THE EFFECT OF ASSEMBLR EDU
ON STUDENTS' VOCABULARY MASTERY AT VII GRADE OF
SMP N 1 TAMBAK, BANYUMAS

AN UNDERGRADUATE THESIS

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

By:

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STATEMENT OF ORIGINALITY

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Declare that the thesis I have complied with the title, **"The Effect of Assemblr Edu on Students' Vocabulary Mastery at VII Grade of SMP N 1 Tambak, Banyumas"** is truly my own work and it is not plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

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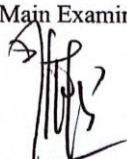
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MOTTO

"The price of success is hard work, dedication to the job at hand, and determination that whether we win or lose, we have applied the best of ourselves to the task at hand."

-Vince Lombardi-

"Perfection is not attainable. But if we chase perfection, we can catch excellence."

-Vince Lombardi-

"To be yourself in a world that is constantly trying to make you something else is the greatest accomplishment."

-Ralph Waldo

"Love yourself more than anything, cause the first foothold that makes you move forward is from yourself."

-Umi Sarifah Maysaroh

DEDICATION

This thesis is dedicated to:

My beloved father (Mr. Sangirin) and my beloved mother (Mrs. Siti Jariyah)
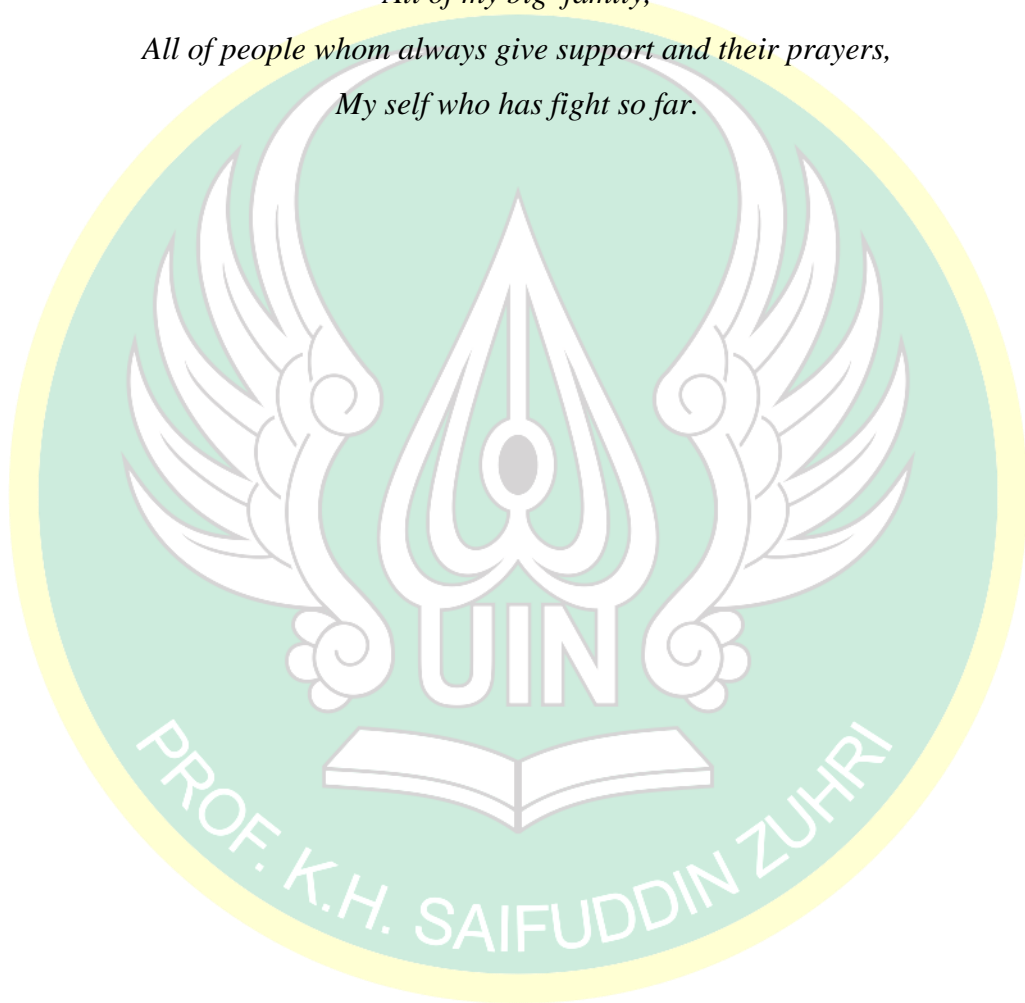
My beloved sister (Isnaneni Rahmatun Safitri),

My beloved brother (Faris Maulana Syarifudin)

All of my big family,

All of people whom always give support and their prayers,

My self who has fight so far.

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Finally, the researcher hopes that this research could give advantages to the reader. The researcher realized that this research is far from being perfect. Therefore, the researcher openly accepts cricitism and suggestions of this research for better result.

Purwokerto, 28 July 2024

The Researcher,

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THE EFFECT OF ASSEMBLR EDU ON STUDENTS' VOCABULARY MASTERY AT VII GRADE OF SMP N 1 TAMBAK, BANYUMAS

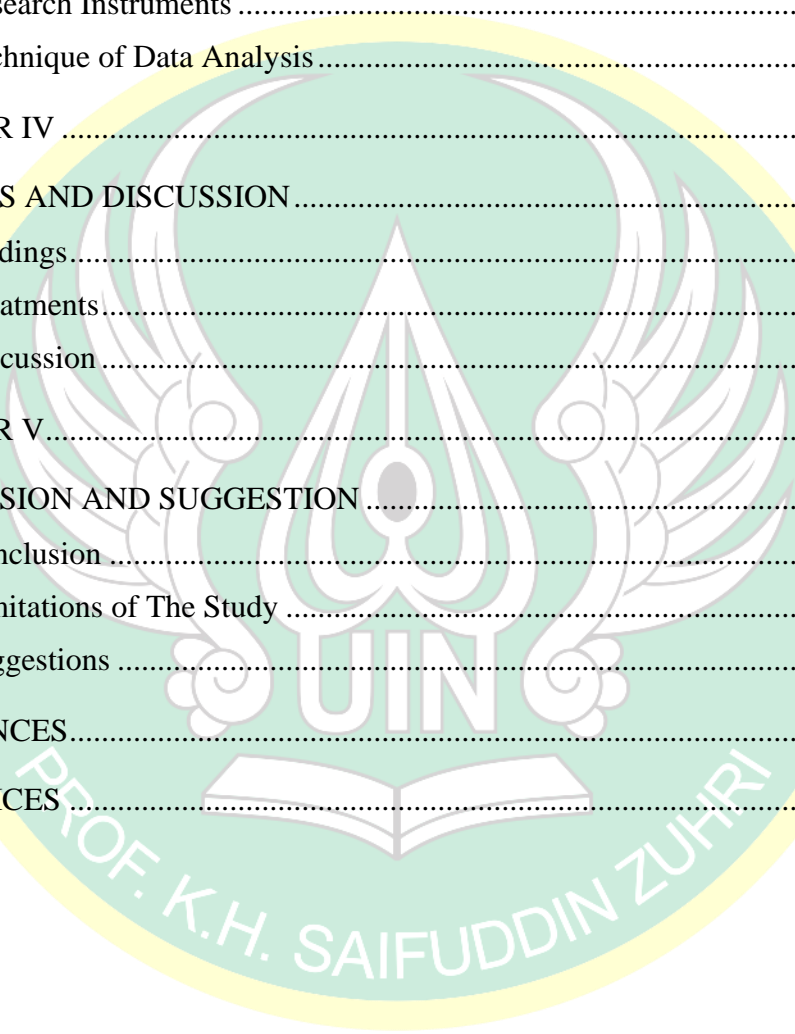**Umi Sarifah Maysaroh**
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ABSTRACT

Abstract: Vocabulary mastery plays an important role in the four language skills and it has to be considered that vocabulary mastery is one of the needed components of language. But, in the reality the students still less on the vocabulary mastery. The students' vocabulary problems are affected by some problems such as: the students have difficulties identifying and understanding the meaning of words, and the students are not motivated to memorize vocabulary. So, these problems can affect on students' interest in being enthusiastic in English lessons. To make it easier for students to understand language learning, the role of interesting learning media is also needed. Assemblr Edu media is one of the interactive learning media that is presented by AR display and 3D design. Thus, this research performed to determine the effect of Assemblr Edu on students' vocabulary mastery at VII grade of SMP N 1 Tambak, Banyumas. This study uses quantitative research with the type of research was quasi-experimental with using *pretest-posttest control group design*. The research sample used was class VII A and VII B by using *Simple Random Sampling* technique through roulette wheel selection method for select two classes as the research sample. There are two classes selected, which is VII A as experimental group while VII B as control group. The instruments were used pre-test and post-test questions. This study used analysis hypothesis by using t-test. Based on the results of the analysis calculation by SPSS V 25 on the Paired Samples T-Test value of pre-test post-test on both experimental and control class which is $0.000 < 0.05$, it means that H_a is accepted and H_0 is rejected. Thus, it can be concluded that there is an effect on the use of Assemblr Edu on students' vocabulary mastery at VII grade of SMP N 1 Tambak, Banyumas.

Keywords: *Assemblr Edu, Experimental Research, Vocabulary Mastery*

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CHAPTER I

INTRODUCTION

This chapter provides backgorund of the study and describes general issues related to this research. There are clarification of key terms, research question, aims and significances of the research and organization of the paper are also described in this chapter.

A. Research Background

Vocabulary in every language is the main element playing an important role in speakers' communication both in oral and written forms (Muhayyang, 2023). Proficiency in English vocabulary plays a significant role in facilitating mastery of the four fundamental English skills (Alqahtani, 2015). In educational field, mastery of vocabulary is essential to mastering these abilities since it is the fundamental ability that makes it possible for students to succeed in speaking, listening, writing, and reading, which ultimately results in success in learning English. The quality of students' verbal expression is heavily influenced by their proficiency in English vocabulary, fundamental component essential for effective communication (Armelia, 2020). Vocabulary serves as a foundational element for speaking, listening, reading,and writing proficiently. A person's success in the use of a foreign language is based on the knowledge of the vocabulary of that language. For this reason it very important for them to master a lot of vocabulary (Hersalina, 2021).

According to Syarifudin (2014) stated that mastering English vocabulary to Indonesian students would not be the same with mastering English to the students from another country. Indonesian language does not belong to the family with English, like Ducth or Germany. Indonesian language is different from English. This factor will influence the difficulty of learning English to the most of Indonesian students. Learning vocabulary is one of the hardest things to do, many students have graduated from the school with minimum ability in using English. According to journal by Urai Salam and Nurnisa (2021) stated that the factor is because of the lack of vocabulary and about the pronouncing, spelling, memorizing long syllable and understanding the meaning of the words. The students' vocabulary problems are affected by a number of root problems such as: the students

have difficulty identfying and understanding the meaning of words, the students are not motivated to memorize vocabulary, the students lack intereset in English since it is not their mother tongue and the students is difficult in distingushing noun and adjective (Waruwu, 2023).

Preliminary research has conducted by the researcher (on November 13th , 2023). By observing and collecting an information during English learning activities. In this preliminary research, the researcher a explore the problem and organize it systematically (Based on web page Deepublish Store, Aziz, 2023). There are difficulties founded at seventh grade of SMP N 1 Tambak on English class, which are the students are less understanding on English materials. They have not been able to grasp every English lesson given, so this affects students' interest in being enthusiastic about taking English lessons. They also cannot understand in every single word of English in sentence, because they have not yet accumulated vocabulary that can be captured and master it easily. This is also supported by the teacher's lack of ability to teach English, especially on focusing in students' vocabulary mastery without using technology-based learning media (CALL or MALL). In the process of learning English in Junior High School, vocabulary mastery is very important for the students. It is because in their early years, vocabulary connected experiences that the students have and play a vital role in the development of their language (Syarifudin, 2014).

Teaching English is challenging, especially if the language is taught in a context where the language is not spoken. Therefore, teachers are required to provide learners with an authentic learning environment supported by technology tools to enhance the mastery of EFL (Carrión, et al., 2023). This is also supported because of the increasingly sophisticated development of technology towards the world revolution so that generation 5.0 is formed which is required to be sophisticated in technology. Based on Sukarno (2020) explained that one of the fundamental implications of the challenges of the 5.0 industrial revolution is the education element. To preparing for the challenges of the 5.0 era, the projected educational curriculum has mentioned several main points, they are: 1) character education; 2) the ability to think critically, creatively and innovatively; 3) the ability to apply technology in that era.

According to Harmer (2007), teachers should encourage students to find right activities through the use of technology in order to reach successful language learning. Teachers are also required to be able to use media and tools which are available to enhance the quality of learning process. In the reality, the skills of educators in mastering technology in schools still tend to be low, because learning media that have previously been used in learning activities still tend to be monotonous and lack variety (Lestari, Rusimamto, and Harimurti, 2023). Media that has audiovisual characteristics is an interesting interactive learning media. Moreover, children tend to have a great sense of curiosity, so educators need to create interesting learning classes by exploring opportunities for them to learn by getting to know digital technology.

One of the impacts of digitalization in education is the emergence of various kinds of application-assisted learning media (Lestari, et al., 2023). Nowadays, one of the trending technologies is *Augmented Reality* (Fakhrudin, Sri, and Riyadi, 2019). Suryawinata (2010) stated that *Augmented Reality* is combination between virtual and reality world made by computer. The virtual object can be text, animation, 3D model or video that gathered with the real environment, so that the users can feel the virtual object is in their environment. *Augmented Reality* belongs to new technology branch. However, the development is fast. And now, it has started applying in education field.

There are many types of audiovisual learning media that can be used during teaching and learning activities, one of which is using the *Assemblr Edu* app. According to Briel (2022), this application has several advantages, especially it can provide direct experience to students, can visualize objects as a whole, and can provide a clear picture of objects. This application is designed to help teachers and students use and develop two-or three-dimensional content that can be realized in the form of Augmented Reality. There are various features that have been provided, the educators can switch the boring learning activities into more exciting ones. *Assemblr Edu*, which was implemented by the researcher at SMP N 1 Tambak as the focus of research on learning media, was a something new that has never been implemented before.

Assemblr Edu application is one example of the results in the field of educational technology at this time, using augmented reality technology that can visualize the concept of a subject matter into a 3-dimensional form (Pugi and Mastuti, 2022). Using *Assemblr Edu* media based on *Augmented Reality* has the advantage of being able to visualize objects as a whole and have a clear picture of the object (Tuta, Harta, and Purwasih 2022). Assemblr Edu can be accessed using a smartphone and can be used for free or paid. Assemblr Edu provides an application display that is visually appealing and easy to access its features, so that it can make it easier for students and teachers to use (Lestari, et al., 2023).

Some previous research gap which discussed about using *Assemblr Edu* as a learning media assisted by *Augmented Reality* (AR), whether it will be useful and bring changes to student learning outcomes. Research that has been conducted by Lestari, et al., (2023) proves that Assemblr Edu can be said to be effective and practical for use in teaching and learning activities. Based on others research by Dewi & Sahrina (2021) explains that Augmented Reality (AR) media can potentially attract and motivate students. In addition, it was also researched by Masri & Lasmi (2018) who explained that by using AR technology, objects that were previously two-dimensional will seem to be real and integrated with the surrounding environment. From this it can be concluded that Augmented Reality (AR) media has been used by several researchers. But in this study, the researcher used AR media to measure its effectiveness in learning English on students' vocabulary mastery.

As an English teacher, in achieving learning objectives, the teacher must create an attractive learning media and creating an enthusiastic but funny situation in the English class especially on teaching vocabulary. The suitability between learning media and material will make it easier for students to understand the material and also recognize vocabulary in every single context so that they can master it and apply it on their daily activities. The researcher designed focuses on the use of Assemblr Edu media based on Augmented Reality in the learning process. So, the researcher was interested to conducting research by the title ***The Effect of Assembler Edu On Students' Vocabulary Mastery at VII Grade of SMP N 1 Tambak, Banyumas***.

B. Clarification of Key Terms

The definition of key terms is necessary to get clear information and provide a guideline for the research. There are key terms related to this research that is used as a guide for conducting this research. All of those are:

1. Vocabulary Mastery

    Vocabulary mastery is one of the factors to master English as foreign language and should be learned and taught. It means that the students have the ability in understanding and using the word and meaning (Syarifudin, 2014). The larger vocabulary the students master, the better they perform their language. By having a limited vocabulary, the students will find difficulties in mastering English skill. By having knowledge of what the purpose are, the mastery of vocabulary could be arranged or designed to reach the goals. The environment support students in learning English vocabulary. The mastery of English vocabulary itself is closely related to the ability of learner in acquiring the vocabulary. Henry and Pongrantz (2006:246), points out that "mastering a language mean being able to comprehend the vocabulary and its phonological system both in speech and in writing". It means that learner who learns English as the second language must comprehend the meaning of the words and is able to apply them in sentences.

2. Assemblr Edu

    Assemblr Edu is a software or application that allows users to make learning activities more interactive, collaborative and fun because it is based on 3D and AR (*Augmented Reality*). By using this application, learning activities can be more fun and facilitate interaction with students. Assemblr Edu can be accessed using a smartphone and can be used for free or paid. Assemblr Edu provides an application display that is visually appealing and easy to access its features, so that it can make it easier for students and teachers to use (Lestari, Rusimamto, and Harimurti 2023). This application can help students in increasing creative ideas that might be a motivation for students themselves to be literate in technological developments in this era.

C. Research Question

Based on the background problem above, the research question of this study is, "Is there *Assemblr Edu* give an significant effect on students' vocabulary mastery at VII grade of SMP N 1 Tambak, Banyumas?."

D. Aim and Significances of The Research

The aim and significance of the study can be formulated as follows:

1. Aim of the Research

    Based on the research question, the objective of this research is to measure the effect of *Assemblr Edu* on students' vocabulary mastery at VII grade of SMP N 1 Tambak, Banyumas.

2. Significances of the Research

    The significances of this research are:

    a. Theoretical Significances

        1) The researcher expects this research to provide a more exciting method for teaching and learning English at school.

        2) This research is expected to improve the quality of students' vocabulary mastery.

        3) The researcher expects this research can be used as a reference for further research.

    b. Practical Significances

        1) For the Teachers

            This research gave the teacher more information about *Assemblr Edu* platform that can be applied or used in the learning process. This study aims to motivate educators and prospective educators, so they can upgrade the quality of personality to teaching English, particularly when technology is used in the teaching speaking process.

        2) For the Readers

            This research has a purpose as information material that can be read by anyone related to the *Assemblr Edu* App, especially for learning English. From this research, it is possible for readers who did not previously know what the *Assemblr Edu* platform that can be used for media in teaching.

3) For the Others Researchers

This research helped to fulfill the requirement of earning a bachelor's degree. This research aims to serve as a reference for others researchers who are also interested in studying how the *Assemblr Edu* works in providing learning to students as a learning media.

E. Organization of The Paper

This research reported in five chapters. Chapter I is the introduction. It comprises the research background, the research questions, the objectives of the research, and the previous research.

Chapter II is the theoretical framework that is explained the theories used in this research including the theory about the effect of Assemblr Edu on students' speaking learning motivation.

Chapter III discussesed the research methodology that comprise the type of the research, the object subject of the reseacrh, the techniques of data collection, as well as the techniques of data analysis.

Chapter IV is discussesed the findings and discussion of the research.

Chapter V is the conclusion and suggestion of the research. It was followed by references and appendixes.

CHAPTER II

LITERATURE REVIEW

This chapter discusses theoretical studies, previous studies, conceptual framework and hypothesis that underpin this research.

A. Theoretical Framework

1. Vocabulary

a. Definition of Vocabulary Mastery

Vocabulary mastery is one of the factors to master English as foreign language. It means that the students have the ability in understanding and using the word and meaning. The larger vocabulary the students master, the better they perform their language. By having a limited vocabulary, the students will find difficulties in mastering English skills. The mastery of vocabulary cannot be denied in learning English, not only learner's speaking skills only, but also their reading and writing as well, because vocabulary is one of the most important elements to improve the learners' English mastery of vocabulary that can also be developed naturally by their experience during life according to their need and education. In addition, Vossoughi and Zargar (2009: 80) said that communication will be difficult and will not be meaningful without mastery of vocabulary and a lack of understanding of meaning. This means that by enriching the mastery of vocabulary a person will be able to communicate well.

Mastery of vocabulary is important for learning English baceuse the potential for wider knowlede can be known by mastering vocabulary (Schmitt, 2000:5). Vocabulary is one of the elements of language that should be learned and taught. It cannot be denied that it will be hard to master language without mastering on understanding certain numbers of vocabularied. Vocabulary is central to language and of critical importance to typical language learner without a sufficient vocabulary; someone cannot communication effectively or express his ideas in both oral and written form (Zhihong, 2000: 18). Vocabularies become central to any language acquisition process especially in introducing and consolidating new lexical items. Based on explanation above, vocabulary is always related to word. In learning language vocabulary

is one step to know the words, understanding the meaning and used them in sentence.

b. Kinds of Vocabulary Mastery

Kinds of vocabulary, (Finocchiaro in Hiebert and Kamil, 2005:167-169) divided vocabulary into two kinds:

1) Active Vocabulary

Active vocabulary consists of words which students understand, can pronounce correctly and use constructively in speaking and writing.

2) Passive Vocabulary

The passive vocabularies consists of words those students recognize and understand when they occur in a context and they never use then in communication. They understand them when they hear or read them, but they do not use them in speaking or writing.

There are some words in a sentence and those collections of words are included into the vocabulary, because vocabulary is a list or collections of words arranged in alphabetical order explained. And there are many kinds of vocabulary (Harmer, 2001:6) such as:

1) Synonym

Synonym is word that shares similar meaning (Thornbury, 2003:2). So, synonym is word that has the same meaning but different in writing.

2) Antonym

Antonym is a word which is opposite in meaning to other word.

3) Polysemy

Polysemy means words which have two or more related meaning (Tyler and Evans, 2001:95).

4) Homonym

Homonym is word that shares the same form but has unrelated meaning (Thornbury, 2002:8). It assumed that there are two or more words with some pronunciation rather than single words with different meaning.

5) Definition

Definition is statement that defines a word (Oxford Learner's Pocket Dictionary, 1995: 109).

The following are the ways that rae stated by Freeman (2000: 9-21) to develop vocabulary mastery:

1) Translation of literary passage

   Students translate a reading passage from the largest language into their native language. The reading passage focused for several classes: vocabulary and grammatical structures in the passage are studied in subsequent lessons.

2) Antonym/Synonym

   Students are given one set of words and asked to find synonym/antonym in the reading passage.

3) Fill in the blanks

   Students are given a series of sentences with words missing. They fill in the blanks with new vocabulary items or with items of a particular grammar type, such as preposition or verbs with different tenses.

4) Memorization

   Students are given lists of target language vocabulary words and they native language equivalents and are ask to memorize them.

5) Use words in sentences

   In order to show that students understand the meaning and the use of a new vocabulary item, they make up sentences in which they use the new words.

6) Composition

   The teacher gives the students a topic to write about in the target language. The topic is based upon some aspect of the reading passage of the lesson. Sometimes, instead of creating a composition, students are asked to prepare a precis of the reading passage.

c. Method in Teaching Vocabulary

   The purpose of teaching vocabulary is to help the students to find the meaning of the words based on the context. To reach the goal on the teaching vocabulary, the teacher must teach the students any things which related with the words.

   According on Jurnal of English Language Teaching by Nurul Saofa Aulia (2013), in order to make vocabulary learning process better

at junior high school, the teacher also has to follow particular principles in teaching vocabulary they are as follows:

1) Aims

The aims have to be clear for the teacher, how many of the things listed does the teacher expect the learner to be able to achieve the vocabulary, and what kinds of the words. The aim is to help the teacher to formulate the material which will be taught to the student. Without formulates the aim, the learning process will run out from the planning and the result or target will not be reached maximal.

2) Quantitiy

The teacher may have to decide on the number of vocabulary items to be learned. The teacher has to select the number of vocabulary items which easy to be understood by the students. The teacher cannot give the students a lot of new words in the same time because it makes the students confuse.

3) Needs

The students are put in a situation where they have to communicate and get the words they need, as they need them, using the teacher as an informant. The teacher needs to know what the vocabulary really needed by the students. It will help the teacher to choose the appropriate vocabulary for the student.

4) Frequent exposure and repetition

It is seldom, however, that we remember a new word simply by hearing at the first time. There has to be certain amount of repetition until there is evidence that students have learned the target word. The teacher should give opportunity to the students to repeat and practice the words had been taught by the teacher and use it in oral and written text so that the students can master the words well.

5) Meaningful presentation

The learner must have a clear and specific understanding of what it denotes or refers to. The word is presented in such a way that its denotation or reference is perfectly clear and ambiguous. The teacher should present the vocabulary in real thing. It will make the students easer to memorize the words. In this case the teacher can teach new words by showing the real thing from the word. Besides

that can use another media such us film, picture and so on. The activity makes the students enjoy the lesson and the lesson can be recorded perfectly in their mind.

6) Situation of presentation

The choice of words can be very varied according to the situation in which we are speaking and according to how well we know the person, to whom we are speaking (from informal to formal). The teacher should tell the student to use the words appropriately. The use of words depends on the situation and the context. The word may appropriate in certain situation but not in another situation.

