# THE EFFECTIVENESS OF USING BUSUU APPLICATION TOWARD STUDENTS' ENGLISH VOCABULARY MASTERY AT 7th GRADE STUDENTS OF SMP NEGERI 01 TONJONG BREBES

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

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**MOTTO**

"A negative mind will never give you a positive life."

**DEDICATION**

I dedicate this thesis to:

My precious parents, Agus Siswanto and Sri Mulya Eva Santi

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## ABSTRACT

# THE EFFECTIVENESS OF USING BUSUU APPLICATION TOWARD STUDENTS' ENGLISH VOCABULARY MASTERY AT 7TH GRADE OF STUDENTS SMP NEGERI 01 TONJONG BREBES

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This research aimed to assess the effectiveness of using Busuu Application toward students' English vocabulary mastery of students at SMP Negeri 1 Tonjong. Although the research conducted in this study was quasi-experimental, a quantitative approach was employed. Class VII A served as the experimental class and VII B as the control class. Both classes included 32 students, and the sampling method used in this study was random sampling. The research instrument used pre-test and post-test with the results of the study showing that the pre-test of the experimental class had an average score of 51 with the highest score 77. The control group had 32 students; the pre-test of the control class had an average score of 46 with the highest score of 97. The results of the hypothesis test obtained a significance value of 0.000 <0.05 which means that $\boldsymbol{H0}$ was rejected and $\boldsymbol{H}1$ was accepted. Thus, it can be said that the Busuu Application is effective toward English vocabulary mastery at 7TH Grade of SMP Negeri 1 Tonjong Brebes. The results of the N-Gain score test calculation show that the average N-Gain score for the experimental class is 63.5%, while the average N-Gain score for the control class is 52.9%. which reflects a significant increase in speaking proficiency. which reflects a significant increase in students' English vocabulary.



**Keywords:** Busuu Application, English vocabulary mastery, quasi-experimental

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# CHAPTER I
# INTRODUCTION

## A. Background Research

Mastery of vocabulary is an integral aspect of every language acquisition journey, as attempting to acquire a language would be unattainable without a solid foundation in vocabulary and the consensus among language education experts is that vocabulary is one of the most crucial skills for learners of foreign languages to acquire because it is essential to understanding what is being said (Komachali & Khodareza, 2012). While having a restricted vocabulary in a second language makes communication difficult, vocabulary knowledge is frequently seen as an essential skill for second language learners. Every day, both inside and outside of schools, people show how important vocabulary is.

The relevance of vocabulary in English lies in the fact that if we communicate effectively, the message we send was clearer and easier to grasp by the person we are speaking with. On the other hand, if we use incorrect or improper word, the message we portray may be confusing or even misleading. Vocabulary is the foundation for effective communication. The larger one's vocabulary, the more precisely and articulately they may express their thoughts, ideas, and emotions. Individuals with a large vocabulary may effectively and persuasively convey their views, whether vocally or in writing. Vocabulary acquisition is critical for mastering a second language and producing cohesive written and spoken works. Learning vocabulary is necessary for all language abilities in ESL and EFL, such as hearing, speaking, reading, and writing (Al-qahtani, 2015).

The significance of vocabulary and vocabulary mastery, however, is insufficient to encourage ELT practices to place more emphasis on vocabulary teaching and learning because it has been discovered that vocabulary instruction and learning appear to be overlooked when learning English in an Indonesian context (Cahyono & Widiati,2015). It was regrettable that teaching English in a place like Indonesia, where English was

not the native tongue, undoubtedly encountered numerous difficulties, especially when it comes to vocabulary. The quality of students in Indonesia regarding vocabulary knowledge is quite low (Siregar, 2020) analyzed vocabulary size and discovered that there was only 72% vocabulary in the first 1,000, 54% in the second 1,000, and 49% in the third. These findings indicate that the graduate vocabulary size did not meet curricular expectations; thus, Indonesian high school students should be taught all words from the first 3,000 list in order to grasp texts on the national examination (Kusumarasdyati & Ramadhani, 2018). Previous research on vocabulary size in Indonesia exist, but their scope remains limited. More research was needed to determine if the current trend of increasing vocabulary size has been continued.

