score :

Choose and cross (X) the correct answer!

1. Before I eat, I ... my hand.
A. wash
B. walk
C. work
D. wait
2. Mark ... at 5 o'clock.
A. wake up
B. dinner
C. lunch
D. sleep
3. Before Eid al- Fitr, my brother, sister and I helped my mom ... the house.
A. burn
B. clean
C. buy
D. sell
4. Lionel Messi ... the ball into the opponent's goal.
A. asks
B. kicks
C. sweeps
D. explains
5. I found ... cat two days ago on the street.
A. that
B. this
C. those
D. these
6. This is a pen. ... is not a ruler.
A. That
B. Those
C. This
D. These

7. Alice comes from Jayapura. She and ... family live in Banyumas now.
 - A. her
 - B. his
 - C. its
 - D. my
8. They went to Ancol with ... family and friends. It was their first vacation for one week.
 - A. her
 - B. his
 - C. their
 - D. my
9. Andre Taulani is a rich man, he owns ... houses in several cities.
 - A. much
 - B. many
 - C. a lot of
 - D. a little
10. You can add as ... sugar as you want for your cake.
 - A. a little
 - B. a lot of
 - C. much
 - D. many
11. I am the owner of this bookstore. This bookstore is
 - A. ours
 - B. mine
 - C. yours
 - D. theirs
12. Excuse me, there is a wallet under your motorcycle, is it ...?
 - A. mine
 - B. theirs
 - C. hers
 - D. yours
13. We bought this chocolate with our money, so this chocolate is
 - A. mine
 - B. ours
 - C. theirs
 - D. yours
14. ... long have you been waiting here for Jena?
 - A. When
 - B. Where
 - C. Why
 - D. How

15. ... did you go to the hospital? are you getting sick?
A. Where
B. How
C. Why
D. What
16. ... did they go two hours ago?
A. How
B. When
C. What
D. Where
17. Don't forget to meet him ... the restaurant near my house.
A. In
B. On
C. At
D. Under
18. My parent work on America as agricultural worker.
A. in
B. on
C. at
D. under
19. I like to eat french fries ... winter.
A. in
B. on
C. at
D. under
20. Which one do you like? mango ice cream ... strawberry ice cream?
A. and
B. yet
C. but
D. or
21. Monica wants to buy nike shoes. ... she doesn't have the money.
A. yet
B. or
C. but
D. and
22. My mother goes to the market in the morning to buy carrots, tomatoes, cabbage, cucumber ... chili peppers.
A. and
B. or
C. but
D. yet

23. I buy medicine at the
- A. stationary
 - B. factory
 - C. police station
 - D. pharmacy
24. My aunt is a nurse. She works at the
- A. hospital
 - B. kitchen
 - C. school
 - D. house
25. You can find ... in your bathroom.
- A. blanket
 - B. soap
 - C. bowl
 - D. plate
26. My job is to record orders and give menu recommendations to customers in the restaurant. Who I am?
- A. Waiter
 - B. Soldier
 - C. Writer
 - D. Chef
27. Now my father is ... the newspaper in the living room.
- A. reading
 - B. walking
 - C. singing
 - D. sleeping
28. Joshua is ... mango and apple juice.
- A. washing
 - B. eating
 - C. drinking
 - D. playing
29. My father is sick. He's not ... in the office right now.
- A. eating
 - B. swimming
 - C. working
 - D. runing

30. What is the synonyms of *start*?
- A. Pleasant
 - B. Sad
 - C. Jealous
 - D. Honest
31. "It was a really exhausted trip"
What is the synonyms of *exhausted*?
- A. Laugh
 - B. Tired
 - C. Observe
 - D. Scream
32. "My parent always love me."
What is the synonyms of *always*?
- A. Forever
 - B. Good
 - C. Amazing
 - D. Kind
33. What is the antonym of *behind*?
- A. Between
 - B. In front of
 - C. Under
 - D. Beside
34. "Single is not status"
What is the antonym of *single*?
- A. Ceap
 - B. Big
 - C. Double
 - D. Long
35. What is the antonym of *far*?
- A. Near
 - B. North
 - C. South
 - D. East

Appendix 5. Research Instrument (Post-test) Trial Class

INSTRUMENT OF POST-TEST

Nama :
S. Number :
Class :
Date :
Score :

Choose the best answer and cross (X)

1. After I run around the field. I ... a bottle of water.
A. eat
B. drink
C. pull
D. pour
2. I ... to school at 7 o'clock.
A. go
B. buy
C. bring
D. break
3. Before we enjoy our lunch, we always ... before we eat.
A. delay
B. pray
C. run
D. cry
4. A knife is used to ... the meat.
A. slice
B. hit
C. punch
D. wash
5. Uncle picked ... apples in the garden.
A. this
B. that
C. those
D. these

1

6. ... mountain view is very beautiful.
- A. that
 - B. this
 - C. these
 - D. those
7. Mr. Raditya is from Bandung, and yesterday, he and ... wife visited Dieng.
- A. his
 - B. her
 - C. my
 - D. their
8. I bought fruits for ... family in Lombok.
- A. her
 - B. his
 - C. my
 - D. their
9. How ... rice have you cooked today?
- A. many
 - B. a little
 - C. a lot of
 - D. much
10. I have ... kittens at home.
- A. many
 - B. much
 - C. a little
 - D. a lot of
11. You can't take their bike, it's
- A. theirs
 - B. yours
 - C. mine
 - D. ours
12. Please don't take our balloon there. It's
- A. mine
 - B. yours
 - C. their
 - D. ours
13. I am the owner of this guesthouse. This guesthouse is
- A. yours
 - B. mine
 - C. ours
 - D. their

14. ... did they arrive at the International Airport?
A. Who
B. Where
C. What
D. When
15. ... did you do yesterday at the dance studio?
A. How
B. When
C. What
D. Why
16. Tell me, ... did this animal come from?
A. where
B. who
C. why
D. when
17. Natasya went to the airport ... 7 a.m.
A. in
B. on
C. at
D. under
18. They left ... wednesday to visit his grandmother in Aceh.
A. in
B. on
C. at
D. under
19. He forgot that he put his clothes ... the bathroom.
A. in
B. on
C. at
D. under
20. My mom always prepared breakfast ... we went to school.
A. but
B. and
C. before
D. after
21. I will help you clean your house.....all my work is done.
A. but
B. so
C. after
D. before

22. We have been to Dufan many times, ... let's go somewhere else.
A. after
B. before
C. so
D. but
23. I picked up a book to
A. stationary
B. factory
C. library
D. hospital
24. The teacher wrote the material on the
A. window
B. moon
C. white board
D. door
25. You can find ... in your class.
A. pillow
B. bath soap
C. white board
D. dresses
26. My job is to send and deliver various types packages.
Who I am?
A. Shopkeeper
B. Postman
C. Singer
D. Teacher
27. My father and I were ... Indonesia's soccer match against Uzbekistan.
A. washing
B. watching
C. walking
D. runing
28. I have a volleyball. I want to
A. play football
B. play basketball
C. play music
D. play volleyball
29. Now I'm ... my mom cook in the kitchen.
A. helping
B. washing
C. watching
D. dancing

30. They live in a big apartment.
What is synonyms of *big*?
- A. Short
 - B. Tall
 - C. Large
 - D. Small
31. That's a good idea Melda!
What is the synonyms of *good*?
- A. Fine
 - B. Extraordinary
 - C. Disappoint
 - D. Bad
32. We're confused, it's very difficult to understand.
What is the synonyms of *difficult*?
- A. Easy
 - B. Hard
 - C. Confuse
 - D. Dizzy
33. Dina's house is to the right of the hospital.
What is the antonym of *right*?
- A. North
 - B. East
 - C. Left
 - D. Between
34. Indonesia will import a very large amount of rice.
What is the antonym of *import*?
- A. Buy
 - B. Export
 - C. Sell
 - D. Loss
35. What is the antonym of *close*?
- A. Find
 - B. Imagine
 - C. Lend
 - D. Open

Kunci Jawaban Instrumen Pre-test

| | | | |
|-------|-------|-------|-------|
| 1. A | 11. B | 21. C | 31. B |
| 2. A | 12. D | 22. A | 32. A |
| 3. B | 13. B | 23. D | 33. B |
| 4. B | 14. D | 24. A | 34. C |
| 5. B | 15. C | 25. B | 35. A |
| 6. B | 16. D | 26. A | |
| 7. A | 17. C | 27. A | |
| 8. C | 18. B | 28. C | |
| 9. B | 19. A | 29. C | |
| 10. C | 20. D | 30. A | |

Kunci Jawaban Instrumen Post-test

| | | | |
|-------|-------|-------|-------|
| 1. B | 11. A | 21. C | 31. A |
| 2. A | 12. D | 22. C | 32. B |
| 3. B | 13. B | 23. C | 33. C |
| 4. A | 14. D | 24. C | 34. B |
| 5. C | 15. C | 25. C | 35. D |
| 6. B | 16. A | 26. B | |
| 7. A | 17. C | 27. B | |
| 8. C | 18. B | 28. D | |
| 9. D | 19. A | 29. A | |
| 10. A | 20. C | 30. C | |

Appendix 6. Pre-test Experimental and Control Class

INSTRUMENT OF PRE-TEST

Nama :
S. Number :
Class :
Date :
Score :

Choose and cross (X) the correct answer!