In teaching vocabulary, the teacher can present the list of the words that is taken from the text book. Although the vocabulary takes from book, the teacher can use and add the vocabulary that is relevant with the material; by this way hopefully the student will get more vocabularies from other source. Haycraft (Haycraft, 1978) explains the guidelines for the teacher on choosing vocabulary:

1) Commonest Words

It is important to choose words that are commonly used, or words that students need. Any unusual words will be taken the place of useful one in the student"s mind in teaching process. The teacher is helped here by the textbook where vocabulary is graded, and lists of the commonest words are also available

2) Students' Needs

The teacher must understand the students" background. It helps the teacher to conduct the words that students are most likely need or want to know. The students will be frustrated if the teacher teaches vocabulary which they feel they do not need. In the beginner learners, it is better to choose particular words connected with their work or profession.

3) Students' Language

In teaching a class that the students have different culture with English, a knowledge of the students" language will tell the teacher which word are similar in their language and English, and therefore easily to learn. On the other hand, the teacher needs to be carefully

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with words that sound the same in the students‟ language, but in fact it means something quite different in English.

4) Word Building

It is often worth choosing a word because a general rule can be formed.

5) Topic Areas

Teaching vocabulary which belongs to one area of sequence is easy. The students will be able to form a pattern of interrelated words in students‟ mind. Teaching vocabulary is not only teaching the students to memorize the words, but also how to use the words in oral or written communication. To make the teaching of vocabulary perfectly, the teacher have to know the strategies and guidelines in teaching vocabulary. Knowing them will make the teacher easier in teaching and make the student interested in learning vocabulary.

6) Cross Referrencess

Sometimes words can be applied to different situations or specializations. The application of thus words can be made wider and more useful. For example is "car". Car is kind of transformation, so it has correlation with train, plane, etc.

7) Relate Structure

In teaching vocabulary the teachers not only present new words to the student, but also use related structure in simple sentences. Without correct structure, the students will not get the meaningful words. Besides that, the teacher teaches related structure to make the lesson easier to be accepted. If the teacher just gives new words more and more without gives the example how to implement the word into the sentences, it will make the student difficult to remember the words.

2. **MALL (*Mobile-Assisted Language Learning*)**

a. The Definition of MALL

Learning application is a program that functions as a tool or material used in learning activities which is intended so that the communication process between teachers and students can take place appropriately and interestingly so that students are more active in learning. This learning application has the benefit of making it easier for

students to learn the material taught by the teacher (Mokodompit, Paturusi, and Tulenan 2021).

MALL is a technology-based English language learning application with the use of Smart Phones technology (Zainuddin and Zumrudiana, 2022). Implementing the MALL is a way to develop English language teaching practices (Inggita, et al., 2019). This activity is very suitable for independent implementation and can be accessed anytime and anywhere. Because of CALL has been developed into MALL, this activity deals with the use of mobile technology in language learning where students do not need to sit in a classroom or in front of their computers to learn a language (Miangah, 2012).

The advantages of smartphone devices compared to laptops and other devices in the process of supporting learning are aspects of mobility (Balacheff, et al., 2009). The anywhere and anytime factor allows smartphones to support the learning process. Along with the concept of mobility is the concept of Ubiquitty. the possibility to learn anywhere and anytime can be realized with smartphones (Kukulska-Hulme and Shield, 2008).

Based on the statement from Kukulska (2008), explained that Characteristic of MALL is the development of Smart Phone-based technology that can be downloaded through the Appstore. Learning technology can be instrumental in language learning, especially being able to motivate and control language skills independently by using certain applications, in the use of language learning applications, especially for foreign language learning, it will be very helpful in developing pedagogical skills, such as using telephone, smart phone, portable audio player and so on (Chinnery, 2006).

b. MALL to Learn English

One of the applications of technology in education that teachers can use is the application on a smartphone (Husein, Sabiq, and Fahmi 2020). It is because the mobile device is a massive part of the technology transformation. Smartphone apps are one of the new ways that can support extended learning. MALL in the role of learning English is ideal and effective for students who usually use mobile phones to learn English with learning support application features (Triyoga, et al., 2023).

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Therefore, applications have the potential to influence educational programs and merit more attention and deeper research, particularly in the field of language learning, which has become the most popular curriculum area supported by applications. The most popular areas of mobile-based language learning include vocabulary, listening, grammar, phonetics, and reading comprehension (Huang, Zou, Cheng, Chen, & Xie, 2023).

c. The Benefits of MALL for Learn

The use of technology and digital literacy is increasing today, and implemented in the classroom. Higher education is more aligned with the practices of students' future professions, which are becoming increasingly mediated by technology (Wijayanti, 2023). Based on LEARN Journal from Jeanjaroonsri (2023), MALL has several advantages that can be formulated as follows:

1) MALL allows students to access language learning resources more readily and quickly, as well as communicate with others at any time and from any location,

2) The nature of digital technology makes it easier for students to participate in synchronous and/or asynchronous collaborative and individual language learning activities, allowing them to improve their speaking, listening, reading, and writing abilities quickly,

3) Mobile technology offers a wide range of language learning materials and techniques that help learners to be more motivated, autonomous, localized (site-specific), and socially involved.

3. **AR (*Augmented Reality*)**

Nowadays, one of the trending technologies is Augmented Reality (Fakhrudin, Sri, and Riyadi 2019, 3). Suryawinata (2010) stated that Augmented Reality is combination between virtual and reality world made by computer. The virtual object can be text, animation, 3D model or video that gathered with the real environment, so that the users can feel the virtual object is in their environment. Augmented Reality belongs to new technology branch. However, the development is fast. So far, this technology is used in various fields, especially in military and advertisement. And now, it started applying in education field.

Augmented reality technology is a technology that combines the virtual world and the world of reality by using smartphone media as an intermediary to run Augmented Reality applications (Mokodompit, Paturusi, and Tulenan 2021). In short, object can be seen more real through Augmented Reality. Therefore, it is very interesting if it is applied in learning process, especially in English classes, for it has many topics that can be learned through picture or visual. Besides, Augmented Reality can be accessed via OS Android in phone facility (Fakhrudin, et al., 2019). By utilizing AR technology in learning can make students interested and excited to learn. Because of the 3D display, 84% of students are interested if the delivery of learning using mobile technology with animation or video content, so that it can create a new atmosphere in learning and lessons can be more in-depth, especially visualization information (Prasetya and Sugara, 2023).

4. *Assemblr Edu* **Application**

   a. **Definition of** *Assemblr Edu* **Media**

   Augmented Reality (AR), is a technology that combines two-dimensional and or three-dimensional virtual objects into a real environment and then projects these virtual objects in reality in real time. *Augmented Reality* (AR) has been widely adopted by various learning applications, one of which is the *Assemblr Edu* application. The *Assemblr Edu* application is an application that not only contains teaching materials such as science and social knowledge but also contains general content such as storytelling, art and sports. According to Atmajaya (2017:228) technology is also very useful as a tool to attract children's attention. Besides being fun, the use of *Augmented Reality* (AR) in the *Assembr Edu* application is also very easy to use.

   Assemblr Edu is a simple platform that provides an interactive learning environment to create creative projects with Augmented and virtual reality. Assemblr Edu is a technology-based innovation that can be utilized by educators to increase students' learning motivation through learning that is designed in such a way using either two-dimensional or three-dimensional objects. In addition, its features that are equipped with annotations, videos and music as well as text greatly support learner-centered learning.

Assemblr Edu is a platform that uses 3D and AR displays to make learning sessions more interesting and interactive. With this media, can turn boring learning exercises into fun with easy-to-use and accessible features. According to Rissa (2022:106), these features include the following:

a) Virtual classroom with all the bells and whistles. In one class, learners can easily exchange notes, files, photos, videos, and 3D & AR projects.

b) Ready-to-use learning resources. Hundreds of ready-to-use instructional resources covering a wide range of topics are available to add color to students' learning activities.

c) Bring the material to life. Turn the classroom into a jungle, zoo, or whatever you want with 3D & AR displays!

d) Use the Simple Editor to express yourself. With just a few taps, this app can easily be used to create your own learning materials or projects. With 1,000+ ready-to-use 3D elements for a variety of manual designs, everything is made easier.

b. Benefits of *Assemblr Edu* Media

Augmented reality (AR) in the field of education has the advantage of being an educational media that has a considerable influence where students who learn the material will understand more easily and can attract students' interest compared to those who do not use augmented reality. In particular, AR allows combining and superimposing real objects and virtual objects with the information you want to convey using *Assemblr Edu* media.

According to Jediut (2021:3) that the benefits of digital-based learning media with the *Assemblr Edu* application in an effort to improve student learning outcomes include the following:

a) Become a medium of interaction between students, as well as a learning resource to be more communicative.

b) Facilitate educators to deliver teaching materials even though it is not done *face-to-face*.

c) As a medium for information transfer and interaction during distance learning.

d) Encourage creative learning innovation.

e) Can make work more effective and efficient, both as a product and process to solve learning problems.

c. **Policies and Procedures for Using *Assemblr Edu* Media**

Assemblr Edu app was released on February 28, 2018. According to the regulation of the minister of Communication and Information No. 11 of 2016 "Electronic Interactive Games are activities that allow the act of playing feedback and have characteristics of at least objectives and rules based on electronic applications in the form of software."

Educators are required to be more creative and interactive in providing learning resources or using learning media that can help the process of achieving learning objectives. Especially, in the era of the industrial revolution 5.0. By using *Assemblr Edu* application, educators who integrate the *Assemblr Edu* application in their learning can help improve students' in an element of 4C (creativity, critical attitude, collaboration and communication). Because of this media should make the learners can be creative by making a project according to their own interests and talents and this will also affect the critical attitude of learners in presenting their projects. In fact, the students can also collaborate and communicate with others students to improve their skills.

The use of *Assemblr Edu* application can be accessed via handphone or notebook by opening the web: https://app-edu.assemblrworld.com/. In this case, educators only need to download the *Assemblr Edu* application through *Playstore* or open the official *Assemblr Edu* website. After that, educators can upload materials in the form of images, videos, notes, assignments or create 3D objects in the application. There are many common materials that educators can choose from. After that, create temperature and heat content with the desired theme. The educators can teach with a moving image display on the screen. The educators can also invite and guiding the students to understanding the material that has been provided.

d. **Advantages and Disadvantages of *Assemblr Edu* Media**

The advantages of *Assemblr Edu* according to Padang (2021:126) are as follows:

1) Visually based. The 3D images and animations are the best medium to capture attention and spark curiosity, especially for young learners;

2) Easy to understand. *Assemblr Edu* clarifies the abstract and can make complex concepts feel more real by bringing them right into the classroom;

3) Learner engagement and interaction. This interactive AR learning can have a significant positive impact on learners.

4) Unlimited material. *Assemblr Edu* already provides educational content that can be used for free. Be it models, diagrams, to simulations, and can find most of the materials needed from the subjects taught at school;

5) Encourage creativity. AR editor and *scan-to-see* feature provide endless possibilities to make learning activities happen in two directions and turn learning moments into more meaningful ones.

The disadvantages of *Assemblr Edu* are as follows:

1) AR features are sometimes difficult when operate to use.

2) Loading is quite long when preparing materials.

3) Must buy a subscription package if you want to get more complete features in premium mode.

4) Sometimes there are obstacles when the application is used, for example log in and log out of the application by itself.

5) Requires stable internet usage.

e. **How to Use The Assemblr Edu App**

Because of this application can be used as for teacher and students, so here is the explanation to how to use the Assemblr Edu app.

a) As a Teacher

1) Create an account

- Visit the Assemblr Edu website or download the app.

-   Sign up for free educator account

2) Make a design about the project

-   The home view has several menus. To create a design, click
    the   'editor'   menu.
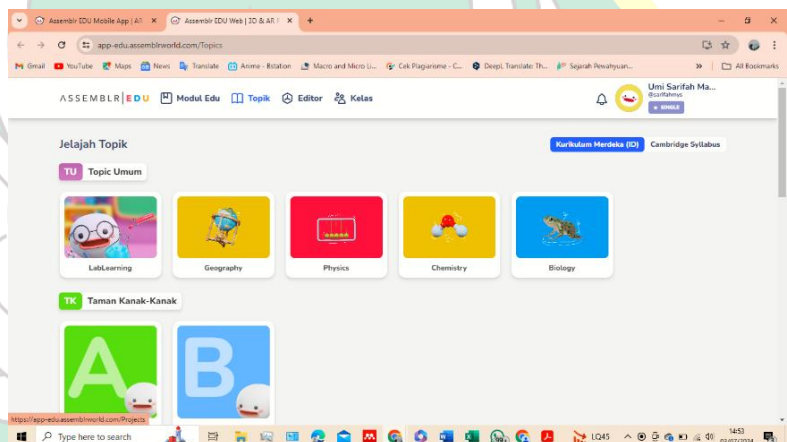
-   Then, create a new project as desired.
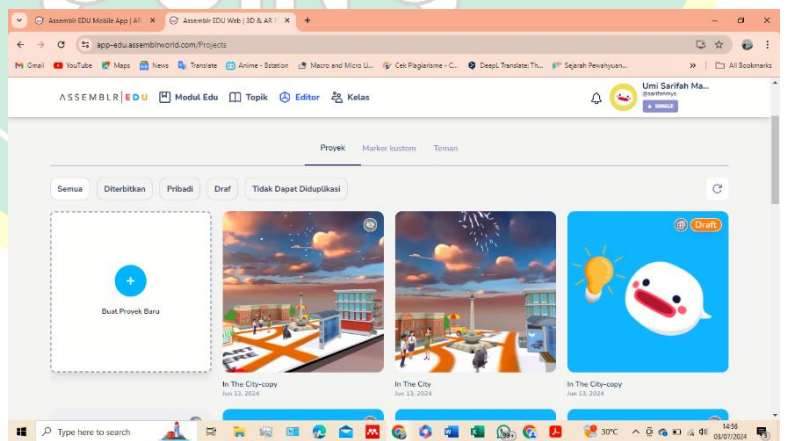
- There are various features for the desired content such as uploading photos, adding 3D text or annotations, videos, or split an audio.
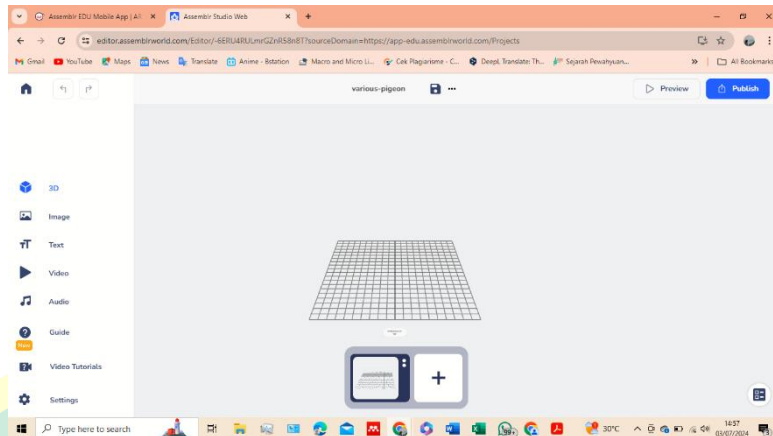
- To create a 3D design, choose the various elements provided or click 'search' and type in the element that are looking for.
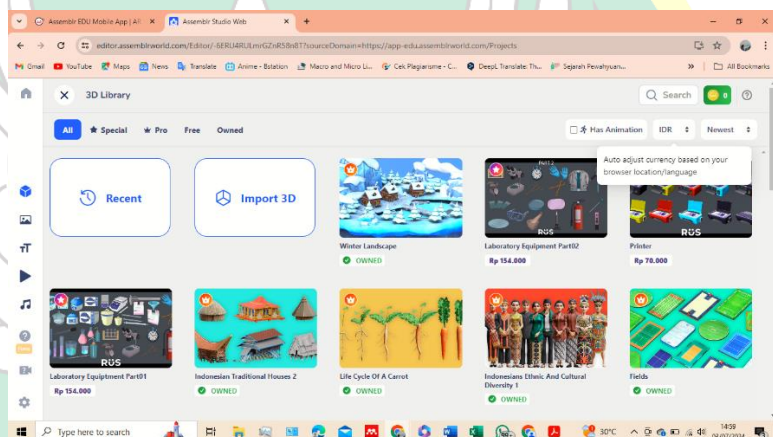
3) The final design
- The results of the design that has been compiled can be seen through the 'preview' section.
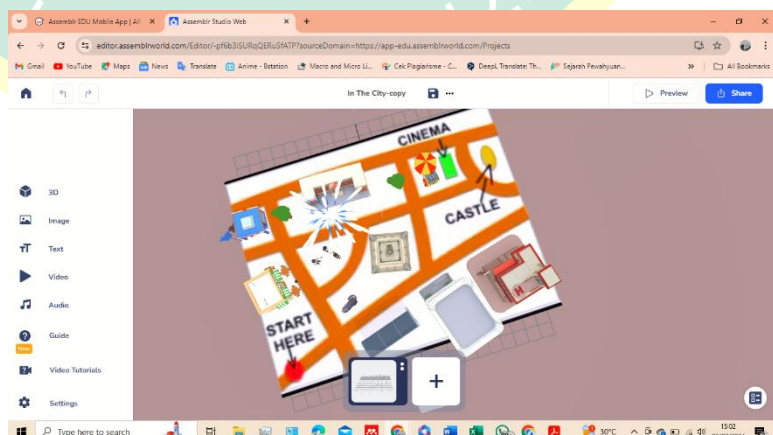
- The stunning results can be seen in the form of 'View in 3D' or 'Place it in your room'.
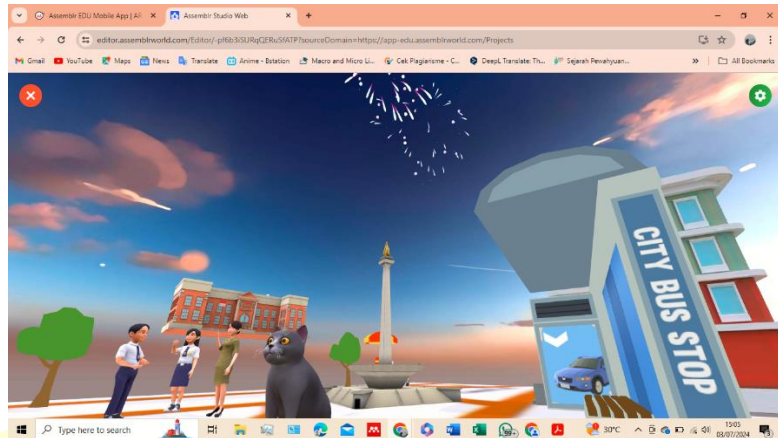
4) Share the project to students
   - Click on the project result, then select the 'share' option.
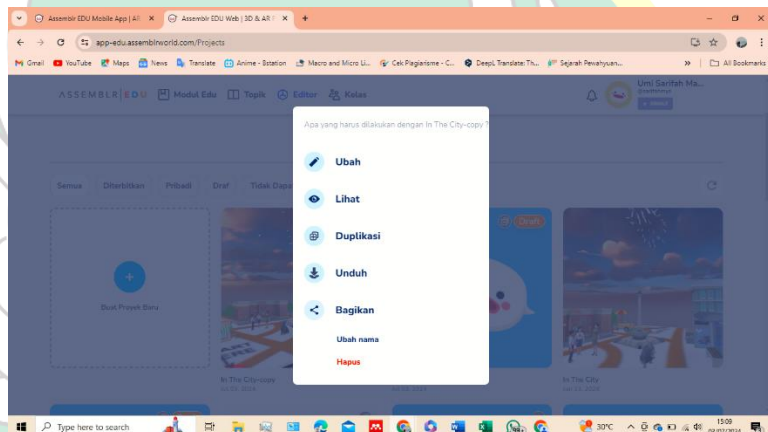
   - Share the project by sharing via link or scan the QR marker.
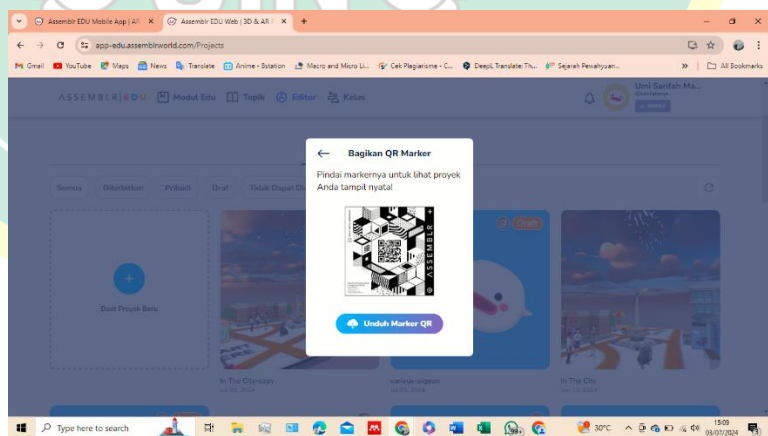
b) As a Students

1) Scan the QR marker.

2) Choose to 'view in 3D' or 'place it in your room'.
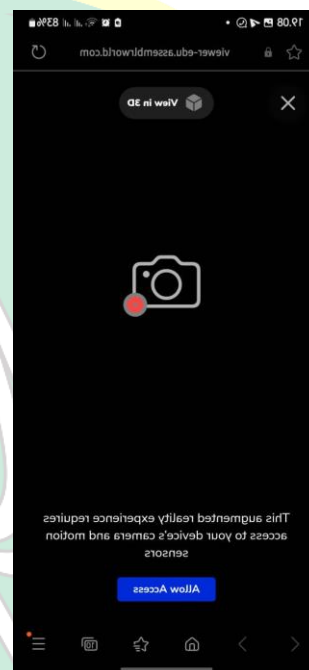
3) The desaign by viewed of 'place it in your room'.
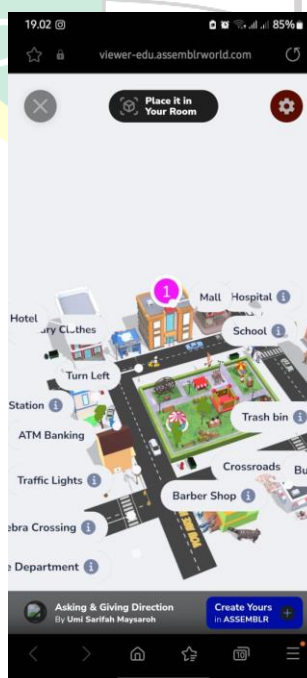
4) The desaign by viewed in 3D.
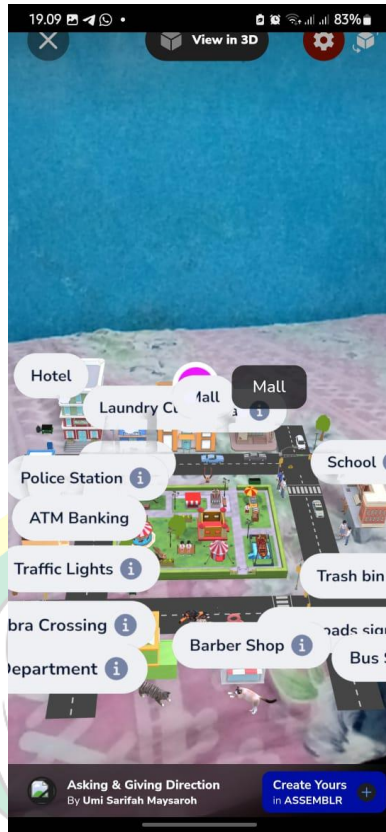
5) Enjoy the media and play it by zoom in or zoom out.
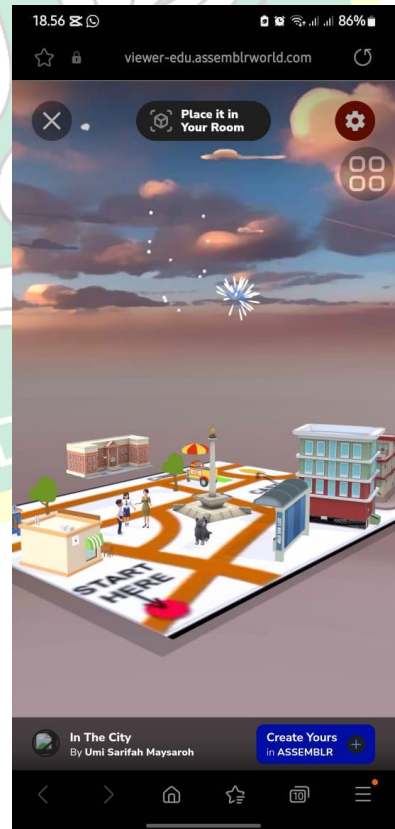
B. Review of Relevant Studies

There are some previous research have also tested the validity of using Assemblr Edu assisted Augmented Reality (AR) in the learning process, whether it will be useful and bring changes to student learning outcomes.

Based on the research results from Briel Batis Tuta, et al. (2022) by the title *"Development of Assemblr Edu-Assisted Augmented Reality Learning Media on The Topic of Effect of Surface Area and Temperature on Reaction Rate"*, that the existence of this research has a problematic in the same background as the researcher. In fact, learning chemistry in high school is still not very attractive to students. Students assume that chemistry is a difficult subject to understand. In addition, the lack of students' interest in learning chemistry can affect the low learning outcomes of students, so it can be said that the learning objectives of chemistry subjects have not been achieved optimally. It also has a similar cause and effect on English learning which is considered difficult to learn and understand by most students (based on the results of the researcher's interview with the English teacher of SMP N 1 Tambak on November 13, 2023). "During chemistry learning, students still use learning books or modules with a simple apearance. This can reduce students' interest in reading and learning. That feels boring for students. One solution that can be offered in overcoming theseproblems is to use learning media assisted by the Assemblr Edu application with Augmented Reality technology". Because of that, by using the Assemblr Edu media in learning, it can overcome these problems maybe not optimally but it can help create an attractive and innovative classroom atmosphere.