According to Hanifia, (2013) student who lack vocabulary competence face a number of serious disadvantages. One of the most typical outcomes is difficulties understanding the meaning of the words used in the text, resulting in ineffective comprehension of the book's substance. Aside from that, a lack of vocabulary proficiency might impede students' ability to communicate effectively, both orally and in writing. They may be unable to articulate their ideas or thoughts effectively due to a lack of appropriate vocabulary. In some situations, a lack of vocabulary knowledge might impair students' capacity to understand other subjects, such as grammar and syntax, because they lack the foundation of words required to grasp these concepts (Thornbury, 2002).

In some cases, a lack of vocabulary mastery might reduce students' understanding of the necessity of speaking in a foreign language, leaving them unmotivated to enhance their language skills. As a result, teachers and parents must focus on growing students' vocabulary knowledge and employ effective ways to improve this capacity (Karimatul, 2018). In addition, students who utilize visual media will find it simpler to remember words since visual media can act as word prompts and pictures and objects are very reliable in their memory (As Sabiq and Sukirno, 2020).

To overcome this problem, educators must have creativity or varied

and sophisticated learning media. The learning media used must be able to involve students so they don't get bored. One of the learning media is by utilizing technology, namely digital applications. Digital apps for learning media are pieces of software that use a variety of digital capabilities and resources to help teachers and students learn. This program uses digital technology to provide educational content, interactions, and evaluation tools that help students and teachers learn (Anggraini, 2021).

Digital technology may greatly boost student enthusiasm and participation in the learning process, this approach is appropriate. Additionally, emphasize that students' motivation and engagement are greatly influenced by their opinions about online learning. Effective use of technology can enhance learning results in addition to increasing student participation. By providing interactive and easily accessible learning resources, the incorporation of technology into language instruction can aid in overcoming these obstacles (Wahidiyati,2020).

According to research, digital tools can improve learning speed and depth when properly included into the curriculum, especially in literacy and language acquisition (Higgins & Katsipataki, 2015). In this sense, digital language learning programs like Busuu, Babbel, Duolingo etc are very successful. These platforms make learning sessions more fun and relevant for students by offering engaging sounds, visuals, and circumstances that resemble situations from daily life. Based on the previously mentioned, this research used the Busuu Language Learning Application as the digital tool for vocabulary instruction. This platform is anticipated to address two vocabulary teaching challenges: transferring accurate comprehension and assisting students in long-term word retention as well.

Busuu is a digital application designed to help students learn English freely and interactively. This application has a variety of functions to assist students enhance their English language skills, such as speaking, listening, reading, and writing. Busuu enables students to continually listen to the speaker's words and the questions given to complete the assignment, as well as repeat the same questions, until the student is satisfied that all of the

answers are accurate. This practice is based on behaviorism theory and is intended to help students acquire acceptable memorizing behavior. Busuu has also been built to improve student participation in the learning process by providing interactive elements that allow students to discuss and share experiences with a worldwide learning community (Winarso et al., 2021).

Based on (Dianti, 2017) journal article, “The Effectiveness of the Busuu Application on the Speaking Skills of Students Tested in Class X at SMK Darulullum Kuningan” Student scores improved after being taught with the Busuu application compared to before using the Busuu application material. When compared to the pretest, the results were lower than the class posttest. The results show that teaching speaking via the Busuu application medium improves the speaking skills of tenth grade students at SMK Darul-Ulum Kuningan. Other previous is from (Samara, 2021) entitled “The Use of Busuu Application to Enhance Students’ Listening Skill at SMP Negeri 2 Galesong Selatan Takalar” The Busuu greatly assists students in completing English assignments, particularly their listening abilities. Students work with natural language speakers, and the quizzes are engaging for students to study. Using the Busuu Apps can improve students listening abilities. Students in the class are not bored while studying English, which makes it much easier.

Several research have shown that deploying the Busuu application improves speaking and listening skills. So, the research that was undertaken this time was focused on students' vocabulary competence. To determine the effectiveness of the Busuu application in improving students' English vocabulary mastery, experiment study is required. Thus, the study titled "The Effectiveness of Using Busuu Application Towards Students' English Vocabulary Mastery at 7$^{th}$ Grade of Students SMP Negeri 01 Tonjong Brebes"

## B. Operational Definition

a. Busuu Application

Busuu Application is to help users of all skill levels learn languages more easily through mobile applications. It provides a vast array of interactive language exercises, courses, and activities encompassing grammar, vocabulary, speaking, listening, and writing.