1. Before I eat, I ... my hand.
A. wash
B. walk
C. work
D. wait
2. Mark ... at 5 o'clock.
A. wake up
B. dinner
C. lunch
D. sleep
3. Before Eid al- Fitr, my brother, sister and I helped my mom ... the house.
A. burn
B. clean
C. buy
D. sell
4. They went to Ancol with ... family and friends. It was their first vacation for one week.
A. her
B. his
C. their
D. my
5. You can add as ... sugar as you want for your cake.
A. a little
B. a lot of
C. much
D. many
6. ... did you go to the hospital? are you getting sick?
A. Where
B. How
C. Why
D. What

7. Which one do you like? mango ice cream ... strawberry ice cream?
 - A. and
 - B. yet
 - C. but
 - D. or
8. Monica wants to buy nike shoes. ... she doesn't have the money.
 - A. yet
 - B. or
 - C. but
 - D. and
9. I buy medicine at the
 - A. stationary
 - B. factory
 - C. police station
 - D. pharmacy
10. My aunt is a nurse. She works at the
 - A. hospital
 - B. kitchen
 - C. school
 - D. house
11. My job is to record orders and give menu recommendations to customers in the restaurant. Who I am?
 - A. Waiter
 - B. Soldier
 - C. Writer
 - D. Chef
12. My father is sick. He's not ... in the office right now.
 - A. eating
 - B. swimming
 - C. working
 - D. rining
13. What is the synonyms of yummy?
 - A. Delicious
 - B. Savory
 - C. Bitter
 - D. Salty
14. "My parent always love me." What is the synonyms of always?
 - A. Forever
 - B. Good
 - C. Amazing
 - D. Kind

15. "Single is not status"
What is the antonym of *single*?
- A. Ceap
 - B. Big
 - C. Double
 - D. Long
16. What is the antonym of *far*?
- A. Near
 - B. North
 - C. South
 - D. East

Appendix 7. Post-Test Experimental and Control Class

INSTRUMENT OF POST-TEST

Nama :
S. Number :
Class :
Date :
Score :

Choose the best answer and cross (X)

1. Before we enjoy our lunch, we always ... before we eat.
A. delay
B. pray
C. run
D. cry
2. A knife is used to ... the meat.
A. slice
B. hit
C. punch
D. wash
3. How ... rice have you cooked today?
A. many
B. a little
C. a lot of
D. much
4. I am the owner of this guesthouse. This guesthouse is
A. yours
B. mine
C. ours
D. their
5. Natasya went to the airport ... 7 a.m.
A. in
B. on
C. at
D. under
6. He forgot that he put his clothes ... the bathroom.
A. in
B. on
C. at
D. under

7. My mom always prepared breakfast ... we went to school.
 - A. but
 - B. and
 - C. before
 - D. after
8. I will help you clean your house.....all my work is done.
 - A. but
 - B. so
 - C. after
 - D. before
9. We have been to Dufan many times, ... let's go somewhere else.
 - A. after
 - B. before
 - C. so
 - D. but
10. I picked up a book to
 - A. stationary
 - B. factory
 - C. library
 - D. hospital
11. The teacher wrote the material on the
 - A. window
 - B. moon
 - C. white board
 - D. door
12. I have a volleyball. I want to
 - A. play football
 - B. play basketball
 - C. play music
 - D. play volleyball
13. Now I'm ... my mom cook in the kitchen.
 - A. helping
 - B. washing
 - C. watching
 - D. dancing
14. they live in a big apartment.
What is synonyms of big?
 - A. Short
 - B. Tall
 - C. Large
 - D. Small

15. Indonesia will import a very large amount of rice.
What is the antonym of import?
A. Buy
B. Export
C. Sell
D. Lost

16. What is the antonym of close?
A. Find
B. Imagine
C. Lend
D. Open

Kunci Jawaban Pre-test

- | | |
|------|-------|
| 1. A | 9. D |
| 2. A | 10. A |
| 3. B | 11. A |
| 4. C | 12. C |
| 5. C | 13. A |
| 6. C | 14. A |
| 7. D | 15. C |
| 8. C | 16. A |

Kunci Jawaban Post-test

- | | |
|------|-------|
| 1. B | 9. C |
| 2. A | 10. C |
| 3. D | 11. C |
| 4. B | 12. D |
| 5. C | 13. A |
| 6. A | 14. C |
| 7. C | 15. B |
| 8. C | 16. D |



Appendix 8. Treatment Sheet of Pre-test Trial Class

9

INSTRUMENT OF PRE-TEST

Nama : OKTA RIZKINA FITRI
Student Number :
Class : 8^{Py} Tahfid
Date : ~~XXXXXXXXXX~~
Score :

| |
|---|
| 7 |
|---|

Choose and cross (X) the correct answer!

1. Before I eat, I ... my hand.
 A. wash
 B. walk
 C. work
 D. wait
2. Mark ... at 5 o'clock.
 A. wake up
 B. dinner
 C. lunch
 D. sleep
3. Before Eid al- Fitr, my brother, sister and I helped my mom ... the house.
 A. burn
 B. clean
 C. buy
 D. sell
4. Lionel Messi ... the ball into the opponent's goal.
 A. asks
 B. kicks
 C. sweeps
 D. explains
5. I found ... cat two days ago on the street.
 A. that
 B. this
 C. those
 D. these
6. This is a pen. ... is not a ruler.
 A. That
 B. Those
 C. This
 D. These

7. Alice comes from Jayapura. She and ... family live in Banyumas now.
 A. her
 B. his
 C. its
~~D. my~~
8. They went to Ancol with ... family and friends. It was their first vacation for one week.
~~A. her~~
 B. his
 C. their
 D. my
9. Andre Taulani is a rich man, he owns ... houses in several cities.
 A. much
 B. many
~~C. a lot of~~
 D. a little
10. You can add as ... sugar as you want for your cake.
 A. a little
~~B. a lot of~~
 C. much
 D. many
11. I am the owner of this bookstore. This bookstore is
 A. ours
 B. mine
 C. yours
~~D. theirs~~
12. Excuse me, there is a wallet under your motorcycle, is it ...?
 A. mine
~~B. theirs~~
 C. hers
 D. yours
13. We bought this chocolate with our money, so this chocolate is
 A. mine
 B. ours
 C. theirs
~~D. yours~~
14. ... long have you been waiting here for Jena?
 A. When
 B. Where
 C. Why
~~D. How~~

15. ... did you go to the hospital? are you getting sick?
A. Where
~~B. How~~
C. Why
D. What
16. ... did they go two hours ago?
A. How
B. When
~~C. What~~
D. Where
17. Don't forget to meet him ... the restaurant near my house.
A. In
~~B. On~~
C. At
D. Under
18. My parent work on America as agricultural worker.
A. in
B. on
C. at
D. under
19. I like to eat french fries ... winter.
A. in
~~B. on~~
C. at
D. under
20. Which one do you like? mango ice cream ... strawberry ice cream?
~~A. and~~
B. yet
C. but
D. or
21. Monica wants to buy nike shoes. ... she doesn't have the money.
A. yet
~~B. or~~
C. but
D. and
22. My mother goes to the market in the morning to buy carrots, tomatoes, cabbage, cucumber ... chili peppers.
~~A. and~~
B. or
C. but
D. yet

23. I buy medicine at the
A. stationary
~~B. factory~~
C. police station
D. pharmacy
24. My aunt is a nurse. She works at the
A. hospital
B. kitchen
~~C. school~~
D. house
25. You can find ... in your bathroom.
A. blanket
B. soap
~~C. bowl~~
D. plate
26. My job is to record orders and give menu recommendations to customers in the restaurant. Who I am?
A. Waiter
~~B. Soldier~~
C. Writer
D. Chef
27. Now my father is ... the newspaper in the living room.
A. reading
B. walking
C. singing
~~D. sleeping~~
28. Joshua is ... mango and apple juice.
A. washing
B. eating
~~C. drinking~~
D. playing
29. My father is sick. He's not ... in the office right now.
A. eating
~~B. swimming~~
C. working
D. running

30. What is the synonyms of *start*?
- A. Pleasant
 - B. Sad
 - C. Jealous
 - D. Honest
31. "It was a really exhausted trip"
What is the synonyms of *exhausted*?
- A. Laugh
 - ~~B. Tired~~
 - C. Observe
 - D. Scream
32. "My parent always love me."
What is the synonyms of *always*?
- ~~A. Forever~~
 - B. Good
 - C. Amazing
 - D. Kind
33. What is the anthonym of *behind*?
- A. Between
 - B. In front of
 - ~~C. Under~~
 - D. Beside
34. "Single is not status"
What is the anthonym of *single*?
- A. Ceap
 - B. Big
 - C. Double
 - ~~D. Long~~
35. What is the anthonym of *far*?
- A. Near
 - ~~B. North~~
 - C. South
 - D. East

Appendix 9. Treatment Sheet of Post-test Trial Class

INSTRUMENT OF POST-TEST

Nama : Sherly anania
S. Number :
Class : p h r + h (B)
Date :
Score :

30

Choose the best answer and cross (X)

1. After I run around the field. I ... a bottle of water.
A. eat
 B. drink
C. pull
D. pour
2. I ... to school at 7 o'clock.
 A. go
B. buy
C. bring
D. break
3. Before we enjoy our lunch, we always ... before we eat.
 A. delay
 B. pray
C. run
D. cry
4. A knife is used to ... the meat.
 A. slice
B. hit
C. punch
 D. wash
5. Uncle picked ... apples in the garden.
 A. this
B. that
 C. those
D. these

6. ... mountain view is very beautiful.
A. that
 B. this
C. these
D. those
7. Mr. Raditya is from Bandung, and yesterday, he and ... wife visited Dieng.
 A. his
B. her
 C. my
D. their
8. I bought fruits for ... family in Lombok.
A. her
B. his
 C. my
D. their
9. How ... rice have you cooked today?
 A. many
B. a little
C. a lot of
 D. much
10. I have ... kittens at home.
 A. many
 B. much
 C. a little
D. a lot of
11. You can't take their bike, it's
 A. theirs
B. yours
 C. mine
D. ours
12. Please don't take our balloon there. It's
 A. mine
B. yours
C. their
 D. ours
13. I am the owner of this guesthouse. This guesthouse is
 A. yours
 B. mine
C. ours
D. their

14. ... did they arrive at the International Airport?
A. Who
B. Where
C. What
~~D. When~~
15. ... did you do yesterday at the dance studio?
A. How
B. When
 C. What
~~D. Why~~
16. Tell me, ... did this animal come from?
~~A. where~~
B. who
C. why
D. when
17. Natasya went to the airport ... 7 a.m.
~~A. in~~
B. on
 C. at
~~D. under~~
18. They left ... wednesday to visit his grandmother in Aceh.
~~A. in~~
 B. on
C. at
D. under
19. He forgot that he put his clothes ... the bathroom.
~~A. in~~
B. on
C. at
D. under
20. My mom always prepared breakfast ... we went to school.
A. but
B. and
 C. before
~~D. after~~
21. I will help you clean your houseall my work is done.
A. but
~~B. so~~
~~C. after~~
D. before