Based on the study of the use of Assemblr Edu from Dinda Wahyu Lestari, et al. (2023) by the title *"Penerapan Media Pembelajaran Berbantuan Assemblr Edu Untuk Meningkatkan Hasil Belajar Siswa"*. The study used a pre-experimental type while a quasi-experimental used by the researcher. The type of design used *one group pre-test post-test desaign*, while the *pretest-posttest control group design* used by the researcher. The instrument used was a questionnaire, while pre-test and post-test question instruments type used by the researcher. Assemblr Edu's research between of this and the researcher's study were used a prerequisite test through the Normality Test.

Others research on Journal of International Journal of Engineering Pedagogy from Fernando Carrion, et al. (2023) by the title **"The Use of Augmented Reality Through Assemblr Edu to Inspiring Writing in an Ecuadorian EFL Distance Program"**, reveals that the use of Assemblr Edu platform can improve English writing skills as a foreign language in learning. There are differences in the dependent variables in the study with the researcher. The focus of that study is the use of AR technology through the Assemblr Edu application in writing skills. Meanwhile, the focus of the research discussed by the researcher is on students' vocabulary mastery. That way, the existence of this previous research can be a research guide for the use of Assemblr Edu.

Based on research from Lino Padang (2022) by the title **"Media Assemblr Edu Berbasis Augmented Reality Untuk Meningkatkan Hasil Belajar Materi Sistem Organisasi Kehidupan Makhluk Hidup"** that using Pre-Experimental Design research with *one group pretest posttest design*. Then, this research used quasi-experimental with *pretest-posttest control group desaign*. The instrument used was a multiple choice question with a total of 25 questions. The research procedure was carried out using 3 stages, they are, the preparation stage (pre-test), the implementation stage (treatment), and the final stage (post-test). The calculations on this research by using N-Gain analysis, but the researcher was not.

The research conducted by Abdul Majid (2023) by the title **"The Effectiveness of Using Assemblr Edu Learning Media to Help Student Learning at School"**, stated that the Assemblr Edu learning application can be a more interesting and modern learning solution to be applied in school. These research carried out using quantitative descriptive to examines the form of activity aimed. The sample that used in the research was same by using *simple random sampling*. The differencies is the research by Abdul was not used any t-test to analyze, but this research was Paired Sample T-Test used by the researcher to known is there any significant effect or not in applying Assemblr Edu on students' vocabulary mastery.

C. Hypothesis

The purposes of this research is to know whether using *Assemblr Edu* app in teaching English is give an effect for the students in their vocabulary mastery. To find out the answer of the problem, the researcher should propose research hypothesis on two classification as below:

H_a: There is a significant effect of Assemblr Edu on students' vocabulary mastery at VII grade of SMP N 1 Tambak, Banyumas.

H_0: Assemblr Edu does not significantly affect on students' vocabulary mastery at VII grade of SMP N 1 Tambak, Banyumas.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the research design, research sites and participants, population and sample, research variables and indicators, data collection techniques, and data analysis.

A. Research Design

In order to make the research going in the right way, a research design is absolutely needed. Research design is the framework of research methodologies and methods selected by the researcher. This study employed quantitative approach with experimental method. Sugiyono (2018), stated that Quantitave strategies can be translated as inquire about strategies based on postivism logic, utilized to look at in specific sample, using research instruments in collecting data, with the aim of quantitative data analysis to test the hypothesis. Meanwhile, experimental research methods are defined as research methods used to seek the effect of certain treatments on others under controlled conditions. According to Rasdiana (2022), experimental research is a research method whose purpose and objective is to determine the effect of giving a treatment to the subject of the study in two groups, they are control group and experimental group. In this case, the experimental group given a certain treatment or stimulus in accordance with the research objectives. The results of the reactions between the two groups will be compared.

This type of the research was *quasi-experimental design*, which according to Sugiyono (2010), quasi experimental is a research method that has a control group but cannot fully function to control external variables influence the implementation of the experiment. This research design used *Pretest-Posttest Control Group Design*. There were two groups that selected randomly that given pretest to determine the initial conditions students' vocabulary mastery to both group before treatment. Assemblr Edu platform as a treatment was only applied in experimental group while the control group was not using Assemblr Edu media. After that both classes given a post test at the last step, the purpose in this experimental design is to measure whether there are significant differences between the experimental class that has given treatment and the control class that did not given treatment.

The experimental design is describe in the following table:

Table 3.1 : Pre-Test and Post-Test Experimental & Control Group Design

Sample	Pretest	Treatment	Posttest
Experimental Group	O_1	*X* (using Assemblr Edu)	O_2
Control Group	O_3	- (doesn't use Assemblr Edu)	O_4

Source by: Sugiyono, Metode Penelitian Pendidikan

X   : Treatment for Experimental Class

O_1 : Pretest Experimental Class

O_2 : Posttest Experimental Class

O_3 : Pretest Control Class

O_4 : Posttest Control Class

B. Research Site and Participants

This research was held on May 20th 2024 to June 6th 2024 in VII A and VII B Classes of SMP N 1 Tambak, Banyumas. The selection of this location is based on several considerations (1) this school is a public school that uses digital-based technology (MALL), (2) this school has never been implemented the Assemblr Edu application based on Augmented Reality (AR) to support learning in the classroom, (3) based on the results of preliminary observations class (November 13, 2023), there was a problem with students' vocabulary acquisition skills in the material provided by the teacher (this can be proven in the preliminary test results that have been carried out by researchers), (4) based on the results of interviews (November 21, 2023) with seventh grade English teachers, the teacher's response is positive in supporting the use of the Assemblr Edu application.

C. Population and Sample of The Research

1. Population

Creswell said that population is a group of individuals who have the selection of individuals from a sample (Creswell, 2009). It means that population is the set of entities under study. In this research, the population is the whole students of the 7th grade at SMP N 1 Tambak which consist of 260 students, that are divided into eight classes, they are VII A, VII B, VII

C, VII D, VII E, VII F, VII G, and VII H class. So here the table information of total students in 7th grade at SMP N 1 Tambak as follows:

Table 3.2 : Population of The Research

No.	Class	Male	Female	Total
1	VII A Class	11	21	32
2	VII B Class	13	19	32
3	VII C Class	10	22	32
4	VII D Class	15	18	33
5	VII E Class	11	21	32
6	VII F Class	14	18	32
7	VII G Class	12	22	34
8	VII H Class	12	21	33
Total of 7th grade students' :				**260**

2. Research Sample

According to Amrulloh (2020), research sample is a subgroup of the population that selected on the research. Because of the research design was *Pretest-Posttest Control Group Design*, which was just two classes needed for this research and the population was homogeneous. So, *Simple Random Sampling* technique used by the researcher through roulette wheel selection method for select two classes as the research sample, and there are two classes selected, VII A and VII B class. It was chosen VII A class as experimental group meanwhile VII B class as control group. Because of the amount of both classes were less than 100 students, so the sample of this research were all students of VII A and VII B class.

D. **Variables of The Research**

According to Sugiyono (2018), the research variable is value, objects or activities, that the researcher varies in order to study and draw a conclusion about. The variables of this research are two classification below:

1. Independent variable

An independent variable is those that affect, modify, or cause the dependent variable to exist. Independent variable is called variable X. In this research, the independent variable is teaching speaking by using "Assemblr Edu" media.

2. Dependent variable

The dependent variable is the variable that an independent variable influences or produces. Dependent variable is called variable Y. In this research, the dependent variable is the seventh grade students' vocabulary mastery of SMP N 1 Tambak, Banyumas.

E. Technique of Data Collection

In this research, the method used by the researcher is quasi-experimental design in the form of *pretest-posttest control group design*. Quasi-experimental research design with the type of *pretest-posttest control group design* consists of giving pre-test and post-test in two sample classes. The purpose of the pre-test in this research is to determine the students' English vocabulary mastery before being given treatment using the *Assemblr Edu* media, while the purpose of the post-test is to determine the students' English vocabulary mastery after being given treatment using the *Assemblr Edu* media. The next step is to analyze and discuss the results of the data obtained to determine the comparison of vocabulary mastery skills before and after being given treatment.

In this study, a test as the technique of data collection used by the researcher to obtain the data. The data was collected by giving some questions that consisted of multiple choice form. The characteristics of tests are similar that use as for pre-test and post test. Each consisted of 14 items (based on the result data of valid instruments). The test included four option that are a,b,c,d. Then, the students asked to choose the correct answer by crossing the right answer.

To again the data, reading test used in this research. It is divide into pre-test and post test.

a. Pre-Test

A pre-tests was held on May 20th, 2024 in 20 minutes. The pre-test has implemented in experimental group and control group in order to measure the students' vocabulary mastery before the treatment. Before starting the experiment, a pre-test was administered to the samples both groups with the same items. It makes expect that the different of average score between them was not too far. In other words, the two groups are in the same level of knowledge. The pre-test questions has combined in the form of multiple choice which is consist of 14 questions with the following material about *Asking and Giving Direction.*

b. Treatment

        The treatment has conducted after the administration of the pre-test. The experimental group has taught by using *Assemblr Edu* media app. The experimental group and control group have done a treatment administered in the same three meetings with the material about "Asking and Giving Direction". For the 1st meeting of experimental group was held in Wednesday, May 22nd 2024 with meeting time was 40 minutes. For the 2nd meeting of experimental group was held in Tuesday, May 28th 2024 with meeting time was 80 minutes. For the 3rd meeting of experimental group was held in Wednesday, May 29th 2024 with meeting time was 40 minutes. While the control group for the 1st meeting was held in Wednesday, May 22nd 2024 with meeting time was 80 minutes. For the 2nd meeting of control group was held in Monday, May 27th 2024 with meeting time was 40 minutes. For the 3rd meeting of control group was held in Wednesday, May 29th 2024 with meeting time was 80 minutes.

1) Treatment of Experimental Group

Time	Learning Activities
1st Meeting (Wednesday, May 22nd 2024)	1. Learn about "Preposition of Place" using Flashcards. 2. Doing an exercise, to know the position of buildings using Assemblr Edu media.
2nd Meeting (Tuesday, May 28th 2024)	1. Learn the material about "Asking and Giving Direction". 2. Practice together about "How to Asking and Giving Direction" with Assemblr Edu media. 3. Memorizing the list of some vocabularies about Asking and Giving Direction. (*opposite & synonym*)
3rd Meeting (Wednesday, May 29th 2024)	1. Make a group of 4 people. 2. Playing games about honing vocabulary mastery skills. (*find and guess a word*) 3. Giving Direction from the question, based on the maps of Assemblr Edu.

2) Treatment of Control Group

Time	Learning Activities
1st Meeting (Wednesday, May 22nd 2024)	1. Learn the material about "Asking and Giving Direction". 2. Guess the pict based on the material about "Preposition of Place".
2nd Meeting (Monday, May 27th 2024)	1. Review about "Preposition of Place" using Flashcards. 2. Sing a song to the list of vocabularies about Asking and Giving Direction. 3. Do a task about Preposition of Place.
3rd Meeting (Wednesday, May 29th 2024)	1. Make a group of 4 people. 2. Playing games about honing vocabulary mastery skills. (*find and guess a word*) 3. Giving Direction based on the maps.

c. Post Test

The post-test was held on May 30th, 2024 in 20 minutes. The post-test has given to measure students' progress on vocabulary mastery after they received the treatment. The post test items sheets has given to both groups (experimental and control group) at the end of program. The procedure and the items of post test were little similar to the pre-test. The reason is to measure whether or not the students make progress in their vocabulary mastery. From the result of doing a post test, the reasearcher will known how good on the effect of using Assemblr Edu in English class for grade student of junior high school.

d. Scoring The Test

In scoring the result achievement of the students, it counted based on the literal and interpretative comprehension. In scoring the test, this research uses score ranging from 0 – 100 by counting the correct answer and applying this formula:

$$S = \frac{R}{N} \times 100$$

S = Score

R = Right/true answer

N = Total number of the question

F. Research Instruments

Research instruments are used to measure variable values researched. Here are the research instruments used in this research.

1. Test
   a. Pre-Test

   The isntruments used in this research for the first step was a Pre-Test in the form of a multiple-choice test containing 14 questions. The type of measurement scale used is the *Guttman Scale,* where the correct answer to each question is given a highest value 1 point, while the wrong answer to each question is given a value 0 point. The pre test questions focused on the material of *Asking and Giving Direction*, was arranged based on the question indicators. Here are the Pre-Test Guidelines,

Table 3.3 : The Guidelines of Pre-Test

Basic Competencies	Question Indicators	Question Form	Question Number
1. Asking and giving direction using the right form. (*Phrase of sentences*)	Determine how to asking to someone about direction using particular form. (*Modal Auxiliary, information questions, or interrogative sentences*)	Multiple-choice	2
	Determine responses to the someone who asking about the direction by completing the incomplete sentences according to the existing conversation. (*positive response or negative response*)	Multiple-choice	1
2. Recognizing about the signpost	Determine the meaning according to the signpost mentioned.	Multiple-choice	5, 10, 11
	Determine the words in anotherlanguage.	Multiple-choice	3, 4, 9
3. The use of preposition in sentences	Completing the incomplete sentences with the common *preposition of place*.	Multiple-choice	6, 7, 8, 12
	Checking the vocabulary mastery with the riddle questions. (*synonym and antonym*)	Multiple-choice	13, 14

b. Post Test

The instruments used in this research for the last step was Post-Test. The characteristic of the post test in the form, type of measurement scale, and instrument guidelines approximately the same as the pre-test. The difference is just the type of the questions only. The purpose of making pretest and posttest questions with different questions is to avoid students answering questions only because they remember the pretest questions, not because they know the meaning, answer, and understand the questions. The post test was also arranged based on question indicators. Here are the guidelines of Post Test Instrument.

Table 3.4 : The Guidelines of Post-Test

Basic Competencies	Question Indicators	Question Form	Question Number
1. Asking and giving direction using the right form. (*Phrase of sentences*)	Determine how to asking to someone about direction using particular form. (*Modal Auxiliary, information questions, or interrogative sentences*)	Multiple-choice	6
	Determine responses to the someone who asking about the direction by completing the incomplete sentences according to the existing conversation. (*positive response or negative response*)	Multiple-choice	7, 8, 9, 10, 11, 12
2. Recognizing about the signpost	Determine the words in another language.	Multiple-choice	2
3. The use of preposition in sentences	Determine the answer with the common *preposition of place*.	Multiple-choice	3, 4, 5
	Checking the vocabulary mastery with the riddle questions. (*synonym and antonym*)	Multiple-choice	13, 14
4. Identifying the instructions or name of the building correctly	Determine the best answer that are continous with each other according to the instructions.	Multiple-choice	1

2. Testing Research Instruments
   a. Validity Test

   According to Janna (2021), validity test is a test that has functions to see whether a measure stuff to measuring instrument is valid or invalid. The measuring instruments referred to here are the questions or questionnare. In addition, the variables that determine the scale can be used to explain a phenomenon. According to Azwar that stated by Sofya (2024), validity is measure how far the accuracy and the precision a measurer instrument can perform its measuring function. To check the validity test, the researcher use Construct Validity which is according to Sugiyono that stated by Sukendra & Atmaja (2020), Construct Validity is the concept test that behind the arrangement of measuring instruments. To constract validity test, judgment expert can be used. In this validity test, each question use item analysis, that is to correlate the score of each item with the total score which is the sum of each item score. Validity Test that researcher used here was expert judgement and validity statistic by using SPSS. Here the explanation of the instruments validity that used in this research as follows,

   1) Expert Validity

   Expert validity used in this research, the research instrument was assessed by the English teacher from SMP N 1 Tambak and by two lecturers of UIN Prof. K.H. Saifuddin Zuhri Purwokerto. The validity of the students' vocabulary mastery instrument in the form of Pre-Test and Post-Test with a total of 20 multiple choice items in each, showed that the questions were considered valid with minor revisions.

   2) Validity Statistic by SPSS

   To find the validity status, the researchers used the *Pearson Correlation Product Moment* formula with the significance level used being 5% to determine the product moment correlation coefficient. The data used in this validity test are the results of the Pre-Test and Post-Test instrument in class VII H (Pre-Test instrument) and also by class VII G (Post-Test instrument) as the instrument trial class.

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

Explanation:

r_{xy} : Coefficient correlation

$\sum x$: Item score X

$\sum y$: Total score item Y

n : Total amount of responden

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

1) Validity Test by SPSS of Pre-Test

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

No.	r count	r table	Category
1	0,201	0,349	Invalid
2	0,640	0,349	Valid
3	0,496	0,349	Valid
4	0,396	0,349	Valid
5	0,367	0,349	Valid
6	0,329	0,349	Invalid
7	-0,186	0,349	Invalid
8	0,557	0,349	Valid
9	0,299	0,349	Invalid
10	0,538	0,349	Valid
11	0,748	0,349	Valid
12	0,566	0,349	Valid
13	0,476	0,349	Valid
14	0,437	0,349	Valid
15	0,461	0,349	Valid
16	0,529	0,349	Valid
17	0,163	0,349	Invalid
18	0,762	0,349	Valid
19	0,559	0,349	Valid
20	0,322	0,349	Invalid

Because of n value or total amount of responden was 32, so the r table is 0,349. Based on the data table of the validity test results for the Pre-Test instrument using SPSS version 25 for windows, can be seen that there are a total of 14 items in the valid category because of r **count** $\geq r$ **table**. While, a total of 6 items are in the invalid category because of r **count** $\leq r$ **table**. Then, only a total of 14 items is feasible and usable, were used for research in the control class and experimental class.

2) Validity Test by SPSS of Post-Test

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

No.	r count	r table	Category
1	0,110	0,349	Invalid
2	0,575	0,349	Valid
3	0,333	0,349	Invalid
4	0,415	0,349	Valid
5	0,052	0,349	Invalid
6	0,042	0,349	Invalid
7	0,147	0,349	Invalid
8	0,575	0,349	Valid
9	0,473	0,349	Valid
10	0,391	0,349	Valid
11	0,645	0,349	Valid
12	0,362	0,349	Valid
13	0,449	0,349	Valid
14	0,427	0,349	Valid
15	0,399	0,349	Valid
16	0,603	0,349	Valid
17	0,687	0,349	Valid
18	0,596	0,349	Valid
19	0,279	0,349	Invalid
20	0,453	0,349	Valid

As already explained before, because of n value or total amount of responden was 32, so the r table is 0,349. Based on the data table of the validity test results for the Post-Test instrument using SPSS version 25 for windows, can be seen that there are a total of 14 items in the valid category because of r **count ≥ r table**. While, a total of 6 items are in the invalid category because of r **count ≤ r table**. Then, only a total of 14 items is feasible and usable, were used for research in the control class and experimental class.

b. Reliability Test

The reliability is a measurement indicates the degree to which the measurement is without bias (free from error) and because of that guarantees consistent measurement across time and across various items in instrument. For this reliability, the researcher use Cronbach's Alpha formula as follows,

$$r_{11} = \frac{k}{k-1}\left(1 - \frac{\sum \sigma_b^2}{\sigma_t^2}\right)$$

r_{11} : Instrumen reliability

k : The number of question item

$\sum \sigma_b^2$: The number of variants item

σ_t^2 : Variants total

Judgement :

If the result of Cronbach's Alpha value ≥ 0,60 = **Reliable**

If the result of Cronbach's Alpha value ≤ 0,60 = **Unreliable**

Here are the result of reliability test of Pre-Test and Post-Test 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
.751	20

Based on the Reliability Statistic above, can be seen the Cronbach's Alpha of this Pre-Test instrument is 0,751 ≥ 0,60. So, it can be concluded that this instrument is **Reliable**.

2) Reliability Test of Post-Test

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

Reliability Statistics	
Cronbach's Alpha	N of Items
.722	20

Based on the table Reliability Statistic above, can be seen the Cronbach's Alpha of this Post-Test is $0,722 \geq 0,60$. So, it can be concluded that this instrument is **Reliable**.

G. Technique of Data Analysis

In this research, data analysis carried out after conducting the research, and all data that needed have been collected. Researcher used descriptive statistics in analyzing the data. Here the explanation as follows:

1. Normality Test

Normality test is used to know whether the data from the population that distributed normal or not. This research used the *Kolmogorov Smirnov* type of normality test because the total population is more than 50 respondents. The total population in this research is 64 students that was contributed when the treatment is carrioud out. Here the explanation of this normality test judgement as follows,

> **Judgement :**
> If the sig (p-value) $\geq \alpha$ = **Not Normally Distributed**
> If the sig (p-value) $\leq \alpha$ = **Normally Distributed**
> *α = 0,05

2. Homogeneity Test

Accordng to Usmadi (2020), The Homogeneity test is used to determine whether or not the population variance is from the same variation. This test is carried out as as prerequisite in the analysis of the Paired Samples T-Test to measure the hypothesis of this research. The Homogeneity test used to determine whether or not the data from two groups included the same variation. This type of test, made use of IBM SPSS V 25 software. And, the research used Levene Test Formula of this Homogeneity Test. The Levene Statistic with = 0,05 is used in this study. If the homogeneity score more than 0,05, it can be concluded that the data was regarded to be homogeneous.

3. Hypothesis Test

T-Test carried out to know the hypothesis on this research whether there is or not a significant effect of using Assemblr Edu media on students' vocabulary mastery. The T-Test used by the researcher to determine whether the null hypothesis (H_0) or alternative hypothesis (H_a) should be accepted or rejected. The T-Test used in this study was Paired Samples T-Test with a two-tailed significance test. To get the response to aforementioned hypothesis, the reseracher provides alternative hypothesis (H_a) and null hypothesis (H_0) as follows,

a. Alternative Hypothesis (H_0) = There is no significance difference of students' achievement in vocabulary mastery between before the treatment and after the treatment.

b. Null Hypothesis (H_a) = There is significance difference of students' achievement in vocabulary mastery between before the treatment and after the treatment.

Here the basis of decision Paired Sample T-test is devided by two:

1) If the value of Sig. (2-tailed) < Research Alpha (0.05), then H_0 is rejected and H_a is accepted. It is indicating that there is an effect on the variable under study after did a treatment.

2) If the value of Sig. (2-tailed) > Research Alpha (0.05), then H_0 is accepted and H_a is rejected. It is indicating that there is no an effect on the variable under study after did a treatment.

The decision making based on the comparison of the t_{count} value with the t_{table} of Paired Sample T-test can be guided by following basis:

1) If value t_{count} < t_{table}, then H_0 is accepted and H_a is rejected. It is indicating that there is no difference in average between the experimental class and control class.

2) If value t_{count} > t_{table}, then H_0 is rejected and H_a is accepted. It is indicating that there is a difference in average between the experimental class and control class.

Then, the basis for decision making in the Independent Sample T-test is as follows (Wiratna Sujarweni, 2014: 99).

1) If the value of Sig. (2-tailed) < 0.05, then H_0 is rejected and H_a is accepted. It is indicating that there is a difference in average between the control class and experimental class.
2) If the value of Sig. (2-tailed) > Research Alpha (0.05), then H_0 is accepted and H_a is rejected. It is indicating that there is no difference in average between the control class and experimental class.

According to Jonathan (2015), that the decision making based on the comparison of the t_{count} value with the t_{table} of Independent Samples T-test can be guided by following basis:

1) If value $t_{count} < t_{table}$, then H_0 is accepted and H_a is rejected. It is indicating that there is no difference in average between the experimental class and control class.
2) If value $t_{count} > t_{table}$, then H_0 is rejected and H_a is accepted. It is indicating that there is a difference in average between the experimental class and control class.
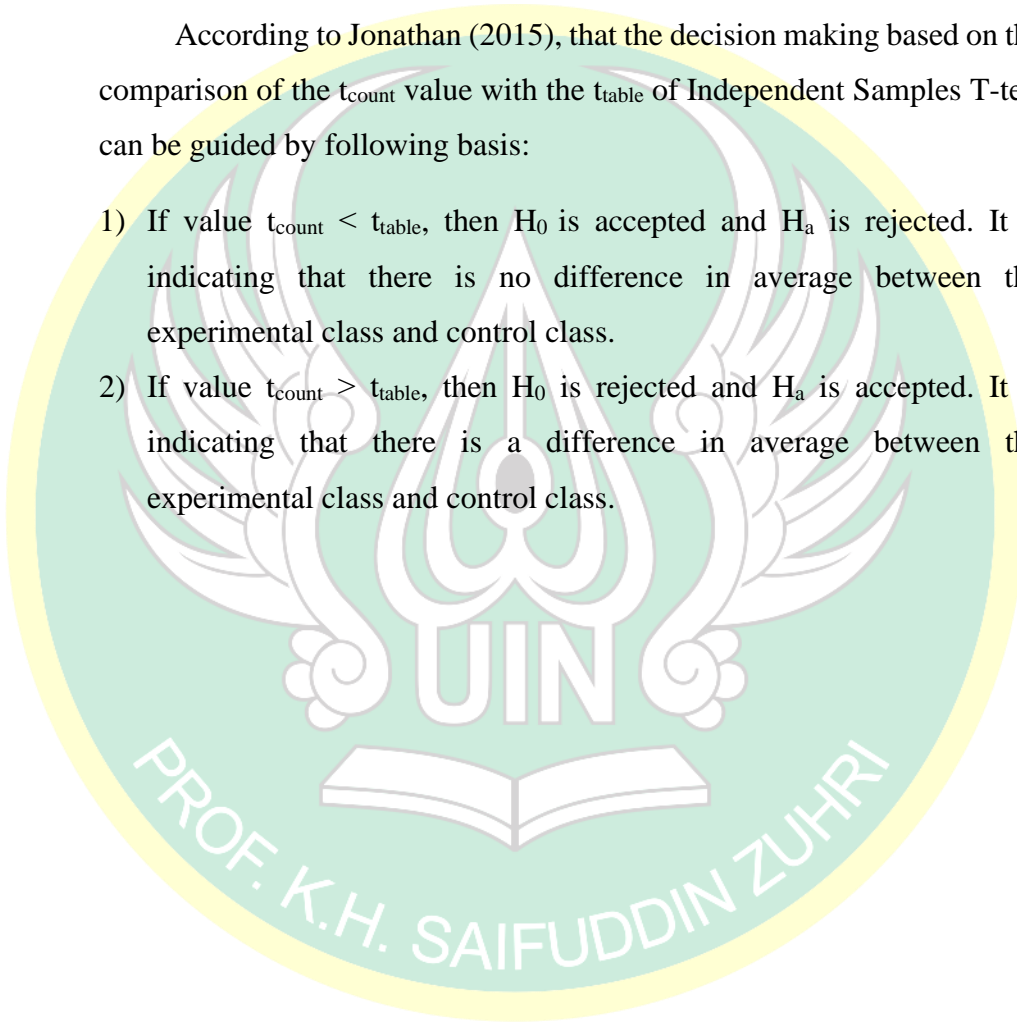
CHAPTER IV

FINDINGS AND DISCUSSION

This chapter describes the findings and discussion. The findings section contains data description and inferential statistics. Then, the results are discussed in the discussion section.