22. We have been to Dufan many times, ... let's go somewhere else.
A. after
B. before
 C. so
 D. but
23. I picked up a book to
A. stationary
B. factory
 C. library
D. hospital
24. The teacher wrote the material on the
A. window
B. moon
 C. white board
 D. door
25. You can find ... in your class.
A. pillow
B. bath soap
 C. white board
D. dresses
26. My job is to send and deliver various types packages.
Who I am?
A. Shopkeeper
 B. Postman
C. Singer
 D. Teacher
27. My father and I were ... Indonesia's soccer match against Uzbekistan.
A. washing
 B. watching
 C. walking
D. runing
28. I have a volleyball. I want to
A. play football
B. play basketball
C. play music
 D. play volleyball
29. Now I'm ... my mom cook in the kitchen.
 A. helping
B. washing
C. watching
 D. dancing

30. They live in a big apartment.
What is synonyms of big?
A. Short
B. Tall
C. Large
D. Small
31. That's a good idea Melda!
What is the synonyms of good?
A. Fine
B. Extraordinary
C. Disappoint
D. Bad
32. We're confused, it's very difficult to understand.
What is the synonyms of difficult?
A. Easy
B. Hard
C. Confuse
D. Dizzy
33. Dina's house is to the right of the hospital.
What is the antonym of right?
A. North
B. East
C. Left
D. Between
34. Indonesia will import a very large amount of rice.
What is the antonym of import?
A. Buy
B. Export
C. Sell
D. Loss
35. What is the antonym of close?
A. Find
B. Imagine
C. Lend
D. Open

Appendix 10. Sheet of Pre-test and Post-test Experimental Class Pre-test

INSTRUMENT OF PRE-TEST

Nama : Apri luthfiana
S. Number :
Class : E P11
Date : Kamis 02 Mei 2024.
Score :

| |
|----|
| 54 |
|----|

Choose and cross (X) the correct answer!

1. Before I eat, I ... my hand.
 A. wash
 B. walk
 C. work
 D. wait
2. Mark ... at 5 o'clock.
 A. wake up
 B. dinner
 C. lunch
 D. sleep
3. Before Eid al- Fitr, my brother, sister and I helped my mom ... the house.
 A. burn
 B. clean
 C. buy
 D. sell
4. They went to Ancol with ... family and friends. It was their first vacation for one week.
 A. her
 B. his
 C. their
 D. my
5. You can add as ... sugar as you want for your cake.
 A. a little
 B. a lot of
 C. much
 D. many
6. ... did you go to the hospital? are you getting sick?
 A. Where
 B. How
 C. Why
 D. What

7. Which one do you like? mango ice cream ... strawberry ice cream?
 A. and
 B. yet
 C. but
~~X~~ or
8. Monica wants to buy nike shoes. ... she doesn't have the money.
 A. yet
 B. or
~~X~~ but
 D. and
9. I buy medicine at the
~~X~~ stationary
 B. factory
 C. police station
 (D) pharmacy
10. My aunt is a nurse. She works at the
~~X~~ hospital
 B. kitchen
 C. school
 D. house
11. My job is to record orders and give menu recommendations to customers in the restaurant. Who I am?
 (A) Waiter
 B. Soldier
 C. Writer
~~X~~ Chef
12. My father is sick. He's not ... in the office right now.
 A. eating
 B. swimming
 (C) working
~~X~~ runing
13. What is the synonyms of yummy?
~~X~~ Delicious
 B. Savory
 C. Bitter
 D. Salty
14. "My parent always love me." What is the synonyms of always?
~~X~~ Forever
 B. Good
 C. Amazing
 D. Kind

15. "Single is not status"

What is the antonym of *single*?

A. Ceap

B. Big

C. Double

D. Long

16. What is the antonym of *far*?

A. Near

B. North

C. South

D. East

INSTRUMENT OF PRE-TEST

Nama : Rizqia Zahwa b21915
S. Number :
Class : 8 Pt 1
Date : Kamis 2 Mei 2020
Score :

| |
|----|
| 72 |
|----|

Choose and cross (X) the correct answer!

1. Before I eat, I ... my hand.
 A. wash
B. walk
C. work
D. wait
2. Mark ... at 5 o'clock.
 A. wake up
B. dinner
C. lunch
D. sleep
3. Before Eid al-Fitr, my brother, sister and I helped my mom ... the house.
A. burn
 B. clean
C. buy
D. sell
4. They went to Ancol with ... family and friends. It was their first vacation for one week.
A. her
B. his
 C. their
D. my
5. You can add as ... sugar as you want for your cake.
A. a little
B. a lot of
 C. much
 D. many
6. ... did you go to the hospital? are you getting sick?
A. Where
B. How
 C. Why
D. What

7. Which one do you like? mango ice cream ... strawberry ice cream?

A. and

B. yet

C. but

~~X~~ or

8. Monica wants to buy nike shoes. ... she doesn't have the money.

A. yet

B. or

but

~~X~~ and

9. I buy medicine at the

A. stationary

~~X~~ factory

C. police station

D. pharmacy

10. My aunt is a nurse. She works at the

~~X~~ hospital

B. kitchen

C. school

D. house

11. My job is to record orders and give menu recommendations to customers in the restaurant. Who I am?

A. Waiter

B. Soldier

C. Writer

~~X~~ Chef

12. My father is sick. He's not ... in the office right now.

A. eating

B. swimming

~~X~~ working

D. rning

13. What is the synonyms of yummy?

~~X~~ Delicious

B. Savory

C. Bitter

D. Salty

14. "My parent always love me." What is the synonyms of always?

~~X~~ Forever

B. Good

C. Amazing

D. Kind

15. "Single is not status"
What is the antonym of *single*?
- A. Ceap
 - B. Big
 - C. Double
 - D. Long

16. What is the antonym of *far*?
- A. Near
 - B. North
 - C. South
 - D. East

Post-test

INSTRUMENT OF POST-TEST

Nama : Afri luthfiana
S. Number :
Class : 8 p i 1
Date : kamis, 23 Mei 2024.
Score : 72

Choose the best answer and cross (X)

1. Before we enjoy our lunch, we always ... before we eat.
A. delay
 B. pray
C. run
D. cry
2. A knife is used to ... the meat.
 A. slice
B. hit
C. punch
D. wash
3. How ... rice have you cooked today?
 A. many
B. a little
C. a lot of
 D. much
4. I am the owner of this guesthouse. This guesthouse is
A. yours
 B. mine
C. ours
D. their
5. Natasya went to the airport ... 7 a.m.
A. in
B. on
 C. at
D. under
6. He forgot that he put his clothes ... the bathroom.
 A. in
 B. on
C. at
D. under

7. My mom always prepared breakfast ... we went to school.
A. but
B. and
 C. before
D. after
8. I will help you clean your house.....all my work is done.
A. but
B. so
 C. after
D. before
9. We have been to Dufan many times, ... let's go somewhere else.
A. after
B. before
 C. so
 D. but
10. I picked up a book to
A. stationary
B. factory
 C. library
D. hospital
11. The teacher wrote the material on the
A. window
B. moon
 C. white board
D. door
12. I have a volleyball. I want to
A. play football
B. play basketball
C. play music
 D. play volleyball
13. Now I'm ... my mom cook in the kitchen.
 A. helping
 B. washing
C. watching
D. dancing
14. they live in a big apartment.
What is synonyms of big?
A. Short
B. Tall
 C. Large
D. Small

15. Indonesia will import a very large amount of rice.
What is the antonym of import?
- A. Buy
 - B. Export
 - C. Sell
 - D. Lost

16. What is the antonym of close?
- A. Find
 - B. Imagine
 - C. Lend
 - D. Open

INSTRUMENT OF POST-TEST

Nama : Rizqia Zhaqira baidq
S. Number :
Class : 8 P 1
Date : kamis 23 mei 2024
Score :

| |
|----|
| 96 |
|----|

Choose the best answer and cross (X)

1. Before we enjoy our lunch, we always ... before we eat.
A. delay
 B. pray
C. run
D. cry
2. A knife is used to ... the meat.
 A. slice
B. hit
C. punch
D. wash
3. How ... rice have you cooked today?
A. many
B. a little
C. a lot of
 D. much
4. I am the owner of this guesthouse. This guesthouse is
A. yours
 B. mine
C. ours
D. their
5. Natasya went to the airport ... 7 a.m.
A. in
B. on
 C. at
D. under
6. He forgot that he put his clothes ... the bathroom.
 A. in
B. on
C. at
D. under

7. My mom always prepared breakfast ... we went to school.
 A. but
 B. and
 C. before
 D. after
8. I will help you clean your house.....all my work is done.
 A. but
 B. so
 C. after
 D. before
9. We have been to Dufan many times, ... let's go somewhere else.
 A. after
 B. before
 C. so
 D. but
10. I picked up a book to
 A. stationary
 B. factory
 C. library
 D. hospital
11. The teacher wrote the material on the
 A. window
 B. moon
 C. white board
 D. door
12. I have a volleyball. I want to
 A. play football
 B. play basketball
 C. play music
 D. play volleyball
13. Now I'm ... my mom cook in the kitchen.
 A. helping
 B. washing
 C. watching
 D. dancing
14. they live in a big apartment.
 What is synonyms of big?
 A. Short
 B. Tall
 C. Large
 D. Small

15. Indonesia will import a very large amount of rice.

What is the antonym of import?

- A. Buy
- B. Export
- C. Sell
- D. Lost

16. What is the antonym of close?

- A. Find
- B. Imagine
- C. Lend
- D. Open

Appendix 11. Sheet of Pre-test and Post-test Control Clas

Pre-test

/

INSTRUMENT OF PRE-TEST

Nama : Abella Washifa A
S. Number :
Class : 8 P1 II
Date : Kamis, 2 Mei 2024
Score :

| |
|----|
| 48 |
|----|

Choose and cross (X) the correct answer!