A. Findings

1. Data Description

This research was conducted at SMP N 1 Tambak and was considered to be quasi-experimental desaign. The purpose of this study was to determine whether or not using a Assemblr Edu media has a significance effect on the level of students' vocabulary mastery increased by the students. The findings from the pre-test and post-test needs to be compared in order to determine whether or not the use of Assemblr Edu had any effect. This research has took into two classes from eight classes. Two classes are VII A and VII B grades, with class distribution of VII A as Experimental Class and VII B as a Control Class. In its implementation, the samples given to the experimental group and the control group were different. The experimental group was given treatmeant through the using of Assemblr Edu, while the control group was not given the treatment through the using of Assemblr Edu but only applied the media that are in general.

The pre-test and post-test were both conducted as a componenet of the data collection method that were carried out. The pre-test and post-test instrument that used were written from the test, it was contained into 14 multiple-choice form. The pre-test was given to both group of experimental class and control class in order to know students' vocabulary mastery before the treatment. The treatment was carried out into three meetings in both of groups with the same materials about "Asking and Giving Direction". This material is a continuation of the previous material teached by the teacher. The material taught is based on references from guidebooks held by teachers and students. After completing the treatment, both classes took the post-test at the end of the meeting. In scoring analysis used formula as follows,

$$Scoring = \frac{Obtained\ Score}{Max\ Score}\ X\ 100$$

a. Data Description of Experimental Group and Control Group

Here is pre-test and post-test result data of experimental group and control group by using SPSS calculation version 25 software, so it can be concluded as table as follows,

Table 4.1 : The Data Descriptive Statistics of Experimental Group and Control Group

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experimental Class	32	29	79	50.69	11.918
Post-Test Experimental Class	32	57	100	83.50	8.850
Pre-Test Control Class	32	36	86	53.13	12.461
Post-Test Control Class	32	57	93	78.84	9.746
Valid N (listwise)	32				

1) The Classification of Data Descriptive Statistics Pre-Test and Post-Test of Experimental Group

Based on the table above, can be seen all descriptive statistic in post-test was higher than pre-test. The *Mean* of the pretest and posttest in the experimental group showed a greater value in the posttest results than the pretest with a difference of 32,81. Then for the *Maximum* of both pre-test and post-test of experimental group were higher in post-test than pre-test with the difference of 21. And the last, the *Minimum* in pre-test and post-test of experimental group were higher in post-test than pre-test with the difference of 28.

2) The Classification of Data Descriptive Statistics Pre-Test and Post-Test of Control Group

In the table above, can be seen the same with the data descriptive statistics result of experimental group that all statistic of control group in post-test was higher than pre-test. The *Mean* of the pretest and posttest in the control group showed a greater value in the posttest results than the pretest with a difference of 25,71. Then for the *Maximum* of both pre-test and post-test of control group were higher in post-test than pre-test with the difference of 7. And the last, the *Minimum* in pre-test and post-test of control group were higher in post-test than pre-test with the difference of 19.

b. The Differences Between The Result of Score Pre-Test and Post-Test of Experimental Group and Control Group

1) The Differences Result Pre-Test of Experimental and Control Group

Table 4.2 : The Difference Result Pre-Test of Experimental Group and Control Group

No	Category	Pre-Test	
		Experimental	Control
1	N	32	32
2	Mean	50,69	53,13
3	Maximum	79	86
4	Minimum	29	36

Based on the table above, the difference of pre-test result in experimental group and control group showed the data *Mean* of pre-test result in control group was higher than experimental group with the difference of 2,44. Then the *Maximum* of Pre-Test Result of both group, experimental group and control group showed that the data of control group was higher than experimental group pre-test with the difference of 7. And the last, the *Minimum* of Pre-Test Result of both group were higher control group result than the experiment group with the difference of 7.

2) The Differences Result Post-Test of Experimental and Control Group

Table 4. 3 : The Difference Result Post-Test of Experimental Group and Control Group

No	Category	Post-Test	
		Experimental	Control
1	N	32	32
2	Mean	83,50	78,84
3	Maximum	100	93
4	Minimum	57	57

In the table above, the difference of Post-Test Result in experimental group and control group, can be seen the *Mean* of Post-Test Result in experimental group was higher than control group

with the difference of 4,66. Then the *Maximum* of Post-Test Result in experimental group was higher than control group with the difference of 7. And the last, the *Minimum* of Post-Test Result of both group, experimental group and control group, were same with the score of 57.

2. Data Analysis

a. Normality Test

Normality test is carried out to determine whether a data owned comes from a normally distributed data population or not. The normality test was analyzed using IBM SPSS V 25 *software for windows*. To analyze, the pre-test in both of groups needs to be calculated in this normality test, by using *Kolmogorov Smirnov* type of normality test because of the total sample is up to 50 population.

According to Sugiyono (2012), the hypothesis for the Normality Test formulated as follows:

H_a : the data are normally distributed

H_0 : the data are not normally distributed

For the Normality Test criteria are as follows:

H_a is accepted if Sig. $\alpha > 0{,}05$

H_a is rejected if Sig. $\alpha < 0{,}05$

Here is the result of Normality Test analyzed by IBM SPSS V 25.

Table 4.4 : The Result of Normality Test

Tests of Normality		Kolmogorov-Smirnov[a]		
	Kelas Sampel	Statistic	df	Sig.
Hasil Belajar Siswa	Pre-Test Experimental Class	.148	32	.072
	Pre-Test Control Class	.193	32	.084
a. Lilliefors Significance Correction				

Based on the result of Normality Test table through *Kolmogorov Smirnov* type above, can be seen in the pre-test of experimental class showed that the Sig. value 0,072 which means $> \alpha$ (0,05) While, the pre-test of control class has Sig. value 0,084 which means $> \alpha$ (0,05). So, based on the decision making of Normality Test criteria on the *Kolmogorov Smirnov*, it can be concluded that the test already carried out in experimental and control group was **Normally Distributed**.

b. Homogeneity Test

The Homogeneity Test was carried out to determine whether or not the data from the experimental group and control group were homogeneous (equal/same). In this study, the *Levene Statistic* used by the researcher to scale the homogeneity test of both the experimental group and control group. The result of homogeneity test as follows:

Table 4.5 : The Result of Homogeneity Test

Test of Homogeneity of Variance		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	.128	1	62	.722
	Based on Median	.015	1	62	.904
	Based on Median and with adjusted df	.015	1	60.917	.904
	Based on trimmed mean	.093	1	62	.761

According to the result of Homogeneity Test on the table above, it can be seen the significance value in the row "Based on Mean" column is 0,722 which means > 0,05. It can be concluded that the variance of the two groups o data is the same or **Homogeneous**.

c. Hypothesis Test

1) Paired Samples T-Test of Control Class

The Paired Sample T-Test analysis was carried out in order to determine whether or not there was a significant differences in the level of vocabulary mastery demonstrated by the students in the experimental class who taught by using Assemblr Edu media, then compared with the students in the control class who did not used the Assemblr Edu media. The T-test can be carried out if the data taken comes from normally distributed data. This analysis t-test used the Paired Samples T-test by using IBM SPSS V 25 *software* which is to compare two paired samples and find out if there was a significant difference in mean between the two groups. The purpose of this T-test is to measure whether there is an effect of Assemblr Edu on students' vocabulary mastery. The T-test was conducted to assess whether the null hypothesis (H_0) or alternative hypothesis (H_a) should be accepted or rejected.

Table 4.6 : The Result of Paired Samples Statistics of Control Group

Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Control Class	53.13	32	12.461	2.203
	Post-Test Control Class	78.84	32	9.746	1.723

The result of Paired Sample Statistics in Control Class, can be seen the *Mean* score of pre-test is 53,13 while the *Mean* score of post-test is 78,84. The N indicates there are 32 data respondent in control group. The *Standard Deviation* of control group showed that in pre-test is 12,461 and post-test is 9,746. The *Standard Error Mean* of control group in pre-test is 2,203 while in the post-test of control group is 1,723. Therefore, it can be known that the mean data of control group, it can be assumed that the post-test on the data is higher than the pre-test.

Table 4. 7 : The Result of Paired Sample of Control Group

Paired Samples Test		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Pre-Test Control Class - Post-Test Control Class	-25.719	10.729	1.897	-29.587	-21.851	-13.560	31	.000

Then, the *Mean* of the Paired Samples T-test differences in Control Class is shown to be -25,719 in the table that was just presented. This value represents the difference between the pre-test and post-test of experimental class average results and may be found in the table above. It can be written out as (53,13 – 78,84 = -25,719) and the differences is between -29,587 to -21,851 (95% Confidence Interval of the Difference Lower and Upper). Based on the output table above, it is know that t_{count} is negative, which is -13,560. This negative t_{count} is caused because the mean value of post-test results is

higher than the mean of pre-test results. Basically in this case, a negative t_{count} can be considered beneficial. Therefore, the value of the t_{count} variable was 13,560. The next step is to use the found of the t_{table} function, which searches the t_{table} using the df value and the significance value (α). In order to locate the t_{table} inside the distribution of the t statistical table, the value of df 32 and the significance value of 0,05 were used. The next step is to check up the value of the t_{table} based on the df 32 and the value 0,05; the t_{table} should be 2,039.

Based on the anlysis result from the table 4.14, it can be seen that the Sig. (2-tailed) < α (alpha). The result of Sig. (2-tailed) is 0.000 < 0.05, it means that **Hₐ** is **accepted** and **H₀** is **rejected**. There was an increase in the control class in students' vocabulary mastery without using Assemblr Edu media based on the comparison of pre-test and post-test score. Meanwhile, t_{table} value based on df 32 and the value of α (Alpha) is 0.05, so the t_{table} is 2.039. Because t_{count} 13.560 > t_{table} 2.039 as a basis for the above decision, it can be concluded that **H₀** is **rejected** and **Hₐ** is **accepted**. It can be assumed that there is an average difference between the pre-test and post-test results, which means that there is an influence too in teaching vocabulary but without using Assemblr Edu media.

2) Paired Samples T-Test of Experimental Class

Table 4. 8 : The Result of Paired Samples Statistics of Experimental Group

Paired Samples Statistics			Mean	N	Std. Deviation	Std. Error Mean
Pair 2	Pre-Test Experimental Class		50.69	32	11.918	2.107
	Post-Test Experimental Class		83.50	32	8.850	1.564

The Paired Sample Statistics table describes the descriptive analysis of the processed data. Based on the table above, the *Mean* score of pre-test in Experimental Class is 50,69 while the *Mean* score of post-test is 83,50. Then, **N** indicates there are 32 data respondent in the experimental group. The *Standard Deviation* was used to calculate the degree of risk, which is 11,918 in the experimental pre-test and

8,850 in the experimental post-test. The *Standard Error Mean* was used to examine how well the average data from the sample data can estimate the population mean for each variable. The *Standard Error Mean* of experimental group showed that in pre-test coloumn is 2,107, while in post-test coloumn is 1,564. The standard error mean can be ignored because the data as normally distributed. Based on the mean data of pre-test and post-test in experimental group , it can be assumed that the post-test on the data is higher than the pre-test.

Table 4.9 : The Result of Paired Samples of Experimental Group

		Paired Differences							
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean			Lower	Upper	t	df	
Pair 2	Pre-Test Experimental Class - Post-Test Experimental Class	-32.813	11.563	2.044	-36.981	-28.644	-16.052	31	.000

The *Mean* of the Paired Samples T-test differences in Experimental Class is shown to be -32,813 in the table that was just presented. This value represents the difference between the pre-test and post-test of experimental class average results and may be found in the table above. It can be written out as (50,69 – 83,50 = -32,813) and the differences is between -36,981 to -28,644 (95% Confidence Interval of the Difference Lower and Upper). Based on the output table above, it is know that t_{count} is negative, which is -16,052. This negative t_{count} is caused because the mean value of post-test results is higher than the mean of pre-test results. Basically in this case, a negative t_{count} can be considered beneficial. Therefore, the value of the t_{count} variable was 16,052. The next step is to use the found of the t_{table} function, which searches the t_{table} using the df value and the significance value (α). In order to locate the t_{table} inside the distribution of the t statistical table, the value of df 32 and the significance value of 0,05 were used. The next step is to check up the value of the t_{table} based on the df 32 and the value 0,05; the t_{table} should be 2,039.

Based on the analysis result from the table 4.14, it can be seen that Sig. (2-tailed) < α (alpha). The result of Sig. (2-tailed) is 0.000 < 0.05, it means that **Ha** is **accepted** and **H₀** is **rejected**. There was an increase in the experimental class in students' vocabulary mastery using Assemblr Edu media based on the comparison of pre-test and post-test score. Meanwhile, the t_{table} value based on df 32 and the value of α (alpha) is 0.05, so the t_{table} is 2.039. Because t_{count} 16.052 > t_{table} 2.039, as a basis for the above decision, it can be concluded that **H₀** is **rejected** and **Ha** is **accepted**. It can be assumed that there is an average differences between the pre-test and post-test results, which means that there is an effect in the teaching vocabulary using Assemblr Edu media.

3) Independent Sample T-Test of Pre-Test

In order to determine whether or not there was a statistically significant difference in mean between the two groups, a comparison of two unpaired samples was carried out using the Independent Sample T-test.

Table 4. 10 : The Result of Group Statistics of Pre-Test

Group Statistics					
	Kelas Sampel PreTest	N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar Siswa	PreTest Experimental Class	32	50.69	11.918	2.107
	PreTest Control Class	32	53.13	12.461	2.203

According to the table of group data of the pre-test that was just presented, it is possible to deduce that the *Mean* score on the pre-test for the control class is 53.13, while the mean score for the experimental class is 50.69. the mean differences between the two groups have been shown to be somewhat distinct from one another. Because both classes or groups are considered to be of the same level or to share similar characteristics, it is reasonable to anticipate that they will have a comparable amount of success in vocabulary mastery. N indicates the quantity of data, which was a total of 32 in the control class and 32 in the experimental class. In the pre-test of the control group's data, the *Standard Deviation* which is used to quantity the

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amount of risk, was 12.461, while in the pre-test experimental group was 11.918. it was determined with the use of standard error mean how accurately the average data derived from the sample data of each variable could indicate the means of the population. The *Standard Error Mean* of control group was 2.203, while for the experimental group was 2.107.

Table 4.11 : The Result of Independent Samples T-Test of Pre-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil Belajar Siswa	Equal variances assumed	.128	.722	-.800	62	.427	-2.438	3.048	-8.530	3.655
	Equal variances not assumed			-.800	61.877	.427	-2.438	3.048	-8.531	3.656

In output table of Independent Samples T-test of the pre-test, the column "Mean Difference" is equal to -2.438. this value indicated the differences between the control class's and the experimental class's average pre-test scores, which are 50.69 – 53.13 = -2.438, and the differences was in -8.530 – 3.655 (95% Confidence interval of the Difference lower and upper). A negative t_{count} was not considered an error. This negative t_{count} can be explained by the fact that the experimental group's pre-test results on average scored lower than those of the control group. In the process of decision making, an independent sample t-test is performed by conducting a comparison between the t_{count} and $t_{table.}$ As a result, the value of t_{count} is transformed into 0.800. The next step is to use the found of the t_{table} function, which searches the t_{table} using the df value and the significance value (α). In order to locate the t_{table} inside the distribution of the t statistical table, the value of df 32 and the significance value of 0,05 were used. The next step is to check up the value of the t_{table} based on the df 32 and the value 0,05; the t_{table} should be 2,039.

Based on the analysis result from the table 4.11, it can be seen that Sig. (2-tailed) is $0.427 > 0.05$, it means that **Ha** is rejected and **H0** is **accepted**. It means that there is no difference in the average student learning outcomes on the pre-test scores between the experimental class and the control class. It can be said because there has not been any treatment between the two classes, so it cannot be concluded any results in this data. Meanwhile, the t_{table} value based on df 32 and the value of α (alpha) is 0.05, so the t_{table} is 2.039. Because t_{count} $0.800 <$ t_{table} 2.039, as a basis for the above decision, it can be concluded that **H0** is **accepted** and **Ha** is **rejected**. So, based on the result count above, it can be assumed that the mean between on both of groups has a difference score of 2,44.

4) Independent Sample T-Test of Post-Test

Table 4.12 : The Result of Group Statistics of Post-Test

Group Statistics					
	Kelas Sampel PostTest	N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar Siswa	PostTest of Experimental Class	32	83.50	8.850	1.564
	PostTest of Control Class	32	78.84	9.746	1.723

The mean table displayed the average value of each variable and was based on the group statistics of the post-test table that was presented before. The data presented in the table that can be found above shows that the *Mean* score on the post-test for the control group is 78.84, while the mean score for the experimental group is 83.50. Therefore, this indicates that the learning outcomes in the experimental group in regard to the learning vocabulary was higher than the control group. N indicates the quantity of data, which was 32 in the experimental class, and 32 in the control class. The level of risk is measured by the *Standard Deviation*, and the post-test of the control group had a value of 9.746, while the post-test for the experimental group had a value of 8.850. it was determined with the use of standard error mean how accurately the average data derived from the sample data of each variable could represent the means of the population. The *Standard Error Mean* value for the control class is 1.723, while the

experimental class is 1.564. it is possible to assert that the data obtained from the post-test, as measured by the mean score, are more accurate than those obtained from the pre-test.

Table 4.13 : Result of Independent Samples T-Test of Post-Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil Belajar Siswa	Equal variances assumed	1.306	.258	2.068	62	.040	4.656	2.327	.004	9.308
	Equal variances not assumed			2.068	61.433	.040	4.656	2.327	.004	9.308

In output table of Independent Samples T-test of the post-test, the column "Mean Difference" is equal to 4.656, and the difference is 0.004 to 9.308 (95% Confidence interval of the Difference lower and upper). The t_{count} was 2.001 performed on the table. In the process of decision making, an independent sample t-test is performed by conducting a comparison between the t_{count} and the t_{table}. If the value of t_{count} is positive, then the decision was taken correctly. As a result, the value of t_{count} has been turned into 2.068. The next step is to use the found of the t_{table} function, which searches the t_{table} using the df value and the significance value (α). In order to locate the t_{table} inside the distribution of the t statistical table, the value of df 32 and the significance value of 0,05 were used. The next step is to check up the value of the t_{table} based on the df 32 and the value 0,05; the t_{table} should be 2,039.

Based on the analysis result from the table 4.9, it can be seen that Sig. (2-tailed) is 0.040 < 0.05, it means that **Ha** is **accepted** and **H0** is **rejected**. It means that there is a difference in the average student learning outcomes in the post-test scores between the experimental and control classes. Meanwhile, the t_{table} value based on df 32 and the

value of α (alpha) is 0.05, so the t_{table} is 2.039. Because t_{count} 2,068 > t_{table} 2.039, as a basis for the above decision, it can be concluded that **H₀** is **rejected** and **Hₐ** is **accepted**. So, based on the calculation result above, it can be assumed that the mean between on both of groups was increased after did a treatment by with the differences of 4,66.

B. Treatments

The treatment has conducted by the researcher in experimental group and control group in the same three meetings. The treatment in both of groups has started from May 22nd, 2024 until May 29th, 2024. It does not include the pre-test and post-test meeting. Both classes were given treatment with the same material, was about Asking and Giving Direction. The sequence of learning activities in the experimental and control classes explained as follows:

1. The Treatment of Experimental Class

The first meeting was held on Wednesday, May 22nd 2024 for 40 minutes (1JP). At the beginning of the meeting, an overview of the purpose and implementation of the material "Asking and Giving Direction" in the real life was explained by the researcher. After brainstorming in the form of questions that provide answers to explain a location, the class started by explaining the material about *Preposition of Place*. Then, the last 15 minutes were used for material evaluation by using Assemblr Edu media in the form of a map showing the position of a building. Students were given orders to answer the position of the building asked by the researcher.

The second meeting was held on Tuesday, May 28th 2024 for 80 minutes (2JP). Before starting the lesson, the brainstorming has conducted for the first 15 minutes to sharpen their memory skills with the material learned in the previous meeting. Then continued by explaining the material about "Asking and Giving Direction" starting from explaining the definition, the expressions, and common words. Then an example of expression dialogue about 'Asking and Giving Direction' was given, some students were appointed to practice the conversation with a loud voice. Every word pronunciation in the conversation was confirmed by the researcher. After that, students were instructed to analyze the content or the essence of the conversation. After the first hour was over, the second hour was spent practicing the expression of 'Asking and Giving Direction' by using Assemblr Edu media. An example of giving directions based on a map was

given by the researcher. Then, the researcher wrote some words that are often used to give directions and students were asked to memorize some of the list of vocabularies.

The third meeting was held on Wednesday, May 29th 2024 for 40 minutes (1JP). Students were formed into groups of 4-5 people. Students conducted a grouping game with the aim of scoring the most. Games are conducted in three rounds in the form of evaluating students' understanding and memory of vocabulary mastery. In the third round, students were asked to explain the location of a building in detail on the maps of Assemblr Edu media.

2. The Treatment of Control Class

The first meeting was held on Wednesday, May 22nd 2024 for 80 minutes (2JP). At the beginning of the meeting, an overview of the purpose and implementation of the material "Asking and Giving Direction" in the real life was explained by the researcher. After brainstorming in the form of questions that provide answers to explain a location, the class started by explaining the material about "Preposition of Place" and "Asking and Giving Direction". Then, the last 15 minutes were used for material evaluation by guessing the position of the object on the pict.

The second meeting was held on Monday, May 27th 2024 for 40 minutes (1JP). Before starting the lesson, the brainstorming has conducted for the first 15 minutes to sharpen their memory skills with the material learned in the previous meeting. Then, a list of vacabularies about 'Asking and Giving Direction' to memorize was given by the researcher. Students were directed on how to pronounce the vocabularies correctly. In the last 15 minutes, students were given a worksheet to do about 'Preposition of Place'.

The third meeting was held on Wednesday, May 29th 2024 for 80 minutes (2JP). Students were formed into groups of 4-5 people. Students conducted a grouping game with the aim of scoring the most. Games are conducted in three rounds in the form of evaluating students' understanding and memory of vocabulary mastery. In the third round, students were asked to explain the location of a building in detail by applying the material about 'Preposition of Place' and 'Asking and Giving Direction'.

C. Discussion

This research was conducted in one of the schools in the Banyumas area, it is SMP N 1 Tambak, Banyumas. This research was conducted to determine whether or not there is an effect of Assemblr Edu media on students' vocabulary mastery at VII grade of SMP N 1 Tambak, Banyumas. The population of SMP N 1 Tambak for the entire number of seventh grade students is 260 students. In this research, there were two classes to be used as research samples. The sampling method in this study was carried out by means of simple random sampling technique. This technique is done by randomly selected using the roulette wheel selection method. From the draw results, there are two classes selected as samples. The result of the drawing is that there is class VII A as an experimental class with 32 students, and class VII B as a control class with the same number of students, it is consist of 32 students.

The different treatments was given in the experimental class and the control class. The experimental class was given treatment using learning media in the form of Assemblr Edu, while the control class did not use Assemblr Edu media. The treatments have done in the three meetings in both of groups. The material used by researchers in conducting this research is adjusted to the material taught at school. So, researchers followed the schedule or sequence of materials taught by SMP N 1 Tambak teachers with the material entitled "Asking and Giving Direction". Then, the research material by researchers is on the students' vocabulary mastery on Asking and Giving Direction material by using the help of Augmented Reality technology-based learning media, that is Assemblr Edu app.

The instrument used in this study is a multiple choice question test with a total of 14 items. The test was applied to the experimental class and control class in *offline meeting*. The test is in the form of pre-test and post-test questions. The questions given to students are of course questions that have been validated and reliable. The processing time for the pre-test instrument is before the treatment, while for the post-test instrument is after the treatment. The question instrument is based on several indicators that are adjusted to the material about Asking and Giving Direction. The difference is only in the level of the type of question, so that the post-test instrument has a slightly more difficult type.

Based on the results of the research that has been conducted at SMP N 1 Tambak Banyumas, the data collected from the results of the pre-test and post-test of students regarding students' vocabulary mastery has been obtained. In the experimental class with a total of 32 students, the highest pre-test score was 79 and the lowest score was 29 with an average pre-test score of 50,69. Furthermore, the control class has the same number of students with a total of 32 students. The highest pre-test score obtained in the control class was 86 and the lowest score was 36 with an average score of 53,13. From the pre-test results of the two classes, it can be seen that there is a difference in the average value. However, the difference was not significant, it means that the students' vocabulary mastery in the experimental class and control class before being given treatment was not much different.

After students took the pre-test, the next step was to provide material with different treatments between the experimental and control classes. The experimental class was given treatment using Assemblr Edu media, while the control class was not given treatment with Assemblr Edu. The two classes were given different treatments to measure students' vocabulary mastery standards, so that it can be seen whether there are differences in results between the experimental and control classes. The material given between the experimental class and the control class was the same and was carried out in three meetings, about Asking and Giving Direction.

After the two classes were given different treatments, then continued with giving post-test questions. Researchers distributed post-test questions to students with the aim of finding out whether there was a difference in student scores with the different treatments between experimental and control classes. The experimental class post-test results had the highest score of 100, and the lowest score was 57 with an average score of 83,50. Meanwhile, the control class had the highest score of 93 and the lowest score of 57 with an average score of 78,84. From the post-test results between the experimental class and the control class, it can be seen that there is a significant difference that can be compared.

For the both instruments of Pre-Test and Post-Tes was contain 14 multiple-choice form question, which have assessed by the English teacher from SMP N 1 Tambak and already did the validity expert judgement by two lecturers of UIN Prof. K.H. Saifuddin Zuhri Purwokerto and also validity statistics by

SPSS V 25 *software* based on the data that has been distributed in VII G and VII H as an instrument trial class, with **valid results** because of each questions has $r_{count} \geq r_{table}$ (0,349). The Pre-test and Post-test instruments also already did the Reliability Test with **reliable result**, because both instrument of pre-test and post-test have Sig. with Cronbach's Alpha was ≥ 0.60.

After got the pre-test and post-test scores, the researcher was conducted a pre-requisite test by calculating the normality test to determine whether the observed data is normally distributed or not. From the data analysis calculations that have been carried out, it can be seen that the result of pre-test in experimental class and control class are Normally Distributed. The normality results in the pre-test experimental class showed a Sig value. $0.072 > 0.05$. While, the normality results in the pre-test control class showed a Sig value. $0.084 > 0.05$. Because the number of respondents in the two classes is summed up so that the total respondents become 64 students, the normality test used is based on the provisions of *Kolmogorov Smirnov*. Then, the results of the decision-making basis in the normality test according to *Kolomogorov Smirnov*, explained if the significance value (Sig.) > 0.05, then the data is **normally distributed**. This is in line with the results of the normality test analysis which is normally distributed calculated by using SPSS V 25 *software for windows*.

After the data is normally distributed, then hypothesis testing can be done to measure whether there is a significant effect on the use of Assemblr Edu on students' vocabulary mastery at VII grade of SMP N 1 Tambak, Banyumas. In this research, the hypothesis tests were used Paired Samples T-Test. The analysis of the Paired Sample T-Test on Sig. (2-tailed) which obtained a value of 0.000. The T-test is carried out by comparing the value of the calculated significance and the alpha (α) value. Based on the data calculations of pre-test and post-test in experimental class that have been carried out, it is obtained $0.000 < 0.05$, which means H_a is **accepted** and H_0 is **rejected**. It showed that Assemblr Edu media can give an influence on students' vocabulary mastery. Based on the analysis result pre-test and post-test in control class from the table 4.13, it can be seen that the Sig. (2-tailed) $< \alpha$ (alpha), which means H_a is **accepted** and H_0 is **rejected.** The result of Sig. (2-tailed) is $0.000 < 0.05$. There was an increase in the control class in students' vocabulary mastery even though without using Assemblr Edu media based on the comparison of pre-test and post-test score.

Assemblr Edu is a technology-based innovation that can be utilized by educators to increase students' learning motivation through learning that is designed in such a way using either two-dimensional or three-dimensional objects (Nazilah & Saepul Ramdhan, 2021). In addition, its features that are equipped with annotations, videos and music as well as text greatly support learner-centered learning. *Assemblr Edu* is a platform that uses 3D and AR (Augmented Reality) displays to make learning sessions more interesting and interactive. So, it is important to know that a large percentage of the human brain dedicates itself to visual processing (Assemblr, 2023). Therefore, by utilizing AR technology in learning can make students interested and excited to learn (Chairudin, Yustianingsih, and Aidah, 2023). Because of the 3D display and graphics animations are the best mediums to grab anyone's attention and spark curiosity right away, especially for young learners. By using *Assemblr Edu* application, educators who integrate the *Assemblr Edu* application in their learning can help improve students' in an elemen of 4C (creativity, critical attitude, collaboration and communication) (Wardhani et al. 2021).

In using Assemblr Edu media, the researcher directed to the students and explained the use of this media in accordance with the material studied about Asking and Giving Direction. The learning objectives in this material is that students are able to provide directions or information about a place/location. So in that case, the students needs to understand some appropriate vocabulary to be used in explaining a direction. The connection with the use of this media is to help make it easier for students to show the real location of the place through the features of 3D elements that are designed as interesting as possible. Therefore, students can easily provide detailed and clear directions. In addition, this media also has a feature in the form of annotations which can insert information needed to be shown to students.

By conducting this research using Assemblr Edu, the students looked excited, enthuastics and interested in learning English (Pugi Febriningrum and Mastuti Purwaningsih, 2022). Because this media quite fun, and the researcher applied to be like a games in grouping. The students seem to enjoy and understand quickly. This can be proven, when the researcher tried to ask "Where can I find the hospital?" and students can answered according to the position listed on the map. It has also been proved by the results of the post-test in experimental class and control class, that the experimental class was given the

treatment by using Assemblr Edu was got higher score than control class that was not using Assemblr Edu. So, it can be concluded that there is an effect of Assemblr Edu on studnets' vocabulary mastery at VII grade of SMP N 1 Tambak, Banyumas.

Based on the results that have been known that the use of Assemblr Edu media in English classes can have an influence on students' vocabulary mastery apart from the representation of this media which is fun and can give the impression of students' interest in English learning, this media can help strengthen students' memory of things they memorize. Assemblr Edu has a design that is made in the form of real visuals, so it makes the students easer to memorize the words (Nugrohadi and Anwar, 2022). In this case the teacher can teach new words by showing the real thing from the words. The activity makes the students enjoy the lesson, and the lesson can be recorded perfectly in theirs minds. That way this research can provide benefits to be used as a reference for the use of technology-based learning media that can support the quality of student learning by following the technology in the world of education.

Based on the research of Assemblr Edu conducted by Dinda and Ika (2023), it was to determine the level of validity of learning media made and tested by material experts and media experts as well as small group samples, and the results showed that Assemblr Edu media is in the "Very Valid" category with the results of the practicality test which is "Very Practical". In addition, in line with the results of research conducted by Abdul Majid (2023), that is the Assemblr Edu learning application can be a more interesting and modern learning solution to be applied in schools. The use of Assemblr Edu application which is quite easy can provide opportunities for more effective learning with the features of learning topics that are already complete enough to be learned. Other research by Fernando (2023) has also revealed that the use of AR-based teaching materials created through Assemblr Edu proved to be an effective tool in enhancing distance students' writing skills since they provided a more realistic and authentic learning environment. The interactive of visual elements, including 3D AR fostered students' curiosity, inspiring their learning of new vocabulary, grammatical structures, and punctuation. The three studies produced statements that refer to the effectiveness of Assemblr Edu media in learning activities, which means that it can have an influence on improving the students learning.

CHAPTER V

CONCLUSION AND SUGGESTION

This section presents the conclusion, limitation and some recommendation based on the result as below:

A. Conclusion

This research was focused on the effect of Assemblr Edu on students' vocabulary mastery at VII grade of SMP N 1 Tambak, Banyumas. The data were obtained by comparing the pre-test and post-test mean scores, then calculated by using IBM SPSS V 25 *software for windows*. The result was by comparing the mean of experimental group and control group, its showed that there is a significant effect of using Assemblr Edu in teaching vocabulary. Based on the data descriptive statistics of pre-test and post-test, the value on both of group was increased, but the value of experimental group was higher than the control group.

From the analysis of SPSS *software*, it can be seen of the significant difference on the calculation of the Paired Sample T-Test. The results is known that the value of Sig. (2-tailed) in the pre-test post-test experimental class and pre-test post-test control class was same $0.000 < 0.05$, as the basis for decision making in Paired T-test, it can be concluded that H_a is **accepted** and H_0 is **rejected**. Thus, it can be said that there is significance difference or effect of students' achievement on vocabulary mastery between a before and after the action (treatment) in class. So, based on the data that has been obtained, it can be concluded that there is significantly effect of Assemblr Edu on students' vocabulary mastery at VII grade of SMP N 1 Tambak, Banyumas.

B. Limitations of The Study

Based on the research conducted by researchers, of course there are several limitations that need to be taken by another reseracher to improve this research, including:

1. In making test instruments for pre-test and post-test questions, researchers suggest that the number of questions should be increased before the validity test is carried out. So that the validity test results with valid data reach at least 20 items.

2. In the implementation of treatment at each meeting, it is quite limited in time. This is due to the lack of researcher in time management at the class, so that learning exceeds the time limit.

3. As the media used allows for stable internet, some students found it difficult to access the app.

C. Suggestions

1. For Teachers

In English learning, it can be said that it is quite difficult to attract students to like and understand about English subjects. Therefore, teachers need to determine the use of interesting learning media that suitable, because the role of learning media when teaching is very important to help students understanding to the material was presented. Assemblr Edu can be one of the good choices to be applied during learning, besides of AR with 3D designs that was so funny, this media can improve the quality of students in the use of technology sophistication.

2. For School

Schools should be able to improve facilities that can support learning. Assemblr Edu can be used as a means of learning media to introduce students to technological and information advances in the world of education. However, this must be balanced with better facilities and infrastructure, such as a stable school internet network (WiFi) so that students can easily and comfortably access the application, so that learning can run smoothly.

3. For Future Researchers

For future researchers, they can utilise Assemblr Edu media in English classes with different skills, because this media has various elements that can be applied in others skills. But to be able to use all the 3D elements, it must to buy a premium package to be able to create the desired design.

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APPENDICES

MODUL AJAR BAHASA INGGRIS

SMP NEGERI 1 TAMBAK

KURIKULUM MERDEKA

A. INFORMASI UMUM

1. IDENTITAS SEKOLAH

Nama Institusi	: SMP Negeri 1 Tambak
Tahun Ajaran	: 2023/2024
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII /Genap
Materi	: *Asking and Giving Direction*
Alokasi Waktu	: 3 Pertemuan (5 JP)

2. CAPAIAN PEMBELAJARAN (CP)

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

3. KOMPETENSI AWAL

✓ Peserta didik mampu memberikan petunjuk atau informasi dalam bahasa Inggris

✓ Peserta didik mampu menguasai *vocabulary* dalam penggunaannya dengan baik

4. ELEMEN/DOMAIN CP

✓ Menyimak-Berbicara (*Listening-Speaking*)

✓ Membaca-Memirsa (*Reading-Listening*)

✓ Menulis-Mempresentasikan (*Writing-Presenting*)

5. TUJUAN PEMBELAJARAN

- Peserta didik mampu memahami kata petunjuk (*direction words*) dengan baik.
- Peserta didik mampu mengetahui tanda rambu lalu lintas (*traffic signs*) yang biasa ditemukan dalam kehidupan sehari-hari.
- Peserta didik mampu mempresentasikan penggunaan kata petunjuk (*direction words*) baik secara lisan maupun tulisan sesuai dengan konteks permasalahannya.
- Peserta didik mampu menganalisa beberapa *vocabulary* yang tersedia dalam sebuah *games* secara berkelompok.

6. *ESSENTIAL QUESTION(S)*

1) Could you tell me how to get to the cinema?

2) Would you give me directions to go to the bank?

3) What kind of some traffic signs did you know?

4) What is the meaning of that sign?

5) Where can I find the toilet?

B. ACUAN ALUR TUJUAN PEMBELAJARAN (ATP)

1. PROFIL PELAJAR PANCASILA

1) Beriman, bertakwa kepada Tuhan, dan berakhlak baik.
2) Bergotong-royong
3) Bernalar Kritis
4) Kreatif

2. SUMBER PEMBELAJARAN UTAMA

☐ **Materi Ajar:** *Asking and Giving Direction*

Listening

✓ *Listening to the conversation about Asking and Giving Direction on YouTube*

Speaking:

✓ *Try to giving a direction to others*

Reading and Viewing:

✓ *Reading the text and finding specific information from the text*

Writing and Presenting:

✓ *Do a discussion group to choose the best answer based on the rules of games*

3. MEDIA PEMBELAJARAN

➢ Komputer/Laptop/Hp
➢ Speaker, Audio
➢ *Worksheet*
➢ Papan tulis, spidol, dan penghapus
➢ Lembar Kegiatan Peserta Didik (LKPD)
➢ LCD Projector dengan tayangan *powerpoint*, video, gambar-gambar, dan lain-lain.
➢ Aplikasi *Assemblr Edu* (*experimental class*)*, YouTube*

4. MODEL PEMBELAJARAN

✓ *Problem Based Learning* (PBL)

✓ *Discovery Learning*

✓ Diskusi

✓ Presentasi

5. SUMBER BELAJAR (*References*)

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C. URUTAN KEGIATAN PEMBELAJARAN (*Learning Activity*)

Experimental Class

1. KEGIATAN PERTEMUAN KE-1 (*Experimental Class*)

Pendahuluan (10 Menit)	1. Guru mengucapkan salam pembuka dan menanyakan kabar. 2. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti ber'doa, absensi, menyiapkan buku pelajaran. 3. *Introduction, motivation, ice breaking* 4. *Brainstorming:* Memberikan pertanyaan pemantik. - *Have you ever giving direction to someone?* - *Did you know about asking and giving direction?*

	5. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai. 6. Menyampaikan cakupan materi dan penjelasan uraian kegiatan pembelajaran.
Inti (60 Menit)	1. Peserta didik dikenalkan materi tentang *Asking and Giving Direction.* 2. Guru memperkenalkan aplikasi *Assemblr Edu,* peserta didik menyimak dengan seksama. 3. Peserta didik diarahkan untuk mendemonstrasikan pendapat tentang cara memberikan petunjuk arah berdasarkan peta yang disediakan melalui *Assemblr Edu* dari bahasa Indonesia ke bahasa Inggris. 4. Guru menjelaskan materi *Asking and Giving Direction.* 5. Guru menyediakan *vocabulary* untuk dihafalkan oleh siswa.
Penutup (10 Menit)	1. Guru memberikan umpan balik terhadap proses pembelajaran: *Well class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?* 2. Guru menyimpulkan apa yang telah dipelajari hari ini. 3. Guru menyampaikan agenda pertemuan berikutnya. 4. Guru memberikan salam penutup.

2. KEGIATAN PERTEMUAN KE-2 (*Experimental Class*)	
Pendahuluan (10 Menit)	1. Guru mengucapkan salam pembuka dan menanyakan kabar. 2. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti ber'doa, absensi, menyiapkan buku pelajaran. 3. *Brainstorming:* Memberikan pertanyaan pemantik.

	  GIVING AND ASKING FOR DIRECTIONS - *Would you show me the way to the bank?* - *How to giving direction about the location to people?* - *What is the meaning of the signs?*
Inti (20 Menit)	1. Diperlihatkan slide berupa materi tentang *Asking and Giving Direction,* peserta didik mampu memahami konteksnya dengan benar. 2. Peserta didik dibangun rasa percaya diri untuk berani mengucapkan beberapa kalimat dalam bahasa Inggris secara bersamaan dan individu. 3. Peserta didik menentukan makna *traffic signs* serta menebak sebuah gedung yang terletak pada peta yang tersedia. 4. Guru mengajak siswa untuk bernyanyi tentang *preposition.*
Penutup (10 Menit)	1. Guru memberikan umpan balik terhadap proses pembelajaran: *Well class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?* 2. Guru menyimpulkan apa yang telah dipelajari hari ini. 3. Guru menyampaikan agenda pertemuan berikutnya. 4. Guru memberikan salam penutup.

3. KEGIATAN PERTEMUAN KE-3 (*Experimental Class*)	
Pendahuluan (10 Menit)	1. Guru mengucapkan salam pembuka dan menanyakan kabar.
	2. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdo'a, absensi, menyiapkan buku pelajaran.
	3. *Brainstorming:* Memberikan pertanyaan pemantik.
	- *What kind of some traffic signs did you know?*
	- *Can you show me the cinema on the map?*
	- *Where can I find the toilet?*
	4. Guru mengenalkan aplikasi *Assemblr Edu*, yang akan digunakan sebagai media pembelajaran pada materi *Asking and Giving Direction*.
Inti (60 Menit)	1. Peserta didik dikelompokkan menjadi 4 grup.
	2. Guru memberikan evaluasi materi melalui *grouping games*, peserta didik bekerja sama saling mengumpulkan point dengan menebak setiap *vocabulary* yang tersedia.
	3. Peserta didik diberikan lembar kerja untuk dikerjakan berdasarkan teks yang tersedia, menuliskan setiap kosakata yang ditemukan.
	4. Peserta didik diberikan barcode untuk masuk ke aplikasi *Assemblr Edu,* guru membimbing *step by step* penggunaan aplikasi tersebut.
	5. Disediakan peta, peserta didik diminta untuk memberikan jawaban sesuai instruksi berdasarkan pada peta.

	6. Peserta didik saling mempresentasikan hasil jawabannya.
	7. Grup dengan poin terbanyak ialah pemenangnya.
Penutup (10 Menit)	1. Guru memberikan umpan balik terhadap proses pembelajaran: *Well class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?*
	2. Guru menyimpulkan apa yang telah dipelajari hari ini.
	3. Guru menyampaikan agenda pertemuan berikutnya.
	4. Guru memberikan salam penutup.

Control Class

1. KEGIATAN PERTEMUAN KE-1 (*Control Class*)

Pendahuluan (10 Menit)	1. Guru mengucapkan salam pembuka dan menanyakan kabar.
	2. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti ber'doa, absensi, menyiapkan buku pelajaran.
	3. *Introduction, motivation, ice breaking*
	4. *Brainstorming:* Memberikan pertanyaan pemantik.
	Asking and Giving directions
	7. *Have you ever giving direction to someone?*
	8. *Did you know about asking and giving direction?*

Inti (60 Menit)	1. Peserta didik dikenalkan materi tentang *Asking and Giving Direction.* 2. Guru menayangkan video on *YouTube* tentang *"How to practice an Asking and Giving Direction"*, peserta didik menyimak dengan seksama. 3. Peserta didik diarahkan untuk memberikan pendapat tentang makna/isi dari tayangan video. 4. Guru menjelaskan materi secara general.
Penutup (10 Menit)	1. Guru memberikan umpan balik terhadap proses pembelajaran: *Well class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?* 2. Guru menyimpulkan apa yang telah dipelajari hari ini. 3. Guru menyampaikan agenda pertemuan berikutnya. 4. Guru memberikan salam penutup.
2. KEGIATAN PERTEMUAN KE-2 (*Control Class*)	
Pendahuluan (10 Menit)	1. Guru mengucapkan salam pembuka dan menanyakan kabar. 2. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti ber'doa, absensi, menyiapkan buku pelajaran. 3. *Brainstorming:* Memberikan pertanyaan pemantik. - *Would you show me the way to the bank?* - *How to giving direction about the location to people?* - *What is the meaning of the signs?*

	4. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
	5. Menyampaikan cakupan materi dan penjelasan uraian kegiatan pembelajaran.
Inti (20 Menit)	1. Diperlihatkan slide berupa materi tentang *Asking and Giving Direction,* peserta didik mampu memahami konteksnya dengan benar.
	2. Peserta didik dibangun rasa percaya diri untuk berani mengucapkan beberapa kalimat dalam bahasa Inggris secara bersamaan dan individu.
	3. Peserta didik menentukan makna *traffic signs* pada gambar yang tersedia.
	4. Guru mengajak siswa untuk bernyanyi tentang *preposition*.
	5. Guru menyediakan *vocabulary* untuk dihafalkan oleh siswa.
Penutup (10 Menit)	1. Guru memberikan umpan balik terhadap proses pembelajaran: *Well class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?*
	2. Guru menyimpulkan apa yang telah dipelajari hari ini.
	3. Guru menyampaikan agenda pertemuan berikutnya.
	4. Guru memberikan salam penutup.
3. KEGIATAN PERTEMUAN KE-3 (*Control Class*)	
Pendahuluan (10 Menit)	1. Guru mengucapkan salam pembuka dan menanyakan kabar.
	2. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdo'a, absensi, menyiapkan buku pelajaran.

XI

	3. *Brainstorming:* Memberikan pertanyaan pemantik. - *What kind of some traffic signs did you know?* - *Can you show me the cinema on the map?* - *Where can I find the toilet?*
Inti (60 Menit)	1. Peserta didik dikelompokkan menjadi 4 grup. 2. Guru memberikan evaluasi materi berupa *grouping games*, peserta didik bekerja sama saling mengumpulkan point dengan menebak setiap *vocabulary* yang tersedia. 3. Peserta didik diberikan lembar kerja untuk dikerjakan berdasarkan teks yang tersedia, menuliskan setiap kosakata yang ditemukan. 4. Disediakan peta, peserta didik diminta untuk memberikan jawaban sesuai instruksi dengan berdasarkan pada peta. 5. Peserta didik mempresentasikan hasil jawabannya di depan kelas. 6. Grup dengan poin terbanyak ialah pemenangnya.
Penutup (10 Menit)	1. Guru memberikan umpan balik terhadap proses pembelajaran: *Well class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?* 2. Guru menyimpulkan apa yang telah dipelajari hari ini. 3. Guru menyampaikan agenda pertemuan berikutnya. 4. Guru memberikan salam penutup.

D. ASESMEN	
Formatif	Evaluasi di setiap akhir pembelajaran.
Sumatif	Peserta didik mengerjakan Lembar Kerja Peserta Didik yang disediakan oleh guru berupa penguasaan *vocabulary* siswa.

E. REFLEKSI GURU & SISWA	
Refleksi Guru	• Kendala apakah yang ditemukan guru selama melakukan pembelajaran ini? • Solusi apakah yang diambil guru untuk mengatasi kendala-kendala yang ada? • Langkah apa yang dapat dilakukan guru jika tujuan pembelajaran belum tercapai? • Apakah perubahan-perubahan yang akan dilakukan guru pada pertemuan berikutnya untuk mencapai tujuan pembelajaran?
Refleksi Siswa	• Kendala apakah yang kamu temui selama melaksanakan pembelajaran ini? • Bagaimana perasaanmu selama mengikuti pembelajaran ini? • Cara belajar yang bagaimana yang paling membantumu dalam mempraktekkan pembelajaran? • Kesulitan apa saja yang kamu temui saat mengikuti pembelajaran ini? • Apakah kamu menemukan kesulitan dalam memahami instruksi/perintah? • Langkah apakah yang dapat kalian lakukan untuk mengatasi kesulitan yang kamu temui? • Bagaimana pendapatmu terhadap penggunaan aplikasi *Assemblr Edu* dalam pembelajaran?

F. PENGAYAAN & REMEDIAL	
Pengayaan	Pengayaan diberikan kepada siswa yang telah melampaui Kriteria Ketercapaian Tujuan Pembelajaran (KKTP) berupa penambahan bacaan ataupun video dari jenis teks serupa untuk memperkaya pengetahuan.
Remedial	Remedial diberikan kepada siswa yang belum melampaui Kriteria Ketercapaian Tujuan Pembelajaran (KKTP) berupa pembelajaran ulang dan/atau asesmen ulang.

Tambak,   Mei 2024

Mengetahui,

Kepala SMP N 1 Tambak

Guru Mata Pelajaran Bahasa Inggris

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APPENDICES

A. BAHAN BACAAN GURU & PESERTA DIDIK

➢ **Peta Konsep**

ASKING AND GIVING DIRECTION

Fungsi Sosial

Expression

Unsur Kebahasaan

Untuk meminta dan memberi informasi petunjuk arah dalam mengembangkan komunikasi interpersonal dengan orang

Asking Direction

- Could you show me where the nearest ATM is?
- Excuse me. How do I get to the railway station, please?

Giving Direction

- Just go straight and turn left. It's about a five-minutes walk from here.
- Just go across the roundabout and take the first turn in. You can't miss it!

- Kosakata: yang berkaitan dengan topik
- Grammar
  • Preposition of Place
  • Verbs
  • Adverb of Sequence
- Ejaan dan tanda baca yang jelas, rapi dan tepat
- Ucapan, tekanan kata, intonasi yang tepat ketika mempresentasikan secara lisan

➢ **Uraian Materi**

1. Definition

   Asking for direction adalah ekspresi yang digunakan sebagai cara untuk mengajukan sebuah pertanyaan tentang letak sebuah tempat. Sedangkan giving direction adalah memberi petunjuk arah untuk menuju suatu tempat yang dituju.