1. Before I eat, I ... my hand.
 A. wash
 B. walk
 C. work
 D. wait
2. Mark ... at 5 o'clock.
 A. wake up
 B. dinner
 C. lunch
 D. sleep
3. Before Eid al-Fitr, my brother, sister and I helped my mom ... the house.
 A. burn
 B. clean
 C. buy
 D. sell
4. They went to Ancol with ... family and friends. It was their first vacation for one week.
 A. her
 B. his
 C. their
 D. my
5. You can add as ... sugar as you want for your cake.
 A. a little
 B. a lot of
 C. much
 D. many
6. ... did you go to the hospital? are you getting sick?
 A. Where
 B. How
 C. Why
 D. What

1

7. Which one do you like? mango ice cream ... strawberry ice cream?
A. and
B. yet
C. but
~~D. or~~
8. Monica wants to buy nike shoes. ... she doesn't have the money.
A. yet
B. or
C. but
~~D. and~~
9. I buy medicine at the
A. stationary
~~B. factory~~
C. police station
D. pharmacy
10. My aunt is a nurse. She works at the
~~A. hospital~~
B. kitchen
C. school
D. house
11. My job is to record orders and give menu recommendations to customers in the restaurant. Who I am?
A. Waiter
B. Soldier
C. Writer
~~D. Chef~~
12. My father is sick. He's not ... in the office right now.
A. eating
B. swimming
~~C. working~~
D. runing
13. What is the synonyms of yummy?
~~A. Delicious~~
B. Savory
C. Bitter
D. Salty
14. "My parent always love me." What is the synonyms of always?
~~A. Forever~~
B. Good
C. Amazing
D. Kind

15. "Single is not status"

What is the antonym of single?

- A. Ceap
- B. Big
- C. Double
- D. Long

16. What is the antonym of far?

- A. Near
- B. North
- C. South
- D. East

INSTRUMENT OF PRE-TEST

Nama : El Faticha Arz Nihla
S. Number :
Class : B Pi II
Date : Kamis 2 Mei 2024
Score :

| |
|----|
| 59 |
|----|

Choose and cross (X) the correct answer!

1. Before I eat, I ... my hand.

- A. wash
- B. walk
- C. work
- D. wait

2. Mark ... at 5 o'clock.

- A. wake up
- B. dinner
- C. lunch
- D. sleep

3. Before Eid al- Fitr, my brother, sister and I helped my mom ... the house.

- A. burn
- B. clean
- C. buy
- D. sell

4. They went to Ancol with ... family and friends. It was their first vacation for one week.

- A. her
- B. his
- C. their
- D. my

5. You can add as ... sugar as you want for your cake.

- A. a little
- B. a lot of
- C. much
- D. many

6. ... did you go to the hospital? are you getting sick?

- A. Where
- B. How
- C. Why
- D. What

- Which one do you like? mango ice cream ... strawberry ice cream?
- ~~A~~ and
 B. yet
 C. but
~~D~~ or
8. Monica wants to buy nike shoes. ... she doesn't have the money.
 A. yet
 B. or
~~C~~ but
 D. and
9. I buy medicine at the
 A. stationary
~~B~~ factory
 C. police station
~~D~~ pharmacy
10. My aunt is a nurse. She works at the
~~A~~ hospital
 B. kitchen
 C. school
 D. house
11. My job is to record orders and give menu recommendations to customers in the restaurant. Who I am?
~~A~~ Waiter
 B. Soldier
 C. Writer
~~D~~ Chef
12. My father is sick. He's not ... in the office right now.
 A. eating
 B. swimming
~~C~~ working
~~D~~ runing
13. What is the synonyms of yummy?
~~A~~ Delicious
 B. Savory
 C. Bitter
 D. Salty
14. "My parent always love me." What is the synonyms of always?
~~A~~ Forever
 B. Good
 C. Amazing
 D. Kind

15. "Single is not status"

What is the antonym of *single*?

A. Clean

B. Big

~~C. Double~~

D. Long

16. What is the antonym of *far*?

A. Near

~~B. North~~

C. South

D. East

Post-test

INSTRUMENT OF POST-TEST

Nama : Abella Washfa A
S. Number :
Class : B P1 B
Date : Kamis, 23 Mei 2024
Score :

| |
|----|
| 72 |
|----|

Choose the best answer and cross (X)

1. Before we enjoy our lunch, we always ... before we eat.
A. delay
 B. pray
C. run
D. cry
2. A knife is used to ... the meat.
 A. slice
 B. hit
C. punch
D. wash
3. How ... rice have you cooked today?
A. many
B. a little
C. a lot of
 D. much
4. I am the owner of this guesthouse. This guesthouse is
A. yours
 B. mine
C. ours
D. their
5. Natasya went to the airport ... 7 a.m.
A. in
B. on
 C. at
D. under
6. He forgot that he put his clothes ... the bathroom.
 A. in
B. on
C. at
D. under

7. My mom always prepared breakfast ... we went to school.
A. but
B. and
~~C. before~~
D. after
8. I will help you clean your house.....all my work is done.
A. but
B. so
~~C. after~~
D. before
9. We have been to Dufan many times, ... let's go somewhere else.
A. after
~~B. before~~
 C. so
D. but
10. I picked up a book to
A. stationary
B. factory
~~C. library~~
D. hospital
11. The teacher wrote the material on the
A. window
B. moon
~~C. white board~~
D. door
12. I have a volleyball. I want to
A. play football
B. play basketball
C. play music
~~D. play volleyball~~
13. Now I'm ... my mom cook in the kitchen.
A. helping
B. washing
~~C. watching~~
D. dancing
14. they live in a big apartment.
What is synonyms of big?
A. Short
B. Tall
 C. Large
~~D. Small~~

15. Indonesia will import a very large amount of rice.

What is the antonym of import?

- A. Buy
- B. Export
- C. Sell
- D. Lost

16. What is the antonym of close?

- A. Find
- B. Imagine
- C. ~~Lead~~
- D. Open

INSTRUMENT OF POST-TEST

Nama : El Fabeha Arr Nihla
S. Number :
Class : B Pi II
Date : Kamis 23 Mei 2024
Score : 66

Choose the best answer and cross (X)

1. Before we enjoy our lunch, we always ... before we eat.
A. delay
 B. pray
C. run
D. cry
2. A knife is used to ... the meat.
 A. slice
B. hit
C. punch
D. wash
3. How ... rice have you cooked today?
A. many
B. a little
C. a lot of
 D. much
4. I am the owner of this guesthouse. This guesthouse is
A. yours
 B. mine
C. ours
D. their
5. Natasya went to the airport ... 7 a.m.
A. in
B. on
 C. at
D. under
6. He forgot that he put his clothes ... the bathroom.
 A. in
B. on
C. at
 D. under

7. My mom always prepared breakfast ... we went to school.

- A. but
- B. and
- C. before
- D. after

8. I will help you clean your house.....all my work is done.

- A. but
- B. so
- C. after
- D. before

9. We have been to Dufan many times, ... let's go somewhere else.

- A. after
- B. before
- C. so
- D. but

10. I picked up a book to

- A. stationary
- B. factory
- C. library
- D. hospital

11. The teacher wrote the material on the

- A. window
- B. moon
- C. white board
- D. door

12. I have a volleyball. I want to

- A. play football
- B. play basketball
- C. play music
- D. play volleyball

13. Now I'm ... my mom cook in the kitchen.

- A. helping
- B. washing
- C. watching
- D. dancing

14. they live in a big apartment.

What is synonyms of big?

- A. Short
- B. Tall
- C. Large
- D. Small

15. Indonesia will import a very large amount of rice.

What is the antonym of import?

- A. Buy
- B. Export
- C. Sell
- D. Lost

16. What is the antonym of close?

- A. Find
- B. Imagine
- C. Lend
- D. Open

Appendix 12. Lesson Plan Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

| | |
|----------------|--------------------------------------------------------|
| Sekolah | : MTs SA Al-Hikam Cendekia Wonosobo |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas/Semester | : VIII / 2 |
| Topik | : Pengalaman atau peristiwa yang pernah dialami siswa. |
| Materi Pokok | : Recount Text |
| Alokasi Waktu | : 2 jam x 40 menit per pertemuan (4 kali pertemuan) |

A. Kompetensi Inti

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Tujuan Pembelajaran

Setelah mengikuti pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi fungsi dan tujuan dari recount text.
- Mengidentifikasi unsur kebahasaan dari recount text.
- Mengidentifikasi struktur dari recount text.
- Mengidentifikasi informasi tertentu yang terdapat dalam recount text.
- Menyusun sebuah recount text berdasarkan pengalaman pribadi atau suatu peristiwa bersejarah dengan struktur teks dan unsur kebahasaan yang benar.
- Mempresentasikan sebuah recount text berdasarkan pengalaman pribadi atau suatu peristiwa bersejarah dengan struktur teks dan unsur kebahasaan yang benar.

C. Kompetensi Dasar dan Indikator

| No | Kopetensi Dasar | Indikator |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. | 1.1.1. Menunjukkan semangat mengikuti pembelajaran 1.1.2. Menunjukkan keseriusan mengikuti pembelajaran |
| 2 | 2.2. Menunjukkan perilaku tanggungjawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional | 2.2.1. Menunjukkan perilaku santun dalam berkomunikasi interpersonal dengan guru dan teman 2.2.2. Menunjukkan perilaku peduli dalam berkomunikasi dengan guru dan teman. |
| 3 | 3.4 Memahami tujuan, struktur teks. dan unsur kebahasaan dari teks recount lisan dan tulis tentang pengalaman/ kegiatan kejadian/ peristiwa, sangat pendek dan sederhana | 3.4.1. Mengidentifikasi fungsi dan tujuan dari teks recount. 3.4.2. Mengidentifikasi unsur-unsur kebahasaan dari teks recount. 3.4.3. Mengidentifikasi struktur teks dari teks recount. 3.4.4. Mengidentifikasi informasi tertentu yang terdapat dalam teks recount. |
| 4 | 4.7 Menangkap makna dalam teks recount lisan dan tulis, sangat pendek dan sederhana. | 4.7.1. Menyusun sebuah teks recount berdasarkan pengalaman pribadi atau suatu peristiwa bersejarah dengan struktur teks dan unsur kebahasaan yang benar. 4.7.2. Mempresentasikan sebuah teks recount berdasarkan pengalaman pribadi atau suatu peristiwa bersejarah dengan struktur teks dan unsur kebahasaan yang benar. |

D. Materi Pembelajaran

1. **Fungsi sosial** menceritakan kembali peristiwa atau pengalaman pribadi yang telah berlalu.

2. **Struktur teks**

- Orientation : menyebutkan tindakan / peristiwa / kejadian secara umum.

- Event : menyebutkan urutan tindakan / kejadian / peristiwa secara kronologis.
- Re-orientation : memberikan komentar personal tentang peristiwa yang telah diceritakan atau kesimpulan umum.

3. Unsur Kebahasaan

- Menggunakan simple past tense Form:

Nominal sentence

S + was/were + adj / complement S +

was/were + not + adj / complement

Was/were + S + adj / complement + ?