2. Expression

a) Contoh ekspresi Asking for Direction:

- o Where can I find the …?
- o Would you please tell me how to get to …?
- o Could you show me the way to …?
- o Can you tell me which direction to …?

b) Contoh ekspresi Giving Direction:

- ❖ Negative Response = Ungkapan jika tidak tahu jawabannya

- o I am sorry, I don't know the road of … (mohon maaf, saya tidak tahu jalan ke …)
- o I couldn't show you the way to …(saya tidak bisa menunjukkan jalan ke …)
- o I couldn't help you to get … because I live here just now. (Saya tidak bisa membantu Anda untuk menemukan … karena saya baru tinggal di sini.)
- o I am stranger here. (Saya orang asing di sini.)

- ❖ Positive Response = Ungkapan jika tahu jawabannya

- o Go ahead / go straight ahead (jalan lurus)
- o Go straight on west street (jalan lurus ke barat)
- o Go straight on for about 2 kilometres (jalan lurus sekitar 2 kilometer)
- o Go straight until you come to the crossroad (jalan terus sampai Anda tiba di perempatan)
- o Go straight on left/right (jalan lurus ke kiri/kanan)
- o Walk down to … (berjalan turun ke …)
- o Go past the … (melewati …)
- o Go past the school and turn left (melewati sekolah dan belok kiri)
- o Keep going to …(terus berjalan ke …)
- o Keep walking ahead (terus berjalan ke depan)
- o Take this road (ambil jalan ini)
- o Follow the road until you get to the hospital (ikuti jalan sampai kamu tiba di rumah sakit)
- o Turn right (belok kanan)
- o Turn left (belok kiri)
- o Turn back / Go back (kembali)
- o Pass the bank and then turn left (lewati bank lalu belok kiri)
- o Turn left after the bridge (belok kiri setelah jembatan)
- o Turn right from the first alley (belok kanan dari gang pertama)
- o Turn left on to Ahmad Yani Street (belok kiri ke Jalan Ahmad Yani)

➢ Unsur Bahasa

1. Preposition of Place

- in … (di dalam …)
- on … (di atas …)
- under … (di bawah …)
- in front of … (di depan …)
- behind … (di belakang…)
- nextto/beside…(di samping …)

2. Adverb of Sequence

- First, second, third …
- After, after that
- Before, before that
- Next
- Then
- Finally

3. Vocabularies

- traffic lights = lampu lalu lintas - crossroads = perempatan - T-junction = pertigaan - signpost = papan petunjuk jalan - underpass = terowongan - dead end = jalan buntu - roundabout = bundaran - zebra cross = jalur penyebrangan pejalan kaki - flyover = jembatan layang - bridge = jembatan - railway bridge = jembatan kereta api - railway line = jalur kereta api - stop sign = tanda berhenti - hospital = rumah sakit - police station = kantor polisi	- Go past = melewati - Go down = turn - Go straight = jalan lurus - Opposite = berlawanan - On the corner of = di pojok - Near = dekat - Turn right = belok kanan - Turn left = belok kiri - Avenue/street/road = jalan - First block = belokan pertama - Second block = belokan kedua - Bank = bank uang - Toilet = WC - Cinema = bisokop - petrol station = POM bensin - mosque = masjid - across = di seberang

ROAD SIGN

➢ Contoh Percakapan Tentang Asking and Giving Direction

<u>A Beautiful Necklace at Dee's Shop</u>

Lea : "Dirla! Oh my god, how are you? (Dirla! Ya ampun, apa kabar?)

Dirla : "Hi Lea, I am good!" (Hi Lea, aku baik – baik aja!)

Lea : "Good then. By the way, where did you buy that necklace? Its pretty!" (Bagus kalau begitu. Oh iya, dimana kamu beli kalung itu? Cantik banget!)

Dirla : "Oh, I bought it yesterday at Dee's Shop." (Aku beli ini kemarin di toko Dee.)

Lea : "Where is that exactly?" (Tepatnya dimana lokasinya?)

Dirla : "The place is quite near from here actually. You just have to go straight until the intersection then turn left. Follow the street and the store will be on your left, just in front of the Dee highschool." (Tempatnya lumayan dekat dari sini. Jadi, kamu hanya perlu lurus sampai ada perempatan, lalu ambil kiri. Ikuti jalannya dan tokonya bakal ada di sebelah kiri kamu, tepat di depannya SMA Dee.)

Lea : "Oh, I see. Thanks for your direction." (Aku paham. Terimakasih atas arahannya)

Dirla : "You're welcome." (Sama-sama)

➢ Daftar Pustaka

Audy, K. (2019, Agustus 12). Retrieved from Scribd: https://www.scribd.com/document/421546280/bahan-ajar-asking-for-and-giving-direction

Damayanti, Ika Lestari, dkk. (2022). *English for Nusantara untuk SMP/MTs Kelas VII*. Jakarta Selatan: PT Gramedia.

➢ **Pertemuan ke-1**

Task 1. Listen and analyze the video you will hear on YouTube Video about Asking and Giving Direction.

https://www.youtube.com/watch?v=DPYJQSA-x50&pp=ygUZYXNraW5nIGFuZCBnaXZpbmcgb3Bpbmlvbg%3D%3D

➢ **Pertemuan ke-2**

Task 2. Showing a PPT, the material about *Asking and Giving Direction* that are includes in the some point.

- Definition of Asking and Giving Direction
- How to Express an Asking for Direction
- Modal Auxiliary
- How to Express Giving Direction
- The Use of Preposition
- About Traffic Sign You Should Know
- Vocabularies
- Example

➢ **Pertemuan ke-3**

Task 3. Make a group, please co-operate with your team and collect lots of points by guessing the answers correctly about vocabulary.

T-JUNCTION	**TURN RIGHT**	**TURN LEFT**
ROUNDABOUT	**BESIDE**	**BEHIND**
IN FRONT OF	**BETWEEN**	**TRAFFIC LIGHTS**
CROSSROADS	**UNDERPASS**	**BRIDGE**

Task 4. Make a group, please discuss with your team to find out the vocabulary about Asking and Giving Direction based on the puzzle.

DIRECTION WORDS

```
E S O L Z D S Y R U K J D H O H X M F O        E S O L Z D S Y R U K J D H O H X M F O
V A J N H G A P N E Q C T D I E T K Y J        V A J N H G A R N E Q C T D I E T K Y J
W A S N J W E D O H N U J G U O R N N C        W A S N J W E D O H N U J G U O R N N C
Y X V T L Z E D G T O R H D S X A W H Q        Y X V T L Z E D G T O R H D S X A W H Q
C R W I J R E B I S S W O T P L F T T R        C R W I J R E B I S S W O T P L F T T R
X R A H P N E B P S A R T C X K F R J E        X R A H P N E B P S A R T C X K F R J E
N R O A L H O L R Y E E S H O W I O U D        N R O A L H O L R Y E E S H O W I O U D
C N S S I O A I O A L B P U T I C P N N        C N S S I O A I O A L B P U T I C P N N
L S X N S C O H T I C B A N K D L R C U        L S X N S C O H T I C B A N K D L R C U
D A D B E R O H O A B R V E O E I I T T        D A D B E R O H O A B R V E O E I I T T
N X N H P S O T C Q T N O L L A G A I H        N X N H P S O T C Q T N O L L A G A I H
O V T F P N J A Q S N S O S P D H D O G        O V T F P N J A Q S N S O S P D H D O G
R K W I R O U N D A B O U T S E T I N I        R K W I R O U N D A B O U T S E T I N I
T J T S O P N G I S K R L D P N S R P A        T J T S O P N G I S K R L D P N S R P A
H A B L A N E E W T E B I L Q D R E O R        H A B L A N E E W T E B I L Q D R E O R
L X R N M B E G D I R B E G A O A C H T        L X R N M B E G D I R B E G A O A C H T
H Z W A E T U R N J O H N T H M L T S S        H Z W A E T U R N J O H N T H M L T S S
E O N F N W N S O E U Q S O M T E I K K        E O N F N W N S O E U Q S O M T E I K K
D E A U I R E G N A R T S D I A F O L U        D E A U I R E G N A R T S D I A F O L U
W E S T C E T I S O P P O Z V Y T N Z D        W E S T C E T I S O P P O Z V Y T N Z D
```

THE ANSWER:

- crossroads	- toilet
- trafficlights	- bank
- underpass	- tjunction
- bridge	- behind
- school	- between
- airport	- beside
- railway	- under
- roundabout	- help
- zebracross	- show
- deadend	- direction
- hospital	- place
- mosque	- signpost
- station	- stop
- cinema	- Shop
- straight	- South
- down	- West
- turn	- East
- right	- North
- left	- Opposite
- highway	- Corner
- stranger	- mall

Task 5. In group, discuss and follow the instructions "how to get the place" based on the map given by the teacher. Then, presenting it in front of class. Be the best group!

C. ASSESSMENTS INSTRUMENT

Jenis   : Tes Tertulis

Soal   : 14 butir (pilihan ganda)

Rubrik   :

$$Nilai = \frac{Jumlah\ Skor\ yang\ diperoleh}{Skor\ Maksimum}\ X\ 100$$

Appendix 2. Instrument Validity by Expert Judgement

Validator by Expert

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Jendral A. Yani, No. 40A Purwokerto 53126

LEMBAR VALIDASI INSTRUMEN TES SOAL

The Effect of Assemblr Edu on Students' Vocabulary Mastery at VII Grade of SMP N 1 Tambak, Banyumas

Nama Validator	: Irra Wahidiyati, M.Pd
NIP	: 198811302019082001
Pekerjaan	: Dosen Jurusan Tadris Bahasa Inggris
Penyusun	: Umi Sarifah Maysaroh
Dosen Pembimbing	: Desi Wijayanti Ma'rufah, M.Pd.

A. **Pengantar**

Lembar validasi ini bertujuan untuk mendapatkan penilaian Bapak/Ibu pakar/ahli terhadap instrument tes berupa soal yang telah dibuat.

B. **Petunjuk**

Bapak/Ibu dimohon memberikan penilaian, komentar, dan saran perbaikan pada kolom yang sudah disediakan.

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum terhadap isntrumen di atas.

1. Belum dapat digunakan dan masih memerlukan konsultasi.

2. Dapat digunakan dengan banyak revisi

3. Dapat digunakan dengan sedikit revisi

4. Dapat digunakan tanpa revisi

*) lingkarilah nomor/angka sesuai dengan penilaian dari Bapak/Ibu

D. Komentar dan Saran Perbaikan

- Periksa Grammar dan teknis soal
- Mengganti soal yang tidak berhubungan dengan materi

Purwokerto,   Mei 2024

Validator

Irra Wahidiyati, M.Pd.
NIP. 198811302019082001

Validator by Supervisor

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
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Jl. Jendral A. Yani, No. 40A Purwokerto 53126

LEMBAR VALIDASI INSTRUMEN TES SOAL

The Effect of Assemblr Edu on Students' Vocabulary Mastery at VII Grade of SMP N 1 Tambak, Banyumas

Nama Validator	: Desi Wijayanti Ma'rufah, M.Pd.
NIP	: 199212152018012003
Pekerjaan	: Dosen Jurusan Tadris Bahasa Inggris
Penyusun	: Umi Sarifah Maysaroh

A. Pengantar

Lembar validasi ini bertujuan untuk mendapatkan penilaian Bapak/Ibu pakar/ahli terhadap instrument tes berupa soal yang telah dibuat.

B. Petunjuk

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4. Dapat digunakan tanpa revisi

*) lingkarilah nomor/angka sesuai dengan penilaian dari Bapak/Ibu

D. Komentar dan Saran Perbaikan

Purwokerto,   Mei 2024

Validator Dosen Pembimbing

Desi Wijayanti Ma'rufah, M.Pd.
NIP. 199212152018012003

Validator by English Teacher of SMP N 1 Tambak

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Jendral A. Yani, No. 40A Purwokerto 53126

LEMBAR VALIDASI INSTRUMEN TES SOAL

The Effect of Assemblr Edu on Students' Vocabulary Mastery at VII Grade of
SMP N 1 Tambak, Banyumas

Nama Validator	: Nurdjanah, S.Pd.
NIP	: 19720504 2008012014
Pekerjaan	: Guru Bahasa Inggris SMP N 1 Tambak
Penyusun	: Umi Sarifah Maysaroh
Dosen Pembimbing	: Desi Wijayanti Ma'rufah, M.Pd.

A. **Pengantar**

Lembar validasi ini bertujuan untuk mendapatkan penilaian Bapak/Ibu pakar/ahli terhadap instrument tes berupa soal yang telah dibuat.

B. **Petunjuk**

Bapak/Ibu dimohon memberikan penilaian, komentar, dan saran perbaikan pada kolom yang sudah disediakan.

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3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi
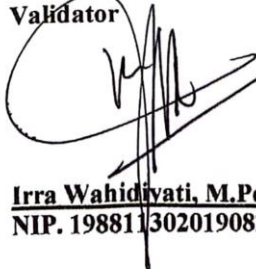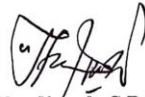
*) lingkarilah nomor/angka sesuai dengan penilaian dari Bapak/Ibu

D. Komentar dan Saran Perbaikan

Sudah baik dan bisa Langsung di gunakan

Purwokerto, 06 Mei 2024

Validator

Nurdjanah, S.Pd,
NIP. 19720504 2008012014

Appendix 3. The Result of Validity Test Instrument by SPSS V 25

Validity Test of Pre-Test

Correlations

		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18	P19	P20	TOTAL
P1	Pearson Correlation	1	-0,028	0,037	-0,103	-0,058	-0,138	-0,128	0,014	-0,170	0,037	0,157	.360*	-0,058	0,089	0,264	0,171	0,155	0,062	0,037	0,266	0,201
	Sig. (2-tailed)		0,880	0,840	0,573	0,753	0,450	0,487	0,937	0,352	0,840	0,391	0,043	0,753	0,628	0,144	0,351	0,398	0,736	0,840	0,141	0,271
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
P2	Pearson Correlation	-0,028	1	.377*	0,194	0,232	0,200	-0,178	.453**	0,215	0,233	.378*	0,333	0,232	.371*	.415*	0,148	0,041	.447*	0,233	0,115	.640**
	Sig. (2-tailed)	0,880		0,033	0,288	0,202	0,272	0,330	0,009	0,238	0,199	0,033	0,062	0,202	0,037	0,018	0,419	0,822	0,010	0,199	0,531	0,000
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
P3	Pearson Correlation	0,037	.377*	1	0,037	-0,112	-0,078	0,030	0,028	0,173	0,227	.497**	0,126	0,287	0,005	0,276	0,190	0,122	0,120	.382*	0,234	.496**
	Sig. (2-tailed)	0,840	0,033		0,840	0,540	0,672	0,869	0,879	0,343	0,211	0,004	0,493	0,111	0,977	0,127	0,297	0,504	0,512	0,031	0,197	0,004
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
P4	Pearson Correlation	-0,103	0,194	0,037	1	-0,058	0,157	-0,128	0,246	0,348	0,276	0,157	-0,083	.558**	-0,170	-0,103	.389*	0,155	0,309	0,276	0,048	.396*
	Sig. (2-tailed)	0,573	0,288	0,840		0,753	0,391	0,487	0,175	0,051	0,127	0,391	0,651	0,001	0,352	0,573	0,028	0,398	0,085	0,127	0,795	0,025
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
P5	Pearson Correlation	-0,058	0,232	-0,112	-0,058	1	.417*	-0,191	0,266	-0,095	0,287	.417*	.696**	-0,032	0,339	-0,058	0,217	0,086	0,311	-0,112	0,149	.367*
	Sig. (2-tailed)	0,753	0,202	0,540	0,753		0,017	0,295	0,141	0,605	0,111	0,017	0,000	0,861	0,057	0,753	0,233	0,639	0,083	0,540	0,417	0,039
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
P6	Pearson Correlation	-0,138	0,200	-0,078	0,157	.417*	1	-0,286	0,081	-0,020	0,305	0,289	0,244	-0,077	0,189	0,157	0,170	-0,014	0,348	0,114	0,005	0,329
	Sig. (2-tailed)	0,450	0,272	0,672	0,391	0,017		0,113	0,658	0,916	0,090	0,109	0,178	0,674	0,301	0,391	0,353	0,940	0,051	0,536	0,976	0,066
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
P7	Pearson Correlation	-0,128	-0,178	0,030	-0,128	-0,191	-0,286	1	-0,177	-0,260	-0,248	-0,286	-0,275	0,169	-0,260	-0,342	-0,243	0,030	-0,181	-0,109	0,116	-0,186
	Sig. (2-tailed)	0,487	0,330	0,869	0,487	0,295	0,113		0,332	0,150	0,171	0,113	0,128	0,356	0,150	0,055	0,180	0,870	0,322	0,553	0,529	0,308
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
P8	Pearson Correlation	0,014	.453**	0,028	0,246	0,266	0,081	-0,177	1	0,133	0,178	0,267	.383*	0,266	.459**	0,246	0,266	-0,194	.545**	0,178	0,146	.557**
	Sig. (2-tailed)	0,937	0,009	0,879	0,175	0,141	0,658	0,332		0,470	0,330	0,140	0,031	0,141	0,008	0,141	0,287	0,001	0,001	0,330	0,426	0,001
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
P9	Pearson Correlation	-0,170	0,215	0,173	0,348	-0,095	-0,020	-0,260	0,133	1	0,005	.397*	-0,137	0,339	0,269	0,348	0,178	-0,327	.393*	0,173	-0,332	0,299
	Sig. (2-tailed)	0,352	0,238	0,343	0,051	0,605	0,916	0,150	0,470		0,977	0,025	0,456	0,057	0,137	0,051	0,330	0,068	0,026	0,343	0,063	0,096
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
P10	Pearson Correlation	0,037	0,233	0,227	0,276	0,287	0,305	-0,248	0,178	0,005	1	0,305	0,126	0,287	0,005	0,037	.332*	0,301	0,281	.382*	0,234	.538**
	Sig. (2-tailed)	0,840	0,199	0,211	0,127	0,111	0,090	0,171	0,330	0,977		0,090	0,493	0,111	0,977	0,840	0,064	0,095	0,119	0,031	0,197	0,001
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
P11	Pearson Correlation	0,157	.378*	.497**	0,157	.417*	0,289	-0,286	0,267	.397*	0,305	1	.600**	.417*	.397*	.452**	.520**	-0,014	.547**	0,305	0,005	.748**
	Sig. (2-tailed)	0,391	0,033	0,004	0,391	0,017	0,109	0,113	0,140	0,025	0,090		0,000	0,017	0,025	0,009	0,002	0,940	0,001	0,090	0,976	0,000
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
P12	Pearson Correlation	.360*	0,333	0,126	-0,083	.696**	0,244	-0,275	.383*	-0,137	0,126	.600**	1	-0,046	.488**	.360*	0,312	0,124	.447*	0,126	0,214	.566**
	Sig. (2-tailed)	0,043	0,062	0,493	0,651	0,000	0,178	0,128	0,031	0,456	0,493	0,000		0,801	0,005	0,043	0,082	0,499	0,010	0,493	0,241	0,001
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
P13	Pearson Correlation	-0,058	0,232	0,287	.558**	-0,032	-0,077	0,169	0,266	0,339	0,287	.417*	-0,046	1	-0,095	-0,058	0,217	0,086	0,311	0,287	0,149	.476**
	Sig. (2-tailed)	0,753	0,202	0,111	0,001	0,861	0,674	0,356	0,141	0,057	0,111	0,017	0,801		0,605	0,753	0,233	0,639	0,083	0,111	0,417	0,006
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
P14	Pearson Correlation	0,089	.371*	0,005	-0,170	0,339	0,189	-0,260	.459**	0,269	0,005	.397*	.488**	-0,095	1	0,348	0,024	-.520**	.742**	0,173	-0,024	.437*
	Sig. (2-tailed)	0,628	0,037	0,977	0,352	0,057	0,301	0,150	0,008	0,137	0,977	0,025	0,005	0,605		0,051	0,896	0,002	0,000	0,343	0,896	0,012
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
P15	Pearson Correlation	0,264	.415*	0,276	-0,103	-0,058	0,157	-0,342	0,246	0,348	0,037	.452**	.360*	-0,058	0,348	1	0,171	0,155	0,309	0,276	-0,171	.461**
	Sig. (2-tailed)	0,144	0,018	0,127	0,573	0,753	0,391	0,055	0,175	0,051	0,840	0,009	0,043	0,753	0,051		0,351	0,398	0,085	0,127	0,351	0,008
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
P16	Pearson Correlation	0,171	0,148	0,190	.389*	0,217	0,170	-0,243	0,266	0,178	.332*	.520**	0,312	0,217	0,024	0,171	1	0,234	0,257	0,190	-0,093	.529**
	Sig. (2-tailed)	0,351	0,419	0,297	0,028	0,233	0,353	0,180	0,141	0,330	0,064	0,002	0,082	0,233	0,896	0,351		0,197	0,155	0,297	0,612	0,002
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
P17	Pearson Correlation	0,155	0,041	0,122	0,155	0,086	-0,014	0,030	-0,194	-0,327	0,301	-0,014	0,124	0,086	-.520**	0,155	0,234	1	-0,277	0,122	0,255	0,163
	Sig. (2-tailed)	0,398	0,822	0,504	0,398	0,639	0,940	0,870	0,287	0,068	0,095	0,940	0,499	0,639	0,002	0,398	0,197		0,124	0,504	0,159	0,374
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
P18	Pearson Correlation	0,062	.447*	0,120	0,309	0,311	0,348	-0,181	.545**	.393*	0,281	.547**	.447*	0,311	.742**	0,309	0,257	-0,277	1	.441*	0,184	.762**
	Sig. (2-tailed)	0,736	0,010	0,512	0,085	0,083	0,051	0,322	0,001	0,026	0,119	0,001	0,010	0,083	0,000	0,085	0,155	0,124		0,011	0,314	0,000
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
P19	Pearson Correlation	0,037	0,233	.382*	0,276	-0,112	0,114	-0,109	0,178	0,173	.382*	0,305	0,126	0,287	0,173	0,276	0,190	0,122	.441*	1	0,093	.559**
	Sig. (2-tailed)	0,840	0,199	0,031	0,127	0,540	0,536	0,553	0,330	0,343	0,031	0,090	0,493	0,111	0,343	0,127	0,297	0,504	0,011		0,613	0,001
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
P20	Pearson Correlation	0,266	0,115	0,234	0,048	0,149	0,005	0,116	0,146	-0,332	0,234	0,005	0,214	0,149	-0,024	-0,171	-0,093	0,255	0,184	0,093	1	0,322
	Sig. (2-tailed)	0,141	0,531	0,197	0,795	0,417	0,976	0,529	0,426	0,063	0,197	0,976	0,241	0,417	0,896	0,351	0,612	0,159	0,314	0,613		0,072
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
TOTAL	Pearson Correlation	0,201	.640**	.496**	.396*	.367*	0,329	-0,186	.557**	0,299	.538**	.748**	.566**	.476**	.437*	.461**	.529**	0,163	.762**	.559**	0,322	1
	Sig. (2-tailed)	0,271	0,000	0,004	0,025	0,039	0,066	0,308	0,001	0,096	0,001	0,000	0,001	0,006	0,012	0,008	0,002	0,374	0,000	0,001	0,072	
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18	P19	P20	TOTAL
P1	Pearson Correlation	1	0,348	-0,311	-0,078	.452**	0,114	-0,050	0,244	0,348	-.356*	-0,141	0,022	0,033	-0,051	0,005	-0,022	-0,033	0,157	-0,033	-0,156	0,110
	Sig. (2-tailed)		0,051	0,083	0,672	0,009	0,536	0,787	0,178	0,051	0,046	0,442	0,904	0,860	0,782	0,976	0,904	0,860	0,391	0,860	0,395	0,549
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
P2	Pearson Correlation	0,348	1	0,038	0,281	0,062	-0,201	0,000	.447**	0,333	0,257	.364*	0,149	.364*	0,114	0,037	0,298	.509**	0,309	0,218	-0,149	.575**
	Sig. (2-tailed)	0,051		0,836	0,119	0,736	0,271	1,000	0,010	0,062	0,155	0,041	0,415	0,041	0,535	0,842	0,097	0,003	0,085	0,230	0,415	0,001
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
P3	Pearson Correlation	-0,311	0,038	1	0,133	-0,233	-0,014	-0,114	0,085	0,038	0,205	.506**	.527**	-0,025	0,108	-0,071	0,153	0,290	-0,007	-0,240	0,255	0,333
	Sig. (2-tailed)	0,083	0,836		0,469	0,200	0,941	0,535	0,644	0,836	0,260	0,003	0,002	0,893	0,555	0,699	0,403	0,107	0,969	0,185	0,159	0,062
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
P4	Pearson Correlation	-0,078	0,281	0,133	1	0,037	0,072	0,120	.413*	0,281	0,190	0,131	-0,197	-0,149	0,014	-0,049	0,054	.569**	0,276	0,289	0,090	.415*
	Sig. (2-tailed)	0,672	0,119	0,469		0,840	0,693	0,512	0,019	0,119	0,297	0,474	0,279	0,416	0,941	0,791	0,770	0,001	0,127	0,109	0,625	0,018
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
P5	Pearson Correlation	.452**	0,062	-0,233	0,037	1	0,276	0,062	.360*	0,309	-0,266	-0,149	-0,249	-0,149	-0,219	-0,171	-0,194	-0,068	0,264	0,149	-0,028	0,052
	Sig. (2-tailed)	0,009	0,736	0,200	0,840		0,127	0,736	0,043	0,085	0,141	0,417	0,169	0,417	0,229	0,351	0,288	0,713	0,144	0,417	0,880	0,778
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
P6	Pearson Correlation	0,114	-0,201	-0,014	0,072	0,276	1	-0,040	0,126	0,120	-0,093	-0,009	-0,197	0,131	-0,279	-0,190	-0,233	-0,131	0,037	-0,131	0,233	0,042
	Sig. (2-tailed)	0,536	0,271	0,941	0,693	0,127		0,827	0,493	0,512	0,613	0,962	0,279	0,474	0,122	0,297	0,199	0,474	0,840	0,474	0,199	0,818
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
P7	Pearson Correlation	-0,050	0,000	-0,114	0,120	0,062	-0,040	1	0,149	0,000	-0,184	-0,073	-0,149	0,073	-0,190	0,037	0,000	0,218	0,062	.364*	0,000	0,147
	Sig. (2-tailed)	0,787	1,000	0,535	0,512	0,736	0,827		0,415	1,000	0,314	0,692	0,415	0,692	0,298	0,842	1,000	0,230	0,736	0,041	1,000	0,421
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
P8	Pearson Correlation	0,244	.447**	0,085	.413*	.360*	0,126	0,149	1	.447**	0,049	0,228	0,067	0,228	-0,085	0,214	0,200	0,293	.803**	0,033	0,067	.575**
	Sig. (2-tailed)	0,178	0,010	0,644	0,019	0,043	0,493	0,415		0,010	0,789	0,210	0,717	0,210	0,644	0,241	0,272	0,104	0,000	0,860	0,717	0,001
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
P9	Pearson Correlation	0,348	0,333	0,038	0,281	0,309	0,120	0,000	.447**	1	0,110	0,073	0,149	0,073	-0,038	-0,110	0,149	0,218	.557**	0,073	0,149	.473**
	Sig. (2-tailed)	0,051	0,062	0,836	0,119	0,085	0,512	1,000	0,010		0,548	0,692	0,415	0,692	0,836	0,548	0,415	0,230	0,001	0,692	0,415	0,006
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
P10	Pearson Correlation	-.356*	0,257	0,205	0,190	-0,266	-0,093	-0,184	0,049	0,110	1	0,216	0,279	0,088	0,197	0,036	0,246	0,297	0,171	0,040	0,279	.391*
	Sig. (2-tailed)	0,046	0,155	0,260	0,297	0,141	0,613	0,314	0,789	0,548		0,234	0,122	0,631	0,280	0,843	0,174	0,099	0,351	0,828	0,122	0,027
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
P11	Pearson Correlation	-0,141	.364*	.506**	0,131	-0,149	-0,009	-0,073	0,228	0,073	0,216	1	.423*	0,238	.423*	0,297	.618**	0,270	0,068	0,143	0,163	.645**
	Sig. (2-tailed)	0,442	0,041	0,003	0,474	0,417	0,962	0,692	0,210	0,692	0,234		0,016	0,189	0,016	0,099	0,000	0,135	0,713	0,435	0,374	0,000
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
P12	Pearson Correlation	0,022	0,149	.527**	-0,197	-0,249	-0,197	-0,149	0,067	0,149	0,279	.423*	1	0,163	0,153	0,246	0,200	0,098	0,194	-0,293	0,163	.362*
	Sig. (2-tailed)	0,904	0,415	0,002	0,279	0,169	0,279	0,415	0,717	0,415	0,122	0,016		0,374	0,403	0,174	0,272	0,595	0,288	0,104	0,717	0,042
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
P13	Pearson Correlation	0,033	.364*	-0,025	-0,149	-0,149	0,131	0,073	0,228	0,073	0,088	0,238	0,163	1	0,157	.425*	0,228	0,143	0,284	0,016	0,163	.449**
	Sig. (2-tailed)	0,860	0,041	0,893	0,416	0,417	0,474	0,692	0,210	0,692	0,631	0,189	0,374		0,389	0,015	0,210	0,435	0,116	0,931	0,374	0,010
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
P14	Pearson Correlation	-0,051	0,114	0,108	0,014	-0,219	-0,279	-0,190	-0,085	-0,038	0,197	.423*	0,153	0,157	1	.473**	.527**	0,240	0,007	0,108	0,289	.427*
	Sig. (2-tailed)	0,782	0,535	0,555	0,941	0,229	0,122	0,298	0,644	0,836	0,280	0,016	0,403	0,389		0,006	0,002	0,185	0,969	0,557	0,109	0,015
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
P15	Pearson Correlation	0,005	0,037	-0,071	-0,049	-0,171	-0,190	0,037	0,214	-0,110	0,036	0,297	0,246	.425*	.473**	1	.411*	0,216	0,266	-0,168	0,115	.399*
	Sig. (2-tailed)	0,976	0,842	0,699	0,791	0,351	0,297	0,842	0,241	0,548	0,843	0,099	0,174	0,015	0,006		0,020	0,234	0,141	0,357	0,531	0,024
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
P16	Pearson Correlation	-0,022	0,298	0,153	0,054	-0,194	-0,233	0,000	0,200	0,149	0,246	.618**	0,200	0,228	.527**	.411*	1	0,293	0,249	0,163	0,200	.603**
	Sig. (2-tailed)	0,904	0,097	0,403	0,770	0,288	0,199	1,000	0,272	0,415	0,174	0,000	0,272	0,210	0,002	0,020		0,104	0,169	0,374	0,272	0,000
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
P17	Pearson Correlation	-0,033	.509**	0,290	.569**	-0,068	-0,131	0,218	0,293	0,297	0,297	0,270	0,098	0,143	0,240	0,216	0,293	1	.365*	0,238	.358*	.687**
	Sig. (2-tailed)	0,860	0,003	0,107	0,001	0,713	0,474	0,230	0,104	0,230	0,099	0,135	0,595	0,435	0,185	0,234	0,104		0,040	0,189	0,044	0,000
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
P18	Pearson Correlation	0,157	0,309	-0,007	0,276	0,264	0,037	0,062	.803**	.557**	0,171	0,068	0,194	0,284	0,007	0,266	0,249	.365*	1	0,149	0,194	.596**
	Sig. (2-tailed)	0,391	0,085	0,969	0,127	0,144	0,840	0,736	0,000	0,001	0,351	0,713	0,288	0,116	0,969	0,141	0,169	0,040		0,417	0,288	0,000
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
P19	Pearson Correlation	-0,033	0,218	-0,240	0,289	0,149	-0,131	.364*	0,033	0,073	0,040	0,143	-0,293	0,016	0,108	-0,168	0,163	0,238	0,149	1	0,098	0,279
	Sig. (2-tailed)	0,860	0,230	0,185	0,109	0,417	0,474	0,041	0,860	0,692	0,828	0,435	0,104	0,931	0,557	0,357	0,374	0,189	0,417		0,595	0,123
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
P20	Pearson Correlation	-0,156	-0,149	0,255	0,090	-0,028	0,233	0,000	0,067	0,149	0,279	0,163	0,067	0,163	0,289	0,115	0,200	.358*	0,194	0,098	1	.453**
	Sig. (2-tailed)	0,395	0,415	0,159	0,625	0,880	0,199	1,000	0,717	0,415	0,122	0,374	0,717	0,374	0,109	0,531	0,272	0,044	0,288	0,595		0,009
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
TOTAL	Pearson Correlation	0,110	.575**	0,333	.415*	0,052	0,042	0,147	.575**	.473**	.391*	.645**	.362*	.449**	.427*	.399*	.603**	.687**	.596**	0,279	.453**	1
	Sig. (2-tailed)	0,549	0,001	0,062	0,018	0,778	0,818	0,421	0,001	0,006	0,027	0,000	0,042	0,010	0,015	0,024	0,000	0,000	0,000	0,123	0,009	
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Appendix 4. The Result of Homogeneity Test Instrument by SPSS V 25