Example:

Mrs. Jena was a teacher two years ago.

Mrs. Jena was not a teacher two years ago.

Was Mrs. Jena a teacher two years ago?

Verbal sentence

S + V2 + O

S + did + not + V1 + O Did

+ S + V1 + O + ?

Example:

He got much money yesterday.

He didn't get much money yesterday. Did

he get much money yesterday?

- Menggunakan chronological connection (then, first, second) - Ejaan, tulisan tangan dan cetak yang jelas dan rapi.
- Ucapan, tekanan kata serta intonasi ketika mempresentasikan secara lisan.

E. Alat dan Media Pembelajaran

- Komputer - Educandy APP - Buku LKS
- White board - Spidol - akses Internet
- Leptop - Handout Materi - LKPD

F. Metode dan Model Pembelajaran

- Metode pembelajaran : Metode konvensional
- Model pembelajaran : CIRC (*Cooperative integrated reading and composition*)

G. Langkah-Langkah Pembelajaran

| PERTEMUAN PERTAMA | |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| opening (15 Menit) | |
| 1 | Membuka pembelajaran dengan mengucapkan salam, bertegur sapa, berdoa dan mengecek kehadiran siswa serta menyiapkan buku pembelajaran. |

| | |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 | Menanyakan dan mengulas kembali materi/tema/kegiatan pembelajaran sebelumnya dan mengaitkan materi/tema/kegiatan tersebut dengan materi yang akan diajarkan kepada peserta didik. |
| 3 | Mengajukan pertanyaan-pertanyaan sapaan secara sederhana. |
| 4 | Menyampaikan motivasi tentang apa yang dapat diperoleh (manfaat&tujuan) peserta didik dalam pembelajaran atau kompetensi yang akan dicapai. |

Main activity (60 menit)

| | |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Observing | Siswa membaca/mendengarkan berbagai macam contoh teks recount yang diberikan oleh guru (terlampir) |
| Questioning | Guru menggali pengetahuan awal siswa mengenai teks recount dengan memberikan gambaran kepada siswa tentang pengalaman atau kejadian yang pernah dialami siswa. Guru memberikan kosakata bahasa Inggris tentang kata kerja sebagai awal pembelajaran. |
| Observing | Siswa mengamati penjelasan guru mengenai pengertian, fungsi, tujuan, dan unsur kebahasaan dari teks recount. Guru menjelaskan dan siswa mengamati/mendengarkan apa yang disampaikan guru tentang text recount. |
| Questioning | Guru mengarahkan agar siswa bertanya jika ada yang tidak dimengerti terkait materi yang telah dijelaskan. |
| Associating | Guru meminta siswa untuk membaca recount text yang telah dibagikan oleh guru. Kemudian siswa diminta untuk membuka website educandy dan memasukkan kode bermain yang telah disediakan oleh guru. |
| Exploring | Didalam website educandy Siswa belajar secara mandiri dengan menjawab pertanyaan-pertanyaan tentang kata kerja. Kemudian siswa menerima LKPD yang dibagikan oleh guru. |

Closing (5 menit)

| | |
|----|--------------------------------------------------------------------------------------------------------------------------------|
| 1 | Menyimpulkan hasil pembelajaran dan menyampaikan point-point penting dalam pembelajaran serta memberi apresiasi peserta didik. |
| 2. | Guru mengucapkan terimakasih dan memberi salam penutup. |

PERTEMUAN KEDUA

opening (10 Menit)

| | |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Membuka pembelajaran dengan mengucapkan salam, bertegur sapa, berdoa dan mengecek kehadiran siswa serta menyiapkan buku pembelajaran. |
| 2 | Menanyakan dan mengulas kembali materi/tema/kegiatan pembelajaran sebelumnya dan mengaitkan materi/tema/kegiatan tersebut dengan materi yang akan diajarkan kepada peserta didik. |

| | |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 | Mengajukan pertanyaan-pertanyaan sapaan secara sederhana. |
| 4 | Menyampaikan motivasi tentang apa yang dapat diperoleh (manfaat&tujuan) peserta didik dalam pembelajaran atau kompetensi yang akan dicapai. |
| Main activity (65 menit) | |
| Exploring | Guru menampilkan sebuah teks recount. Kemudian siswa diminta untuk mengidentifikasi unsur kebahasaan dari teks tersebut. |
| Observing | Guru menjelaskan terkait dengan simple past tense dalam Recount Text kepada siswa. Guru memberikan kosakata bahasa inggris tentang noun. Siswa menyimak dan mencatat penjelasan guru. |
| Questioning | Guru mengarahkan agar siswa bertanya jika ada yang tidak dimengerti terkait materi yang telah dijelaskan. |
| Associating | Guru meminta siswa untuk membuat contoh simple past tense dengan kosakata yang telah diberikan guru. Kemudian siswa diminta untuk membuka website educandy dan memasukkan kode bermain yang telah di sediakan oleh guru. |
| Exploring | Didalam website educandy Siswa berlatih secara mandiri dengan menjawab pertanyaan-pertanyaan tentang noun. |
| Closing (5 menit) | |
| 1 | Menyimpulkan hasil pembelajaran dan menyampaikan point-point penting dalam pembelajaran serta memberi apresiasi peserta didik. |
| 2. | Guru mengucapkan terimakasih dan memberi salam penutup. |

PERTEMUAN KETIGA

| | |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| opening (10 Menit) | |
| 1 | Membuka pembelajaran dengan mengucapkan salam, bertegur sapa, berdoa dan mengecek kehadiran siswa serta menyiapkan buku pembelajaran. |
| 2 | Menanyakan dan mengulas kembali materi/tema/kegiatan pembelajaran sebelumnya dan mengaitkan materi/tema/kegiatan tersebut dengan materi yang akan diajarkan kepada peserta didik. |
| 3 | Mengajukan pertanyaan-pertanyaan sapaan secara sederhana. |
| 4 | Menyampaikan motivasi tentang apa yang dapat diperoleh (manfaat&tujuan) peserta didik dalam pembelajaran atau kompetensi yang akan dicapai. |
| Main activity (65 menit) | |

| | |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Observing | Guru menceritakan aktifitas-aktifitasnya pada minggu lalu dalam bentuk recount text. Guru memberi kosakata tentang adjective. Siswa diminta untuk menyimak apa yang dibicarakan oleh guru. |
| Experimenting | Siswa diminta untuk mengidentifikasi aktifitas-aktifitasnya pada minggu lalu dengan menulis 10 kalimat tentang aktifitasaktifitas yang mereka lakukan tersebut. |
| Communicating | Beberapa siswa diminta maju ke depan kelas untuk mempresentasikan 10 aktifitas-aktifitasnya pada minggu lalu yang telah mereka tulis. |
| Associating | Siswa diminta untuk membuka website educandy, memasukan kode bermain yang telah di sediakan oleh guru kemudian siswa belajar secara mandiri dengan menjawab pertanyaanpertanyaan tentang materi yang telah diajarkan. |
| Exploring | Didalam website educandy Siswa berlatih mengerjakan latihan latihan soal yang berkaitan dengan adjective. |

Closing (5 menit)

| | |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Menyimpulkan hasil pembelajaran dan menyampaikan point-point penting dalam pembelajaran serta memberi apresiasi peserta didik. |
| 2. | Guru memberi tugas kepada siswa untuk membuat recount text berdasarkan kejadian atau peristiwa yang pernah mereka alami selama mereka berada di pondok pesantren. |
| 3. | Guru mengucapkan terimakasih dan memberi salam penutup. |

PERTEMUAN KEEMPAT

opening (10 Menit)

| | |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Membuka pembelajaran dengan mengucapkan salam, bertegur sapa, berdoa dan mengecek kehadiran siswa serta menyiapkan buku pembelajaran. |
| 2 | Menanyakan dan mengulas kembali materi/tema/kegiatan pembelajaran sebelumnya dan mengaitkan materi/tema/kegiatan tersebut dengan materi yang akan diajarkan kepada peserta didik. |
| 3 | Mengajukan pertanyaan-pertanyaan sapaan secara sederhana. |
| 4 | Menyampaikan motivasi tentang apa yang dapat diperoleh (manfaat&tujuan) peserta didik dalam pembelajaran atau kopetensi yang akan dicapai. |

Main activity (65 menit)

| | |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Communicating | Guru mengulas kembali materi yang telah diajarkan selama 3 kali pertemuan tentang recount text. Siswa menyimak dan mengingat materi pada pertemuan sebelumnya. |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Associating | Guru memberikan vocabulary word terkait materi yang telah dipelajari selama 4x pertemuan. Siswa diminta untuk membuka website educandy, memasukan kode bermain yang telah di sediakan oleh guru. |
| Exploring | Didalam website educandy siswa diminta untuk menjawab pertanyaan terkait keseluruhan tentang materi recount text dan adjective. |
| Closing (5 menit) | |
| 1 | Menyimpulkan hasil pembelajaran dan menyampaikan point-point penting dalam pembelajaran serta memberi apresiasi peserta didik. |
| 2. | Guru mengucapkan terimakasih dan memberi salam penutup. |

H. Sumber Belajar

1. LKS Bahasa Inggris *English Handout for Grade 8 B Nsk 07 K13*.
2. Buku Praktis Belajar Bahasa Inggris by *Wahidah Murriska*
3. Internet

I. Penilaian Hasil Pembelajaran 1.

Teknik Penilaian

- Sikap : Observasi langsung saat pembelajaran.
- Pengetahuan : Penugasan
- Keterampilan : Ptaktik dan Portofolio

| Aspek | Berkembang (0) | Layak (1) | Cakap (2) | Mahir (3) |
|---------------|------------------------------------------------------------------|----------------------------------------------------------------------|------------------------------------------------------------------|-----------------------------------------------------|
| Pronunciation | Ada masalah pengucapan yang serius sehingga tidak bisa dipahami. | Ada masalah pengucapan, sehingga pendengar perlu konsentrasi tinggi. | Mudah dipahami, meskipun pengaruh mother tongue dapat dideteksi. | Sangat jelas, sehingga mudah dipahami. |
| Grammar | Kesalahan tata bahasa sangat buruk sehingga tidak bisa dipahami. | Sering membuat kesalahan sehingga makna sulit dipahami. | Kadangkadang ada kesalahan tetapi tidak mempengaruhi makna. | Tidak ada atau sedikit kesalahan dalam tata bahasa. |
| Vocabulary | Kosakata sangat terbatas sehingga percakapan | Sering menggunakan kosakata yang tidak tepat. | Terkadang menggunakan kosakata yang kurang tepat sehingga | Dapat menggunakan kosakata dan |

| | | | | |
|---------|----------------------------------------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------|-----------------------------------|
| | tidak mungkin terjadi. | | harus menjelaskan ulang. | ungkapan yang tepat. |
| Fluence | Berbicara dengan terputusputus dan terhenti sehingga percakapan tidak mungkin terjadi. | Sering ragu-ragu dan berhenti karena keterbatasan bahasa. | Kelancaran sedikit terganggu oleh keterbatasan bahasa. | Sangat lancar dan mudah dipahami. |

2. Lembar kerja Peserta didik

LEMBAR KERJA PESERTA DIDIK

Name :

Class :

Score :

Answer the questions below correctly!