Pre-Test

Case Processing Summary		N	%
Cases	Valid	32	100.0
	Excluded[a]	0	.0
	Total	32	100.0
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics	
Cronbach's Alpha	N of Items
.751	20

Post-Test

Case Processing Summary		N	%
Cases	Valid	32	100.0
	Excluded[a]	0	.0
	Total	32	100.0
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics	
Cronbach's Alpha	N of Items
.722	20

Appendix 5. Research Instrument

Pre-Test Instrument

PRE-TEST ASSESMENT

Name :

Class :

Score:

Choose the correct answer! (X)

1. X : Could you show me the way to cinema?
   Y : ... (*negative response*)
   a. It's beside the bank.
   b. Go straight on for about 2 kilometres.
   c. I will show you.
   d. I am sorry. I don't live here.

2. A : ... can I find a post office here?
   B : Turn left after the bridge.
   a. What   c. Where
   b. Who   d. Why

3. What is "direction" in Indonesian?
   a. peraturan
   b. lokasi
   c. bantuan
   d. petunjuk arah

4. What is "*belok*" in English?
   a. Turn   c. Left
   b. Right   d. Stop

5. What is the meaning of the symbol?
   a. West
   b. East
   c. North
   d. South

6. There is a cat ... the box.
   a. under
   b. in front of
   c. on
   d. between

7. Where is the ball?
   a. The ball is on the chair.
   b. The ball is behind the chair.
   c. The ball is beside the chair.
   d. The ball is under the chair.

8. My house is ... the two trees.
   a. beside
   b. between
   c. behind
   d. in front of

9. What is "go straight" in Indonesian?
   a. jalan lurus
   b. putar balik
   c. belok kanan
   d. belok kiri

10. What is "*pertigaan*" in English?
    a. Zebra Cross
    b. Roundabout
    c. T-junction
    d. Crossroads

11. What is the picture below?
    a. T-junction   c. Highway
    b. Lamp   d. Traffic lights

12. The cup is ... the saucer.
    a. in
    b. on
    c. under
    d. next to

13. What is the opposite of "turn right"?
    a. next to   c. beside
    b. behind   d. turn left

14. What is the opposite of "behind"?
    a. in front of   c. between
    b. beside   d. under

Answer Key of Pre-Test

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

The Guidelines of Pre-Test

Basic Competencies	Question Indicators	Question Form	Question Number
1. Asking and giving direction using the right form. (*Phrase of sentences*)	Determine how to asking to someone about direction using particular form. (*Modal Auxiliary, information questions, or interrogative sentences*)	Multiple-choice	2
	Determine responses to the someone who asking about the direction by completing the incomplete sentences according to the existing conversation. (*positive response or negative response*)	Multiple-choice	1
2. Recognizing about the signpost.	Determine the meaning according to the signpost mentioned.	Multiple-choice	5, 10, 11
	Determine the words in another language.	Multiple-choice	3, 4, 9
3. The use of preposition in sentences.	Completing the incomplete sentences with the common *preposition of place*.	Multiple-choice	6, 7, 8, 12
	Checking the vocabulary mastery with the riddle questions. (*synonym and antonym*)	Multiple-choice	13, 14

XXX

Post-Test Instrument

POST TEST ASSESMENT

Name :		Score:
Class :		

Choose the correct answer! (X)

1. X : Go past the bank and turn left. Follow the Zero Street until you get to the hospital. Where is the place to go?
   a. Bank
   b. Zero Street
   c. Hospital
   d. crossroads

2. What is "~~lampu~~ lalu lintas" in English?
   a. traffic signs
   b. traffic lights
   c. police line
   d. police station

3. My house is ... the two trees.
   a. on
   b. under
   c. between
   d. in

4. Choose correct sentence based on the picture!

   a. The rabbit is next to the box.
   b. The rabbit is on the box.
   c. The cat is next to the box.
   d. The rabbit is under the box.

5. Read the dialogue!
   A : Where can I find the toilet?
   B : Just follow this passage on the left side between the kitchen and living room.
   Where is the toilet?

   a. in front of kitchen
   b. behind the kitchen
   c. beside the living room
   d. on the right side

Look at the picture, and read the text carefully. The text is for questions number 6-12!

A : Excuse me. How do I .... (11) to the cinema?
B : Go .... (12) Turn .... (13) at the corner. Then take the .... (14) block on your .... Continue to the .... (15) of the road. .... (16) left there. The cinema is on your .... (17), ... the castle.
A : Thank you very much.
B : You're welcome.

6. a. show   c. like
   b. get   d. lose

7. a. back   c. down
   b. straight   d. past

8. a. off   c. back
   b. right   d. left

9. a. first, right c. second, left
   b. second, right d. third, right

10. a. highway   c. finish
    b. street   d. end

11. a. turn right   c. turn
    b. in   d. go

12. a. left, opposite   c. right, next to
    b. right, opposite d. left, beside

13. What is the opposite of "under"?
    a. behind   c. on
    b. beside   d. behind

14. What is the closest meaning of "Crossroads?"
    a. Roundabout   c. T-junction
    b. Interjection d. Intersection

Answer Key of Post Test

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

The Guidelines of Post Test

Basic Competencies	Question Indicators	Question Form	Question Number
1. Asking and giving direction using the right form. (*Phrase of sentences*)	Determine how to asking to someone about direction using particular form. (*Modal Auxiliary, information questions, or interrogative sentences*)	Multiple-choice	6
	Determine responses to the someone who asking about the direction by completing the incomplete sentences according to the existing conversation. (*positive response or negative response*)	Multiple-choice	7, 8, 9, 10, 11, 12
2. Recognizing about the signpost.	Determine the words in another language.	Multiple-choice	2
3. The use of preposition in sentences.	Determine the answer with the common *preposition of place.*	Multiple-choice	3, 4, 5
	Checking the vocabulary mastery with the riddle questions. (*ex: synonym and antonym*)	Multiple-choice	13, 14
4. Identifying the instructions or name of the building correctly.	Determine the best answers that are continuous with each other according to the instructions.	Multiple-choice	1

Appendix 6. The Evidence of Worksheet Students

Worksheet of Pre-Test Experimental Group (VII A)

PRE-TEST ASSESMENT

Name : Galuh A.

Class : VII A

$S = 9$
$B = 5$

Score: 36

Choose the correct answer! (X)

1. X : Could you show me the way to cinema?
   Y : ... (*negative response*)
   a. It's beside the bank.
   b. Go straight on for about 2 kilometres.
   c. I will show you.
   d. I am sorry. I don't live here.

2. A : ... can I find a post office here?
   B : Turn left after the bridge.
   a. What   c. Where
   b. Who   d. Why

3. What is "direction" in Indonesian?
   a. peraturan
   b. lokasi
   c. bantuan
   d. petunjuk arah

4. What is "*belok*" in English?
   a. Turn   c. Left
   b. Right   d. Stop

5. What is the meaning of the symbol?
   a. West
   b. East
   c. North
   d. South

6. There is a cat ... the box.
   a. under
   b. in front of
   c. on
   d. between

7. Where is the ball?
   a. The ball is on the chair.
   b. The ball is behind the chair.
   c. The ball is beside the chair.
   d. The ball is under the chair.

8. My house is ... the two trees.
   a. beside
   b. between
   c. behind
   d. in front of

9. What is "go straight" in Indonesian?
   a. jalan lurus
   b. putar balik
   c. belok kanan
   d. belok kiri

10. What is "*pertigaan*" in English?
    a. Zebra Cross
    b. Roundabout
    c. T-junction
    d. Crossroads

11. What is the picture below?
    a. T-junction   c. Highway
    b. Lamp   d. Traffic lights

12. The cup is ... the saucer.
    a. in
    b. on
    c. under
    d. next to

13. What is the opposite of "turn right"?
    a. next to   c. beside
    b. behind   d. turn left

14. What is the opposite of "behind"?
    a. in front of   c. between
    b. beside   d. under

Worksheet of Post-Test Experimental Group (VII A)

POST TEST ASSESMENT

Name : Galuh A.

Class : VII A

B = 11
S = 3

Score:

79

Choose the correct answer! (X)

1. X : Go past the bank and turn left. Follow the Zero Street until you get to the hospital. Where is the place to go?
   a. Bank
   b. Zero Street
   c. Hospital
   d. crossroads

2. What is "*rambu lalu lintas*" in English?
   a. traffic signs
   b. traffic lights ✗
   c. police line
   d. police station

3. My house is ... the two trees.
   a. on
   b. under
   c. between ✗
   d. in

4. Choose correct sentence based on the picture!

   a. The rabbit is next to the box. ✗
   b. The rabbit is on the box.
   c. The cat is next to the box.
   d. The rabbit is under the box.
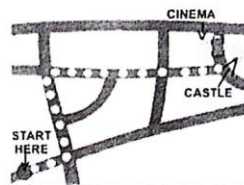
5. Read the dialogue!
   A : Where can I find the toilet?
   B : Just follow this passage on the left side between the kitchen and living room.
   Where is the toilet?

   a. in front of kitchen
   b. behind the kitchen
   c. beside the living room ✗
   d. on the right side

Look at the picture, and read the text carefully. The text is for questions number 6-12!

CINEMA

CASTLE

START HERE

A : Excuse me. How do I .... (11) to the cinema?
B : Go .... (12) Turn .... (13) at the corner. Then take the .... (14) block on your .... Continue to the .... (15) of the road. .... (16) left there. The cinema is on your .... (17), ... the castle.
A : Thank you very much.
B : You're welcome.

6. a. show   c. like
   b. get ✗   d. lose

7. a. back   c. down
   b. straight ✗   d. past

8. a. off   c. back
   b. right   d. left ✗

9. a. first, right   c. second, left
   b. second, right ✗   d. third, right

10. a. highway   c. finish
    b. street   d. end ✗

11. a. turn right   c. turn ✗
    b. in   d. go

12. a. left, opposite   c. right, next to
    b. right, opposite   d. left, beside ✗

13. What is the opposite of "under"?
    a. behind   c. on ✗
    b. beside   d. behind

14. What is the closest meaning of "Crossroads?"
    a. Roundabout   c. T-junction ✗
    b. Interjection d. Intersection

Worksheet of Pre-Test Control Group (VII B)

PRE-TEST ASSESMENT

Name : Ahmad Fairuz

Class : VII B

B = 6
S = 8

Score:

29

Choose the correct answer! (X)

1. X : Could you show me the way to cinema?
   Y : ... (*negative response*)
   a. It's beside the bank.
   b. Go straight on for about 2 kilometres.
   c. I will show you.
   d. I am sorry. I don't live here.

2. A : ... can I find a post office here?
   B : Turn left after the bridge.
   a. What
   b. Who
   c. Where
   d. Why

3. What is "direction" in Indonesian?
   a. peraturan
   b. lokasi
   c. bantuan
   d. petunjuk arah

4. What is "*belok*" in English?
   a. Turn
   b. Right
   c. Left
   d. Stop

5. What is the meaning of the symbol?
   a. West
   b. East
   c. North
   d. South

6. There is a cat ... the box.
   a. under
   b. in front of
   c. on
   d. between

7. Where is the ball?
   a. The ball is on the chair.
   b. The ball is behind the chair.
   c. The ball is beside the chair.
   d. The ball is under the chair.

8. My house is ... the two trees.
   a. beside
   b. between
   c. behind
   d. in front of

9. What is "go straight" in Indonesian?
   a. jalan lurus
   b. putar balik
   c. belok kanan
   d. belok kiri

10. What is "*pertigaan*" in English?
    a. Zebra Cross
    b. Roundabout
    c. T-junction
    d. Crossroads

11. What is the picture below?
    a. T-junction
    b. Lamp
    c. Highway
    d. Traffic lights

12. The cup is ... the saucer.
    a. in
    b. on
    c. under
    d. next to

13. What is the opposite of "turn right"?
    a. next to
    b. behind
    c. beside
    d. turn left

14. What is the opposite of "behind"?
    a. in front of
    b. beside
    c. between
    d. under

Worksheet of Post-Test Control Group (VII B)

POST TEST ASSESMENT

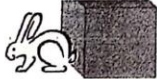Name: Ahmad Fairuz

Class: VII B

B = 12
S = 2

Score: 86

Choose the correct answer! (X)

1. X : Go past the bank and turn left. Follow the Zero Street until you get to the hospital. Where is the place to go?
   a. Bank
   b. Zero Street
   c. Hospital ✗
   d. crossroads

2. What is "*rambu lalu lintas*" in English?
   a. traffic signs
   b. traffic lights ✗
   c. police line
   d. police station

3. My house is ... the two trees.
   a. on
   b. under
   c. between ✗
   d. in

4. Choose correct sentence based on the picture!
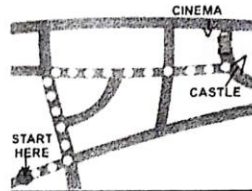
   a. The rabbit is next to the box. ✗
   b. The rabbit is on the box.
   c. The cat is next to the box.
   d. The rabbit is under the box.

5. Read the dialogue!
   A : Where can I find the toilet?
   B : Just follow this passage on the left side between the kitchen and living room.
   Where is the toilet?

   a. in front of kitchen
   b. behind the kitchen
   c. beside the living room ✗
   d. on the right side

Look at the picture, and read the text carefully. The text is for questions number 6-12!

A : Excuse me. How do I .... (11) to the cinema?
B : Go .... (12) Turn .... (13) at the corner. Then take the .... (14) block on your .... Continue to the .... (15) of the road. .... (16) left there. The cinema is on your .... (17), ... the castle.
A : Thank you very much.
B : You're welcome.

6. a. show   c. like
   b. get ✗   d. lose

7. a. back   c. down
   b. straight ✗ d. past

8. a. off   c. back
   b. right   d. left ✗

9. a. first, right   c. second, left
   b. second, right ✗ d. third, right

10. a. highway   c. finish
    b. street ✗   d. end

11. a. turn right   c. turn ✗
    b. in   d. go

12. a. left, opposite   c. right, next to
    b. right, opposite   d. left, beside ✗

13. What is the opposite of "under"?
    a. behind   c. on ✗
    b. beside   d. behind

14. What is the closest meaning of "Crossroads?"
    a. Roundabout   c. T-junction
    b. Interjection   d. Intersection ✗

Appendix 7. The Result of Pre-Test and Post-Test of Experimental Group and Control Group

The Result of Pre-Test and Post-Test in Experimental Group

No	Students Code	Pre-Test	Post-Test
1	E1	43	86
2	E2	57	86
3	E3	43	86
4	E4	64	93
5	E5	71	86
6	E6	50	86
7	E7	50	79
8	E8	29	79
9	E9	71	100
10	E10	57	93
11	E11	43	79
12	E12	64	86
13	E13	57	86
14	E14	43	79
15	E15	50	79
16	E16	57	79
17	E17	50	86
18	E18	50	57
19	E19	79	93
20	E20	57	100
21	E21	36	79
22	E22	36	79
23	E23	29	86
24	E24	43	79
25	E25	57	71

No	Studnets Code	Pre-Test	Post-Test
26	E26	43	93
27	E27	50	86
28	E28	50	86
29	E29	50	86
30	E30	43	86
31	E31	36	64
32	E32	50	79

The Result of Pre-Test and Post-Test in Control Group

No	Studnets Code	Pre-Test	Post-Test
1	C1	50	86
2	C2	57	93
3	C3	36	79
4	C4	64	86
5	C5	71	93
6	C6	57	86
7	C7	57	79
8	C8	43	71
9	C9	50	64
10	C10	71	86
11	C11	43	64
12	C12	50	71
13	C13	64	86
14	C14	57	71
15	C15	43	64
16	C16	43	86
17	C17	50	71
18	C18	36	86
19	C19	86	93

20	C20	50	79
21	C21	64	79
22	C22	36	57
23	C23	43	71
24	C24	50	79
25	C25	43	86
26	C26	64	79
27	C27	50	86
28	C28	79	86
29	C29	50	71
30	C30	50	71
31	C31	36	71
32	C32	57	93
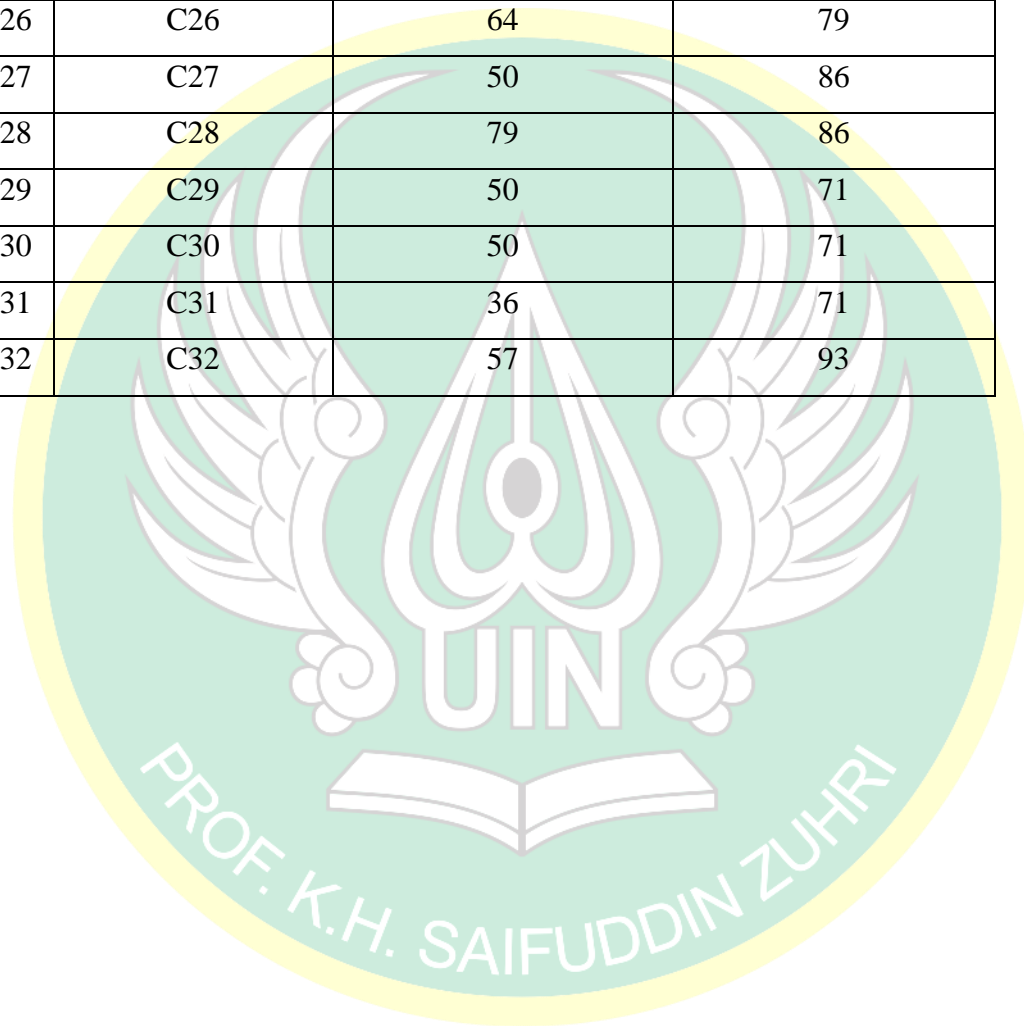
Appendix 8. Observation Letter