1. What is the definition of recount text that you know?
2. What does orientation mean in a recount text?
3. What is a series of events in a recount text?
4. What does Re-orientation mean in a recount text?
5. Name 3 characteristics of recount text!

Answer

3. Kriteria Penilaian

- Pencapaian fungsi sosial
- Kelengkapan dan keruntutan struktur teks recount
- Ketepatan unsur kebahasaan: tata bahasa, kosakata, ucapan, intonasi, ejaan dan tulis tangan.

4. Bentuk instrument

- Hasil mengerjakan tugas individu dalam mengidentifikasi dan membuat teks recount.
- Ketetapan dan kesesuaian dalam menggunakan struktur dan unsur kebahasaan dalam teks recount. Rumus perhitungan nilai siswa sebagai berikut:

Nilai akhir = $\frac{\text{Jumlah skor yang diperoleh siswa}}{\text{Skor maksimal atau idea}} \times 4$

Skor maksimal atau idea

Wonosobo, 2 Mei 2024

Mengetahui

Guru Mata Pelajaran

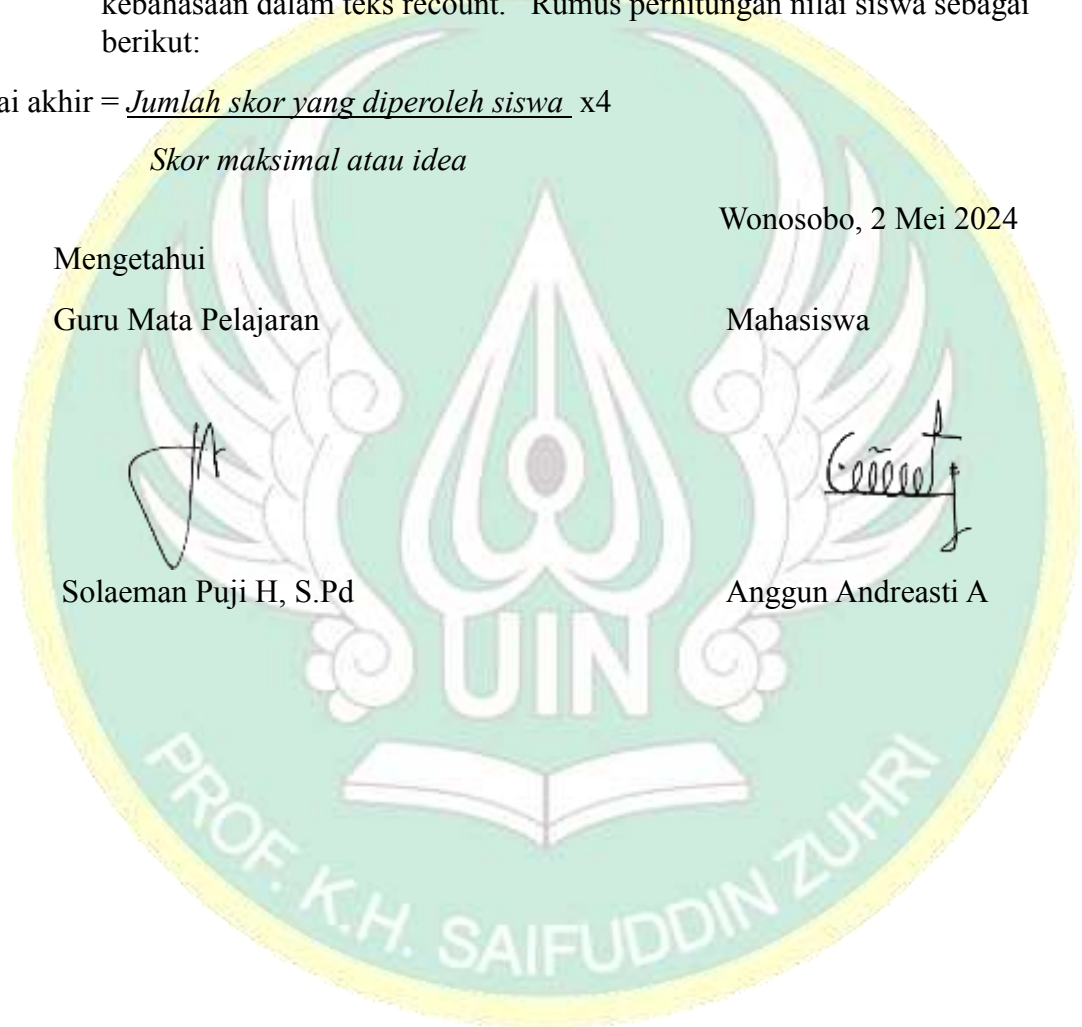
Mahasiswa



Solaeman Puji H, S.Pd



Anggun Andreasti A



Appendix 13. Lesson Plan Control Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

| | |
|----------------|--------------------------------------------------------|
| Sekolah | : MTs SA Al-Hikam Cendekia Wonosobo |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas/Semester | : VIII / 2 |
| Topik | : Pengalaman atau peristiwa yang pernah dialami siswa. |
| Materi Pokok | : Recount Text |
| Alokasi Waktu | : 2 jam x 40 menit per pertemuan (4 kali pertemuan) |

J. Kompetensi Inti

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

K. Tujuan Pembelajaran

Setelah mengikuti pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi fungsi dan tujuan dari recount text.
- Mengidentifikasi unsur kebahasaan dari recount text.
- Mengidentifikasi struktur dari recount text.
- Mengidentifikasi informasi tertentu yang terdapat dalam recount text.
- Menyusun sebuah recount text berdasarkan pengalaman pribadi atau suatu peristiwa bersejarah dengan struktur teks dan unsur kebahasaan yang benar.
- Mempresentasikan sebuah recount text berdasarkan pengalaman pribadi atau suatu peristiwa bersejarah dengan struktur teks dan unsur kebahasaan yang benar.

L. Kompetensi Dasar dan Indikator

| No | Kopetensi Dasar | Indikator |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. | 1.1.1. Menunjukkan semangat mengikuti pembelajaran 1.1.2. Menunjukkan keseriusan mengikuti pembelajaran |
| 2 | 2.2. Menunjukkan perilaku tanggungjawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional | 2.2.1. Menunjukkan perilaku santun dalam berkomunikasi interpersonal dengan guru dan teman 2.2.2. Menunjukkan perilaku peduli dalam berkomunikasi dengan guru dan teman. |
| 3 | 3.4 Memahami tujuan, struktur teks. dan unsur kebahasaan dari teks recount lisan dan tulis tentang pengalaman/ kegiatan kejadian/ peristiwa, sangat pendek dan sederhana | 3.4.1. Mengidentifikasi fungsi dan tujuan dari teks recount. 3.4.2. Mengidentifikasi unsur-unsur kebahasaan dari teks recount. 3.4.3. Mengidentifikasi struktur teks dari teks recount. 3.4.4. Mengidentifikasi informasi tertentu yang terdapat dalam teks recount. |
| 4 | 4.7 Menangkap makna dalam teks recount lisan dan tulis, sangat pendek dan sederhana. | 4.7.1. Menyusun sebuah teks recount berdasarkan pengalaman pribadi atau suatu peristiwa bersejarah dengan struktur teks dan unsur kebahasaan yang benar. 4.7.2. Mempresentasikan sebuah teks recount berdasarkan pengalaman pribadi atau suatu peristiwa bersejarah dengan struktur teks dan unsur kebahasaan yang benar. |

M. Materi Pembelajaran

4. Fungsi sosial menceritakan kembali peristiwa atau pengalaman pribadi yang telah berlalu.

5. Struktur teks

- Orientation : menyebutkan tindakan / peristiwa / kejadian secara umum.
- Event : menyebutkan urutan tindakan / kejadian / peristiwa secara kronologis.

- Re-orientation : memberikan komentar personal tentang peristiwa yang telah diceritakan atau kesimpulan umum.

6. Unsur Kebahasaan

- Menggunakan simple past tense Form:

Nominal sentence

S + was/were + adj / complement S +

was/were + not + adj / complement

Was/were + S + adj / complement + ?

Example:

Mrs. Jena was a teacher two years ago.

Mrs. Jena was not a teacher two years ago.

Was Mrs. Jena a teacher two years ago?

Verbal sentence

S + V2 + O S + did +

not + V1 + O Did + S

+ V1 + O + ?

Example:

He got much money yesterday.

He didn't get much money yesterday. Did

he get much money yesterday?

- Menggunakan chronological connection (then, first, second) -
Ejaan, tulisan tangan dan cetak yang jelas dan rapi.
- Ucapan, tekanan kata serta intonasi ketika mempresentasikan secara lisan.