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

Nomor   : B.m.2863/Un.19/D.FTIK/PP.05.3/05/2024   30 Mei 2024
Lamp.   : -
Hal   : **Permohonan Ijin Riset Individu**

Kepada
Yth. Kepala SMP Negeri 1 Tambak
Kec. Tambak
di Tempat

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

1. Nama	: Umi Sarifah Maysaroh	
2. NIM	: 2017404109	
3. Semester	: 8 (Delapan)	
4. Jurusan / Prodi	: Tadris Bahasa Inggris	
5. Alamat	: Purwodadi Rt09/04, Tambak, Banyumas	
6. Judul	: The Effect of Assemblr Edu on Students' Vocabulary Mastery at VII Grade of SMP N 1 Tambak, Banyumas	

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

1. Objek	: Siswa Kelas VII A & VII B
2. Tempat / Lokasi	: SMP Negeri 1 Tambak
3. Tanggal Riset	: 31-05-2024 s/d 31-07-2024
4. Metode Penelitian	: Kuantitatif Eksperimen

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

An. Dekan
Ketua Jurusan Tadris

Maria Ulpah

PEMERINTAH KABUPATEN BANYUMAS
DINAS PENDIDIKAN
SMP NEGERI 1 TAMBAK
SEKOLAH PENGGERAK BERWAWASAN RELIGI BERORIENTASI TEKNOLOGI
Alamat : Jln. Watuagung Kamulyan, Kec. Tambak, Kab. Banyumas Telp. (0287) 472657
Email : smpn1tambak.sch@gmail.com   Website : www.smpn1-tambak.sch.id

SURAT KETERANGAN
Nomor : 421.3 / 127 / 2024

Yang bertanda tangan dibawah ini, Kepala SMP Negeri 1 Tambak Kabupaten Banyumas menerangkan bahwa :

Nama	: Umi Sarifah Maysaroh
NIM	: 2017404109
Program Studi	: Tadris Bahasa Inggris
Fakultas	: Fakultas Tarbiyah dan Ilmu Keguruan

Adalah benar mahasiswa UIN Prof.K.H.Sarifuddin Zuhri yang telah melakukan Observasi/Riset di SMP Negeri 1 Tambak pada tanggal 20 Mei 2024 s.d. 06 Juni 2024, dan yang bersangkutan telah melaksanakan tugasnya dengan baik dan penuh tanggung jawab.
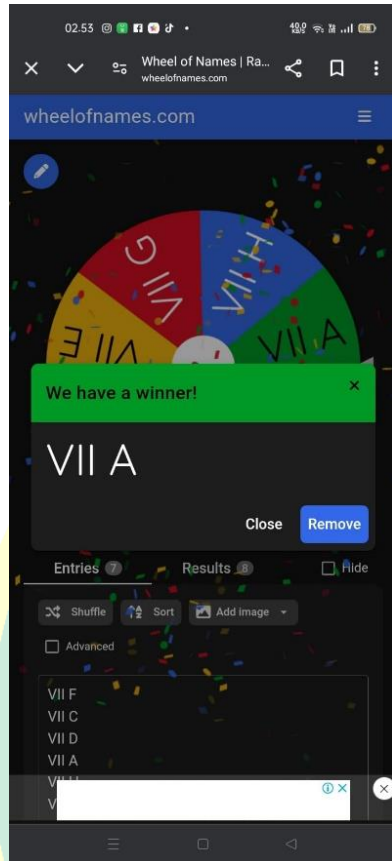
Demikian surat keterangan ini dibuat dengan benar, untuk dapat dipergunakan sebagaimana mestinya.

Tambak, 21 Juni 2024
KEPALA SMP NEGERI 1 TAMBAK

SAE DIANA PUJI HARTONO, S.Pd.M.Si.
NIP. 19730702 200012 1 003

Appendix 9. The Result of Simple Random Sampling by Roulette Wheel

The Result of Experimental Class   *The Result of Control Class*
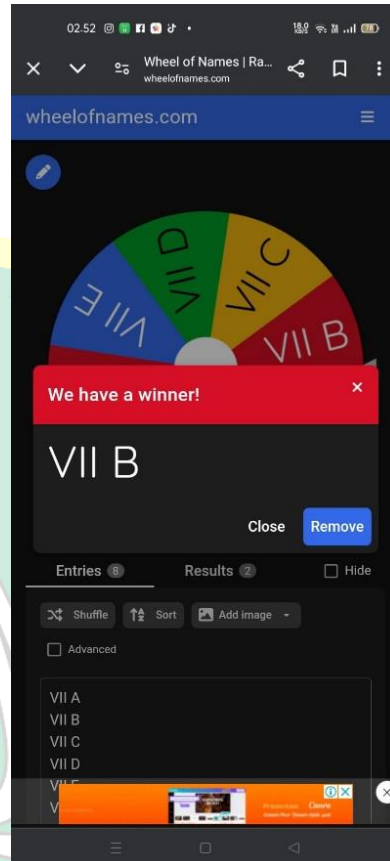
Appendix 10. Documentation of Teaching and Learning Activities

Implementation of Pre-Test in Experimental Group

Implementation of Post-Test in Experimental Group
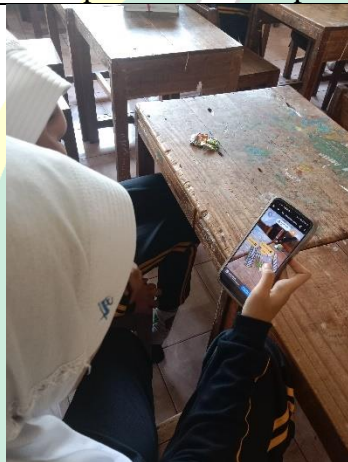
Using Assemblr Edu media in class

Explained the Asking and Giving Direction material in Experimental Group

Using Assemblr Edu media in class

Using Assemblr Edu media in class

Grouping Games in Experimental Group

Grouping Games in Control Group

Implementation of Pre-Test in Control Group

Worksheet about Preposition of Place

Explained the Asking and Giving Direction material in Control Group

Implementation of Post-Test in Control Group

Appendix 11. Transcripts

Transkrip   🖨 Cetak

UNIVERSITAS ISLAM NEGERI PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO

Jl. A. Yani No.40A, Karanganjing, Purwanegara, Kec. Purwokerto Utara, Kab. Banyumas, JawaTengah
Website : www.uinsaizu.ac.id / Email : akademik@uinsaizu.ac.id / Telepon : (0281) 635624

TRANSKRIP SEMENTARA

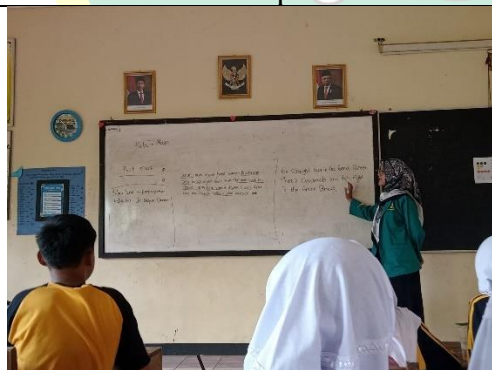| Program Studi	: Tadris Bahasa Inggris		
NIM	: 2017404109	Jenjang Pendidikan	: Strata Satu
Tempat Lahir	: BANYUMAS	Nama	: UMI SARIFAH MAYSAROH
Tanggal Lahir	: 16 Juli 2002	Tahun Masuk	: 2020

NO	KODE	MATA KULIAH	NILAI	A.M	SKS	BOBOT
1	MKU 61102	Bahasa Arab	A	4.00	2	8
2	MKU 61104	Bahasa Inggris	B+	3.30	2	6.6
3	MKU 61113	Filsafat Ilmu	A-	3.60	2	7.2
4	MKU 61116	BTA PPI	A	4.00	0	0
5	TBI 61104	Literal Reading	A-	3.60	2	7.2
6	TBI 61107	Speaking for Daily Communication	A-	3.60	2	7.2
7	TBI 61110	Sentence-based Writing	A	4.00	2	8
8	TBI 61113	Basic English Grammar	A	4.00	2	8
9	TBI 61116	English Phonology and Phonetics	A	4.00	2	8
10	TBI 61102	Transactional Listening	A-	3.60	2	7.2
11	TBI 61105	Interpretive Reading	A-	3.60	2	7.2
12	TBI 61108	Transactional Speaking	A	4.00	2	8
13	TBI 61111	Paragraph-based Writing	A	4.00	2	8
14	TBI 61114	Intermediate English Grammar	A	4.00	2	8
15	TBI 61117	Pronunciation Practices	A-	3.60	2	7.2
16	TIK 61102	Dasar-Dasar dan Teori Pendidikan	A-	3.60	2	7.2
17	TIK 61104	Psikologi Pendidikan	B+	3.30	2	6.6
18	TIK 61113	Literasi Media	A-	3.60	2	7.2
19	MKU 61105	Ulumul Qur'an	B+	3.30	2	6.6
20	MKU 61106	Ulumul Hadis	B+	3.30	2	6.6
21	TBI 61103	Listening for Academic Purposes	A-	3.60	2	7.2
22	TBI 61106	Critical Reading	B+	3.30	2	6.6
23	TBI 61109	Speaking for Academic Purposes	A	4.00	2	8
24	TBI 61112	Academic Writing	A	4.00	2	8
25	TBI 61115	Advanced English Grammar	A-	3.60	2	7.2
26	TBI 61118	Introduction to Linguistics	B+	3.30	2	6.6
27	TBI 61119	Theories of Translating and Interpreting	A-	3.60	2	7.2
28	TIK 61103	Ilmu Pendidikan Islam	A-	3.60	2	7.2
29	TIK 61105	Psikologi Perkembangan Peserta Didik	B-	2.60	2	5.2

XLV

NO	KODE	MATA KULIAH	NILAI	A.M	SKS	BOBOT
30	TIK 61107	Pengembangan Kurikulum	B+	3.30	2	6.6
31	MKU 61109	Fikih	A-	3.60	2	7.2
32	MKU 61110	Sejarah Kebudayaan Islam dan Kebudayaan Lokal	A-	3.60	2	7.2
33	MKU 61111	Ushul Fiqih	A	4.00	2	8
34	TBI 61120	Translation Practices	A-	3.60	2	7.2
35	TBI 61121	Introduction to Literature	A	4.00	2	8
36	TBI 61123	Teaching English as Foreign Language	A	4.00	2	8
37	TBI 61124	Developing Material Design for English	A	4.00	2	8
38	TBI 61125	Instructional Media for English	B	3.00	2	6
39	TBI 61126	Language Testing & Evaluation	A-	3.60	2	7.2
40	MKU 61107	Ilmu Kalam	A	4.00	2	8
41	MKU 61108	Ilmu Akhlak dan Tasawuf	A	4.00	2	8
42	MKU 61112	Metodologi Studi Islam	A	4.00	2	8
43	TBI 61122	Cross Cultural Understanding	A-	3.60	2	7.2
44	TBI 61127	Technology Enhanced Language Learning	A-	3.60	2	7.2
45	TBI 61128	Innovative Learning on ELT	A	4.00	2	8
46	TBI 61130	Sociolinguistics	A-	3.60	2	7.2
47	TBI 61131	Seminar Proposal	B+	3.30	2	6.6
48	TBI 61132	Microteaching	A-	3.60	2	7.2
49	TIK 61106	Sosiologi Pendidikan	A	4.00	2	8
50	TIK 61108	Administrasi Pendidikan	A-	3.60	2	7.2
51	TIK 61110	Sejarah Pendidikan Islam	A-	3.60	2	7.2
52	TIK 61112	Metodologi Penelitian Pendidikan	B+	3.30	2	6.6
53	TBI 62101	English for Young Learners	A	4.00	2	8
54	TBI 62102	English for Tourism	A-	3.60	2	7.2
55	TBI 62103	English for Broadcasting	A	4.00	2	8
56	TBI 62104	English for Journalism	A	4.00	2	8
57	TBI 62105	English for Difable	B+	3.30	2	6.6
58	TBI 62106	Educational Entrepreneurship	A-	3.60	2	7.2
59	TBI 62107	Bussiness English	A	4.00	2	8
60	TBI 62108	Textbook Analysis	A-	3.60	2	7.2
61	TBI 62109	Language Learning and Acquisition	A	4.00	2	8
62	TBI 62110	TOEFL Preparation	A-	3.60	2	7.2
63	MKU 61114	Kuliah Kerja Nyata	A	4.00	4	16
64	TBI 61133	Praktek Pengalaman Lapangan	A	4.00	4	16
65	TBI 61134	Skripsi	A	4.00	6	24
66	MKU 61101	Pancasila dan Kewarganegaraan	A-	3.60	2	7.2
67	MKU 61103	Bahasa Indonesia	B	3.00	2	6
68	TBI 61101	Listening for Daily Communication	A	4.00	2	8
69	TIK 61101	Filsafat Pendidikan	A-	3.60	2	7.2
70	TIK 61109	Teknologi Pendidikan	A-	3.60	2	7.2
71	TIK 61111	Statistika Pendidikan	B+	3.30	2	6.6

Judul Skripsi :

KETERANGAN

SKS	: Satuan Kredit Semester	Jumlah SKS Yang Diambil	: 148
HM	: Huruf Mutu	Jumlah SKS Yang lulus	: 148
AM	: Angka Mutu	Jumlah Mutu	: 546.6
M	: Mutu	Index Prestasi Kumulatif (IPK) : 3.69	

Appendix 12. Thesis Guidance Form

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

BLANGKO BIMBINGAN SKRIPSI

Nama : Umi Sarifah Maysaroh
No. Induk : 2017404109
Fakultas/Jurusan : FTIK / Tadris Bahasa Inggris
Pembimbing : Desi Wijayanti Ma'rufah, M.Pd.
Nama Judul : The Effect of Assemblr Edu On Students' Vocabulary Mastery at VII Grade of SMP N 1 Tambak, Banyumas

No	Hari / Tanggal	Materi Bimbingan	Tanda Tangan Pembimbing	Tanda Tangan Mahasiswa
1.	Jum'at, 05 Januari 2024	Research Background (BAB 1)		
2.	Jum'at, 12 Januari 2024	Research Bacground - Previous Research (BAB 2)		
3.	Rabu, 17 Januari 2024	Technique of Data Collection & Technique of Data Analysis (BAB 3)		
4.	Kamis, 18 Januari 2024	ACC Proposal Skripsi		
6.	Senin, 18 Maret 2024	Crosscheck BAB 1 - 3		
7.	Senin, 15 April 2024	Bimbingan Instrument pre-test & Post-test		
8.	Kamis, 02 Mei 2024	Acc Instrument Pre-test & post-test		
9.	Jum'at, 07 Juni 2024	Bimbingan skripsi BAB 4		
10.	Kamis, 20 Juni 2024	Bimbingan skripsi BAB 5		
11.	Senin, 01 Juli 2024	Revisi Abstract dan Appendices		
12.	Kamis, 04 Juli 2024	ACC Sidang Skripsi		

Dibuat di : Purwokerto
Pada tanggal : 04 Juli 2024
Dosen Pembimbing

Desi Wijayanti Ma'rufah, M.Pd
NIP. 199212152018012003

Appendix 13. Plagiarism Check by Turnitin

Student Number	:	2017404109
Place/Date of Birth	:	Banyumas, 16 Juli 2002
Address	:	Purwodadi Rt 09 Rw 04, Tambak, Banyumas
Name of Father	:	Sangirin
Name of Mother	:	Siti Jariyah

B. Formal Education

1.	SD N 3 Purwodadi (2013)
2.	SMP Ma'arif NU 2 Kemranjen (2016)
3.	SMA Ma'arif NU 1 Kemranjen (2019)
4.	UIN Prof. K.H. Saifuddin Zuhri Purwokerto (2024)

C. Non Formal Education

1.	Pondok Pesantren Roudhotul Qur'an Sirau (6 tahun)
2.	Pesantren Mahasiswa An Najah Purwokerto (4 tahun)

D. Organization Experience

1. Dewan Ambalan Hasyim Asy'ari & Siti Khotijah TA 2018/2019
2. Pengurus Putri Pesma An Najah Purwokerto Masa Bhakti 2023/2024

Purwokerto, 05 July 2024

Umi Sarifah Maysaroh
S.N. 2017404109

LVI

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Exclude quotes	On	Exclude matches	< 5%
Exclude bibliography	On		

Appendix 14. Certificates

Proposal Seminar

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

SURAT KETERANGAN
SEMINAR PROPOSAL SKRIPSI
No. No. B.621.Un.17/FTIK.JTBI/PP.00.9/1/2024

Yang bertanda tangan di bawah ini, Kordinator Program Studi Tadris Bahasa Inggris pada Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto menerangkan bahwa proposal skripsi berjudul :

"The Effect of Assemblr Edu on Students' Vocabulary Mastery at VII grade of SMP N 1 Tambak, Banyumas"

Sebagaimana disusun oleh :

Nama	:	Umi Sarifah Maysaroh
NIM	:	2017404109
Semester	:	6
Jurusan/Prodi	:	Tadris Bahasa Inggris

Benar-benar telah diseminarkan pada tanggal : Selasa, 23 Januari 2024

Demikian surat keterangan ini dibuat dan dapat digunakan sebagaimana mestinya.

Purwokerto, 30 Januari 2023
Kordinator Prodi Tadris Bahasa Inggris

Desi Wijayanti Ma'rufah, M.Pd.
NIP. 199212152018012003

Comprehensive Examination

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

SURAT KETERANGAN
No. B-836/Un.19/WD1.FTIK/PP.05.3/2/2024

Yang bertanda tangan di bawah ini Wakil Dekan Bidang Akademik, menerangkan bahwa :

Nama   : Umi Sarifah Maysaroh
NIM   : 2017404109
Prodi   : TBI

Mahasiswa tersebut benar-benar telah melaksanakan ujian komprehensif dan dinyatakan LULUS pada :

Hari/Tanggal : Senin, 12 Februari 2024
Nilai   : 74 / (B)

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.

Purwokerto, 15 Februari 2024
Wakil Dekan Bidang Akademik,

Prof. Dr. Suparjo, M.A.
NIP. 19730717 199903 1 001

L

Sertifikat BTA-PPI

IAIN PURWOKERTO

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
UPT MA'HAD AL-JAMI'AH

Jl. Jend. A. Yani No. 40A Purwokerto, Jawa Tengah 53126, Telp:0281-635624, 628250 | www.iainpurwokerto.ac.id

SERTIFIKAT

Nomor: In.17/UPT.MAJ/19104/28/2021

Diberikan oleh UPT Ma'had Al-Jami'ah IAIN Purwokerto kepada:

NAMA	:	UMI SARIFAH MAYSAROH
NIM	:	2017404109

Sebagai tanda yang bersangkutan telah LULUS dalam Ujian Kompetensi Dasar Baca Tulis Al-Qur`an (BTA) dan Pengetahuan Pengamalan Ibadah (PPI) dengan nilai sebagai berikut:

# Tes Tulis	:	99
# Tartil	:	85
# Imla`	:	80
# Praktek	:	85
# Nilai Tahfidz	:	85

Purwokerto, 28 Jul 2021

ValidationCode

SIMA v.1.0 UPT MA`HAD AL-JAMI`AH IAIN PURWOKERTO - page1/1

LI

EPTIP Certificate

IAIN PURWOKERTO

MINISTRY OF RELIGIOUS AFFAIRS
INSTITUTE COLLEGE ON ISLAMIC STUDIES PURWOKERTO
LANGUAGE DEVELOPMENT UNIT
Jl. Jend. A. Yani No. 40A Purwokerto, Central Java Indonesia, www.iainpurwokerto.ac.id

EPTIP CERTIFICATE

(English Proficiency Test of IAIN Purwokerto)
Number: In.17/UPT.Bhs/PP.009/25561/2021

This is to certify that

Name	:	**UMI SARIFAH MAYSAROH**
Date of Birth	:	**BANYUMAS, July 16th, 2002**

Has taken English Proficiency Test of IAIN Purwokerto with paper-based test, organized by Language Development Unit IAIN Purwokerto on September 8th, 2020, with obtained result as follows:

1. Listening Comprehension   : 48
2. Structure and Written Expression : 50
3. Reading Comprehension   : 48

Obtained Score   **: 486**

The English Proficiency Test was held in IAIN Purwokerto.

ValidationCode

Purwokerto, October 8th, 2021
Head of Language Development Unit,

Dr. Ade Ruswatie, M. Pd.
NIP: 198607042015032004

SIUB v.1.0 UPT BAHASA IAIN PURWOKERTO - page1/1

Sertifikat Bahasa Arab

IAIN PURWOKERTO

وزارة الشؤون الدينية
الجامعة الإسلامية الحكومية بورووكرتو
الوحدة لتنمية اللغة

عنوان: شارع جندرال احمد ياني رقم: ٤٠ أ، بورووكرتو ٥٣١٢٦ هاتف ٢٨١ – ٦٣٥٦٢٤   www.iainpurwokerto.ac.id

الشـــــــهادة

الرقم: ان.١٧/   /UPT.Bhs   /PP.٠٠٩   /٢٥٥٦١/٢٠٢١

منحت الى	
الاسم	: أمي شريفة ميسرة
المولودة	: بانيوماس، ١٦ يوليو ٢٠٠٢
الذي حصل على	
فهم المسموع	: ٥٨
فهم العبارات والتراكيب	: ٥٠
فهم المقروء	: ٥٩
النتيجة	: ٥٥٤

في اختبارات القدرة على اللغة العربية التي قامت بها الوحدة لتنمية اللغة في التاريخ ١٦ مايو ٢٠٢١

بورووكرتو، ٨ أكتوبر ٢٠٢١
رئيس الوحدة لتنمية اللغة،

الدكتورة أدي رو سواتي، الماجستير
رقم التوظيف: ١٩٨٦٠٧٠٤٢٠١٥٠٣٢٠٠٤

ValidationCode

Sertifikat PPL

KEMENTERIAN AGAMA
UIN PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO
LABORATORIUM FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Alamat : Jl. Jend. A. Yani No. 40A Telp. (0281). 635624 Psw. 121 Purwokerto 53126

Sertifikat

Nomor : B. 032 / Un.19/K. Lab. FTIK/ PP.009/ X / 2023
Diberikan Kepada :

UMI SARIFAH MAYSAROH
2017404109

Sebagai bukti yang bersangkutan telah melaksanakan
kegiatan Praktik Pengalaman Lapangan (PPL) II Tahun Akademik 2023/2024
pada tanggal 4 September - 14 Oktober 2023

Purwokerto, 27 Oktober 2023
Laboratorium FTIK
Kepala,

Dr. Nurfuadi, M.Pd.I.
NIP. 19711021200604 1 002

Sertifikat KKN

Sertifikat

Nomor Sertifikat : 1225/K.LPPM/KKN.52/09/2023

Lembaga Penelitan dan Pengabdian kepada Masyarakat (LPPM)
Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto menyatakan bahwa:

    Nama Mahasiswa : **UMI SARIFAH MAYSAROH**
    NIM   : **2017404109**

Telah mengikuti Kuliah Kerja Nyata (KKN) Angkatan ke-52 Tahun 2024,
dan dinyatakan **LULUS** dengan nilai **93 (A)**.

Certificate Validation

Appendix 15. Personal Biography

CURRICULUM VITAE

A. Profile

Name	:	Umi Sarifah Maysaroh
Student Number	:	2017404109
Place/Date of Birth	:	Banyumas, 16 Juli 2002
Address	:	Purwodadi Rt 09 Rw 04, Tambak, Banyumas
Name of Father	:	Sangirin
Name of Mother	:	Siti Jariyah

B. Formal Education

1.	SD N 3 Purwodadi (2013)
2.	SMP Ma'arif NU 2 Kemranjen (2016)
3.	SMA Ma'arif NU 1 Kemranjen (2019)
4.	UIN Prof. K.H. Saifuddin Zuhri Purwokerto (2024)

C. Non Formal Education

1.	Pondok Pesantren Roudhotul Qur'an Sirau (6 tahun)
2.	Pesantren Mahasiswa An Najah Purwokerto (4 tahun)

D. Organization Experience

1. Dewan Ambalan Hasyim Asy'ari & Siti Khotijah TA 2018/2019
2. Pengurus Putri Pesma An Najah Purwokerto Masa Bhakti 2023/2024

Purwokerto, 05 July 2024

Umi Sarifah Maysaroh

S.N. 2017404109