N. Alat dan Media Pembelajaran

- LKPD - PPT Power point - Buku LKS
- White board - Spidol - akses Internet
- Leptop - Handout Materi

O. Metode dan Model Pembelajaran

- Metode pembelajaran : Metode Konvensional
- Model pembelajaran : CIRC

P. Langkah-Langkah Pembelajaran

| PERTEMUAN PERTAMA | |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| opening (15 Menit) | |
| 1 | Membuka pembelajaran dengan mengucapkan salam, bertegur sapa, berdoa dan mengecek kehadiran siswa serta menyiapkan buku pembelajaran. |
| 2 | Menanyakan dan mengulas kembali materi/tema/kegiatan pembelajaran sebelumnya dan mengaitkan materi/tema/kegiatan tersebut dengan materi yang akan diajarkan kepada peserta didik. |
| 3 | Mengajukan pertanyaan-pertanyaan sapaan secara sederhana. |

| | |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 | Menyampaikan motivasi tentang apa yang dapat diperoleh (manfaat&tujuan) peserta didik dalam pembelajaran atau kompetensi yang akan dicapai. |
| Main activity (60 menit) | |
| Observing | Siswa membaca/mendengarkan berbagai macam contoh teks recount yang diberikan oleh guru melalui power point. |
| Questioning | Guru menggali pengetahuan awal siswa mengenai teks recount dengan menampilkan 2 contoh teks recount kepada siswa. Lalu guru bertanya apa yang terpikir oleh para siswa ketika melihat teks tersebut. Kemudian bertanya maksud dan tujuan teks tersebut. |
| Observing | Siswa mengamati penjelasan guru mengenai pengertian, fungsi, tujuan, dan unsur kebahasaan dari teks recount. Guru menjelaskan dan siswa mengamati/mendengarkan tentang generic structure dari text recount. |
| Questioning | Guru mengarahkan agar siswa bertanya jika ada yang tidak dimengerti terkait materi yang telah dijelaskan. |
| Associating | Guru meminta siswa untuk membaca recount text yang telah dibagikan oleh guru. Kemudian siswa diminta untuk mengerjakan soal yang telah disediakan oleh guru. |
| Exploring | Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks recount yang telah dibaca. |
| Closing (5 menit) | |
| 1 | Menyimpulkan hasil pembelajaran dan menyampaikan point-point penting dalam pembelajaran serta memberi apresiasi peserta didik. |
| 2. | Guru mengucapkan terimakasih dan memberi salam penutup. |

PERTEMUAN KEDUA

| | |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| opening (10 Menit) | |
| 1 | Membuka pembelajaran dengan mengucapkan salam, bertegur sapa, berdoa dan mengecek kehadiran siswa serta menyiapkan buku pembelajaran. |
| 2 | Menanyakan dan mengulas kembali materi/tema/kegiatan pembelajaran sebelumnya dan mengaitkan materi/tema/kegiatan tersebut dengan materi yang akan diajarkan kepada peserta didik. |
| 3 | Mengajukan pertanyaan-pertanyaan sapaan secara sederhana. |
| 4 | Menyampaikan motivasi tentang apa yang dapat diperoleh (manfaat&tujuan) peserta didik dalam pembelajaran atau kompetensi yang akan dicapai. |
| Main activity (65 menit) | |

| | |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Exploring | Guru menampilkan sebuah teks recount. Kemudian siswa diminta untuk mengidentifikasi unsur kebahasaan dari teks recount. |
| Observing | Guru menjelaskan terkait dengan unsur kebahasaan dalam Recount Text kepada siswa. Siswa menyimak penjelasan guru. |
| Questioning | Guru mengarahkan agar siswa bertanya jika ada yang tidak dimengerti terkait materi yang telah dijelaskan. |
| Associating | Guru meminta siswa untuk membaca recount text yang telah ditampilkan oleh guru. Kemudian siswa diminta untuk menulis soal yang ada di power point. |
| Exploring | Siswa berlatih mengerjakan soal yang berkaitan dengan unsur kebahasaan recount text. |
| Closing (5 menit) | |
| 1 | Menyimpulkan hasil pembelajaran dan menyampaikan point-point penting dalam pembelajaran serta memberi apresiasi peserta didik. |
| 2. | Guru mengucapkan terimakasih dan memberi salam penutup. |

PERTEMUAN KETIGA

opening (10 Menit)

| | |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Membuka pembelajaran dengan mengucapkan salam, bertegur sapa, berdoa dan mengecek kehadiran siswa serta menyiapkan buku pembelajaran. |
| 2 | Menanyakan dan mengulas kembali materi/tema/kegiatan pembelajaran sebelumnya dan mengaitkan materi/tema/kegiatan tersebut dengan materi yang akan diajarkan kepada peserta didik. |
| 3 | Mengajukan pertanyaan-pertanyaan sapaan secara sederhana. |
| 4 | Menyampaikan motivasi tentang apa yang dapat diperoleh (manfaat&tujuan) peserta didik dalam pembelajaran atau kompetensi yang akan dicapai. |

Main activity (65 menit)

| | |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Observing | Guru menceritakan aktifitas-aktifitasnya pada minggu lalu dalam bentuk recount text. Siswa diminta untuk menyimak apa yang dibicarakan oleh guru. |
| Experimenting | Siswa diminta untuk menuliskan aktifitas-aktifitasnya selama dipesantren. dengan menulis 10 kalimat tentang aktifitasaktifitas yang mereka lakukan tersebut. |
| Communicating | Beberapa siswa diminta maju ke depan kelas untuk mempresentasikan aktifitas-aktifitasnya pada minggu lalu yang telah mereka tulis. |

| | |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Associating | Guru meminta siswa mengerjakan LKPD yang diberikan oleh guru. |
| Exploring | Siswa diminta untuk berlatih mengerjakan latihan latihan soal yang berkaitan dengan recount text. |
| Closing (5 menit) | |
| 1 | Menyimpulkan hasil pembelajaran dan menyampaikan point-point penting dalam pembelajaran serta memberi apresiasi peserta didik. |
| 2. | Guru memberi tugas kepada siswa untuk membuat recount text berdasarkan kejadian atau peristiwa yang pernah mereka alami selama mereka berada di pondok pesantren. |
| 3. | Guru mengucapkan terimakasih dan memberi salam penutup. |

PERTEMUAN KEEMPAT

opening (10 Menit)

| | |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Membuka pembelajaran dengan mengucapkan salam, bertegur sapa, berdoa dan mengecek kehadiran siswa serta menyiapkan buku pembelajaran. |
| 2 | Menanyakan dan mengulas kembali materi/tema/kegiatan pembelajaran sebelumnya dan mengaitkan materi/tema/kegiatan tersebut dengan materi yang akan diajarkan kepada peserta didik. |
| 3 | Mengajukan pertanyaan-pertanyaan sapaan secara sederhana. |
| 4 | Menyampaikan motivasi tentang apa yang dapat diperoleh (manfaat&tujuan) peserta didik dalam pembelajaran atau kopetensi yang akan dicapai. |

Main activity (65 menit)

| | |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Communicating | Guru mengulas kembali materi yang telah diajarkan selama 3 kali pertemuan tentang recount text. Siswa menyimak dan mengingat materi pada pertemuan sebelumnya. |
| Associating | Guru memberikan arahan terkait tugas membuat recount teks sesuai materi pengalaman terbaik selama diasrama. |
| Exploring | Siswa diminta untuk membuat recount teks sesuai dengan materi pembelajaran. |

Closing (5 menit)

| | |
|----|--------------------------------------------------------------------------------------------------------------------------------|
| 1 | Menyimpulkan hasil pembelajaran dan menyampaikan point-point penting dalam pembelajaran serta memberi apresiasi peserta didik. |
| 2. | Guru mengucapkan terimakasih dan memberi salam penutup. |

Q. Sumber Belajar

4. LKS Bahasa Inggris *English Handout for Grade 8 B Nsk 07 K13*.
5. Buku Praktis Belajar Bahasa Inggris by *Wahidah Murriska*
6. Internet

R. Penilaian Hasil Pembelajaran

1. Teknik Penilaian

- Sikap : Observasi langsung saat pembelajaran.
- Pengetahuan : Penugasan
- Keterampilan : Ptaktik dan Portofolio

| Aspek | Berkembang (0) | Layak (1) | Cakap (2) | Mahir (3) |
|---------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------|------------------------------------------------------------------------------------|-----------------------------------------------------|
| Pronunciation | Ada masalah pengucapan yang serius sehingga tidak bisa dipahami. | Ada masalah pengucapan, sehingga pendengar perlu konsentrasi tinggi. | Mudah dipahami, meskipun pengaruh mother tongue dapat dideteksi. | Sangat jelas, sehingga mudah dipahami. |
| Grammar | Kesalahan tata bahasa sangat buruk sehingga tidak bisa dipahami. | Sering membuat kesalahan sehingga makna sulit dipahami. | Kadangkadang ada kesalahan tetapi tidak mempengaruhi makna. | Tidak ada atau sedikit kesalahan dalam tata bahasa. |
| Vocabulary | Kosakata sangat terbatas sehingga percakapan tidak mungkin terjadi. | Sering menggunakan kosakata yang tidak tepat. | Terkadang menggunakan kosakata yang kurang tepat sehingga harus menjelaskan ulang. | Dapat menggunakan kosakata dan ungkapan yang tepat. |
| Fluence | Berbicara dengan terputusputus dan terhenti sehingga percakapan tidak mungkin terjadi. | Sering ragu-ragu dan berhenti karena keterbatasan bahasa. | Kelancaran sedikit terganggu oleh keterbatasan bahasa. | Sangat lancar dan mudah dipahami. |
| | mungkin terjadi. | | | |

2. Lembae Kerja Peserta Didik

LEMBAR KERJA PESERTA DIDIK

Name:

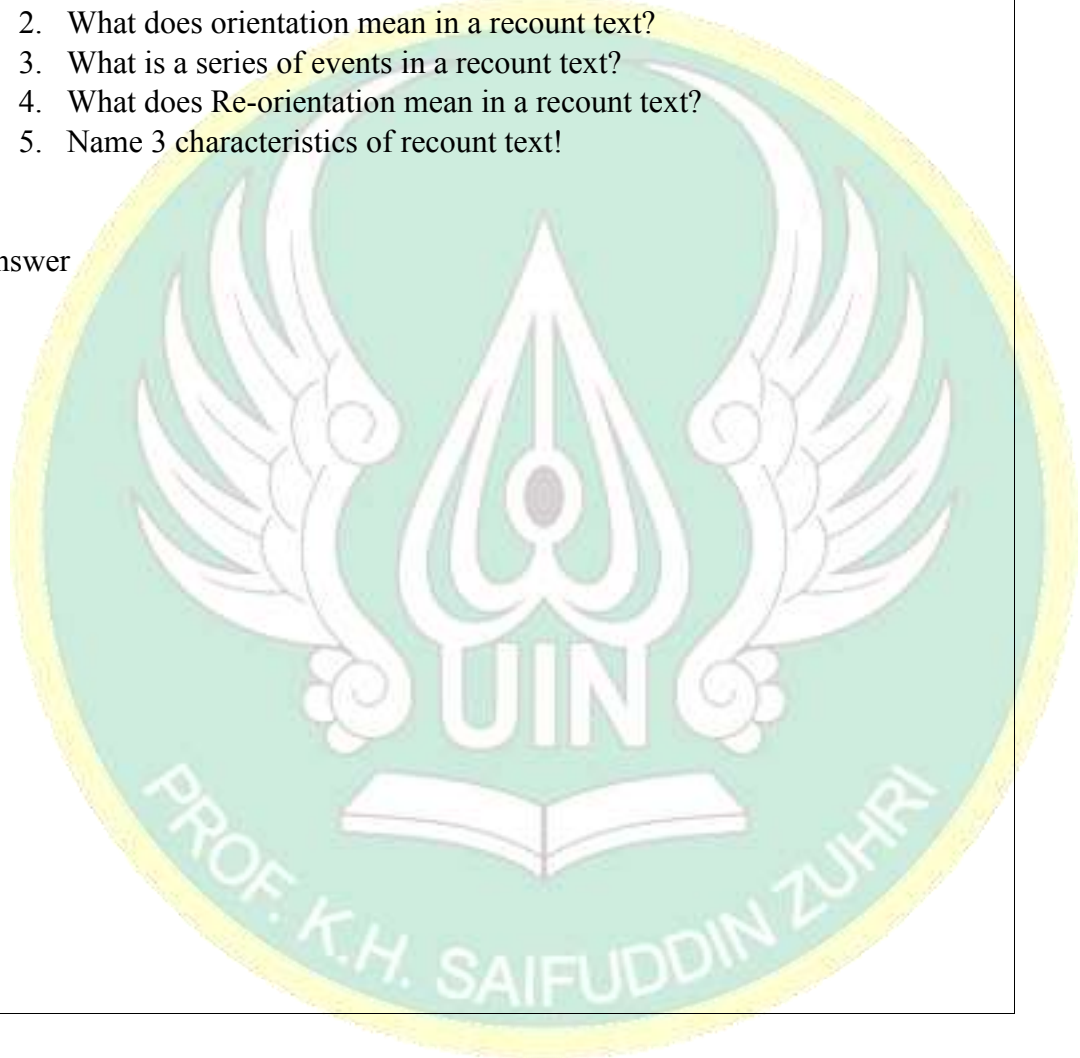
Class:

Score:

Answer the questions below correctly!

1. What is the definition of recount text that you know?
2. What does orientation mean in a recount text?
3. What is a series of events in a recount text?
4. What does Re-orientation mean in a recount text?
5. Name 3 characteristics of recount text!

Answer



3. Kriteria Penilaian

- Pencapaian fungsi sosial
- Kelengkapan dan keruntutan struktur teks recount
- Ketepatan unsur kebahasaan: tata bahasa, kosakata, ucapan, intonasi, ejaan dan tulis tangan.

4. Bentuk instrument

- Hasil mengerjakan tugas individu dalam mengidentifikasi dan membuat teks recount.
- Ketetapan dan kesesuaian dalam menggunakan struktur dan unsur kebahasaan dalam teks recount. Rumus perhitungan nilai siswa sebagai berikut:

Nilai akhir = $\frac{\text{Jumlah skor yang diperoleh siswa}}{\text{Skor maksimal atau idea}} \times 4$

Skor maksimal atau idea

Wonosobo, 6 Mei 2024

Mengetahui

Guru Mata Pelajaran

Mahasiswa



Solaeman Puji H, S.Pd



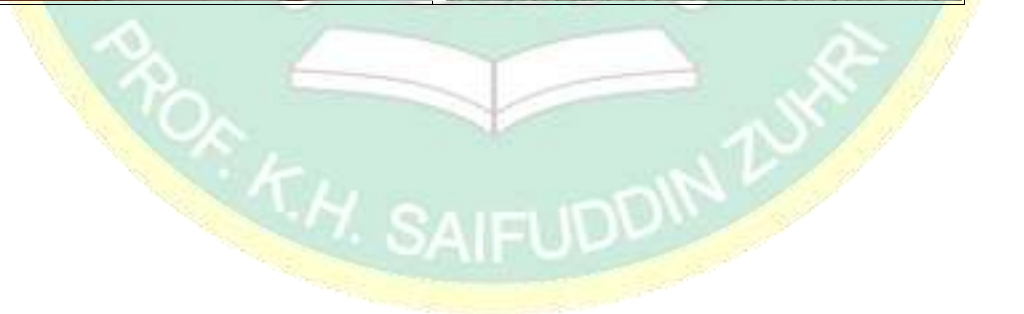
Anggun Andreasti A



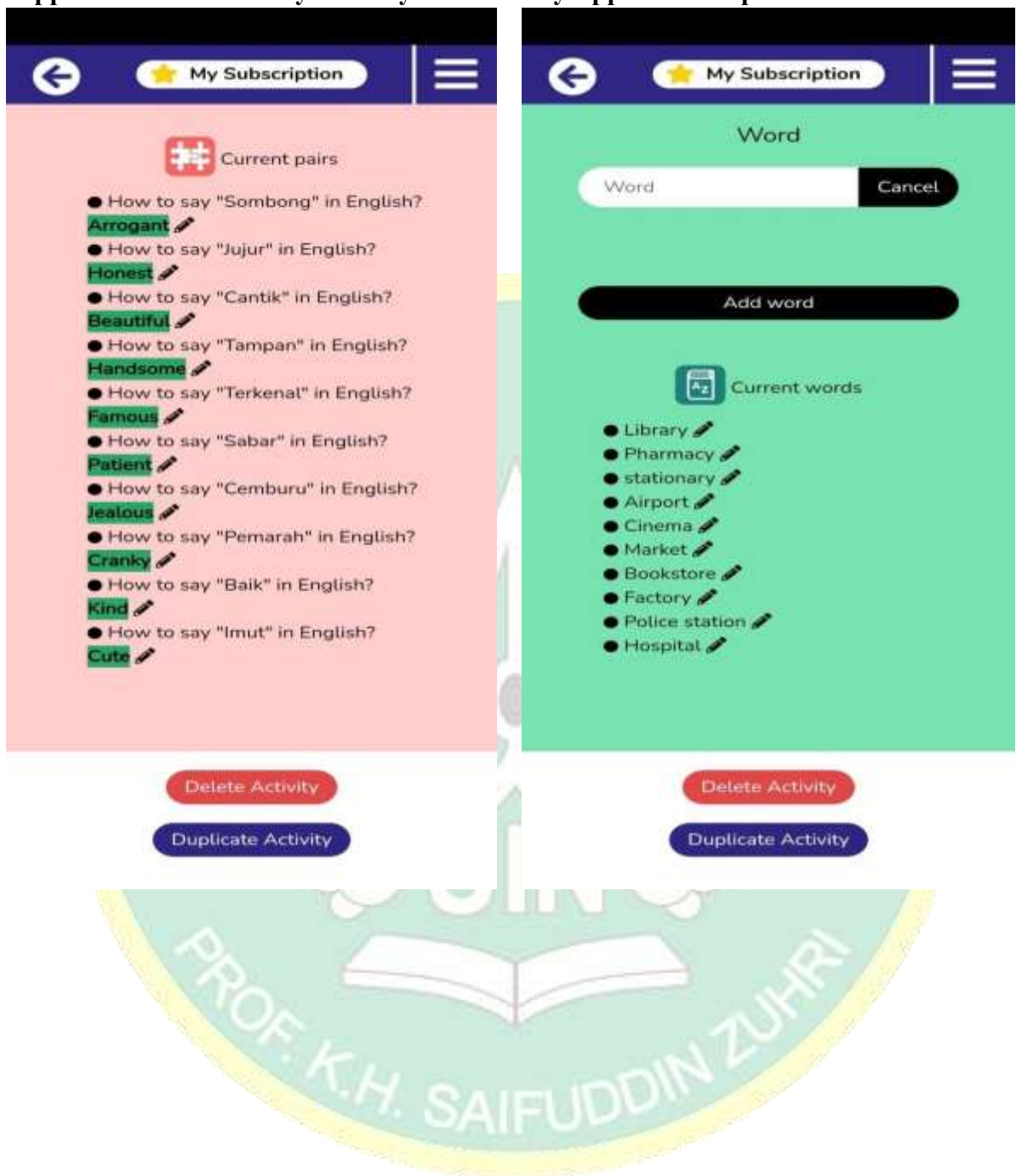
Appendix 14. Documentation of Teaching and Learning Activities
Experimental Class



Control Class



Appendix 15. Vocabulary Mastery in Educandy Application experimental class





Delete Activity

Duplicate Activity

Delete Activity

Duplicate Activity



← My Subscription ☰

🔍 Current questions

- what kind of animals has a shell and can swim in the water? **Turtle** ✎
[Spider / Cats / Dog]
- I have a big nose, big ears, and a big body, I eat grass, and I am an? **Elephant** ✎
[Lion / Cow / Giraffe]
- My body is long, I have poison in my mouth, I am a? **Snake** ✎
[Dinosaurs / Monkey / Pig]
- My father is reading in the office now. **A newspaper** ✎
[A Speaker / A radio / A television]
- is a spicy food from Indonesia. **Rendang** ✎
[Cake / Chocolate / Pudding]
- will you go with me to the to watch a Movie? **Cinema** ✎
[Stadion / Hospital / Mosque]

Delete Activity

Duplicate Activity



BIOGRAPHY

A. Profile

1. Name : Anggun Andreasti Andani
2. Student number : 2017404114
3. Place/Date of Birth : Wonosobo, 27 Februari 2002
4. Address : Sawangan RT 03/RW 04, Leksono, Wonosobo
5. Name of Father : Jaswadi
6. Name of Mother : Sutimah

B. Formal Education

1. SD N 1 Sawangan, graduation year 2014
2. MTs SA Al-Hikam Cendekia Wonosobo 2017
3. MA Taqhasus Al-Qur'an Wonosobo
4. S1 UIN Prof. K.H. Saifuddin Zuhri Purwokerto 2024

C. Organization Experiences

1. OSIS MTs SA Al-Hikam Cendekia 2017/2018 (Humas)
2. OSIS MA Taqhasus Al-Qur'an 2018/2019 (Anggota)
3. Himpunan Mahasiswa Jurusan (HMJ) tbi 2020/2021 (Koordinator Soswir)

Purwokerto, 2 July 2024



Anggun Andreasti Andani