To provide users with an immersive learning experience, the program combines a variety of teaching strategies, such as interactive exercises, quizzes, and audio-visual information. The Busuu Application also has social learning functions that let users communicate via language exchange and discussion boards with other students and natural speakers. The application attempts to assist users in efficiently acquiring and improving their language abilities in a simple an approachable way by providing tailored learning paths and progress tracking (Winans, 2020).

b. Vocabulary

Vocabulary is widely acknowledged as the primary means of communication. Vocabulary is what people use to convey their thoughts, feelings, and opinions; it is a representation of the human mind. Vocabulary is the first step toward becoming proficient in a new language and communicating effectively. Consequently, mastering vocabulary is essential for effective communication, word meaning comprehension, learning new languages, and the ability to quickly generate thoughts based on the information that is communicated (Purnama, 2020).

According to linguistic perspective, vocabulary appears to be more significant and valuable than grammatical role when compared to another part of language (Dakhi & Fitria, 2019). Any language needs a large vocabulary in order to be read, written, and communicated effectively. Therefore, expanding one's vocabulary is among the most important parts of learning the English language, and educators should focus especially on the most effective methods for teaching vocabulary to students (Ketola, 2019). The effective teaching of vocabulary presents a considerable challenge to teachers. Therefore, teachers must teach vocabulary creatively to increase student interest and engagement (Setyaningsih & Wahidiyati, 2022).

## C. Research Question

The researcher is interested in raising the following research question in light of the background information mentioned above: "Is the use of Busuu Application significantly effective towards students' English

vocabulary mastery at the seven grades of SMP Negeri 01 Tonjong?"

## D. The Objectives and Significant of The Research

### 1. The Objectives of The Research

This research seeks to determine the presence or absence of a noteworthy effect of Busuu application in teaching students' vocabulary mastery using Busuu Application at seven grades of SMP Negeri 01 Tonjong.

### 2. Significance of The Research

a. Theoretical Significances

The findings of this research are anticipated to augment and add value to the body of knowledge regarding writing instruction, especially with regard to certain alternate approaches for teaching vocabulary mastery to students.

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b. Practical Significances

1) For the students

The students can be more master in vocabulary using this method.

2) For the teachers

Add information about another method that can be used in teaching vocabulary mastery.

3) For the other researcher

To be a reference for other researchers and gave the sources of information

# CHAPTER II

# LITERATURE REVIEW

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

## A. Literature Review

### 1. Theoretical Framework

#### a. Vocabulary

##### 1) The Definition of Vocabulary

The collection of words or terms that a person knows or uses in a specific language or field of knowledge is referred to as their vocabulary. It includes the vocabulary or word stock that people have and use to express themselves, understand others, and communicate. Vocabulary is essential to language learning and growth because it makes communication and comprehension easier. It covers not just the definitions of individual words but also their grammatical usage, pronunciation, spelling, and contextual subtleties. Vocabulary is a fundamental component of communication. Vocabulary plays a crucial part in language mastery. Vocabulary is the fundamental feature of a learning language that students must master. To grasp the English language, the learner must know certain terminology (Panjaitan et al., 2021).

According to (Lelawati et al., 2018) Teaching vocabulary involves several factors, including pronunciation, spelling, meaning, and word use. Vocabulary instruction should cover pronunciation and spelling, grammar, collocation, meaning, and word construction. This study was limited to three aspects. The four components of language are meaning, pronunciation, (Cahyono & Widiati, 2015).

In summary, vocabulary refers to an individual's knowledge of words in a certain language, including those used by speakers in different circumstances. Vocabulary refers to the words and phrases used by speakers and authors, including

dialects, registers, and terminology. Mastering vocabulary requires learning the meaning, form, and usage of words, which is essential for English proficiency. Effective communication relies on understanding, which is an important aspect of language development. The text emphasizes the necessity of memorizing vocabulary when learning English.

**2) The Importance of Vocabulary Mastery**

Vocabulary is the foundation of good communication. The larger one's vocabulary, the more precisely and articulately they may convey their thoughts, ideas, and feelings. Individuals with a vast vocabulary can transmit their messages accurately and persuasively, whether verbally or in writing. Vocabulary acquisition is crucial for mastering a second language and creating coherent written and spoken compositions. Learning vocabulary is essential for all language abilities in ESL and EFL, including listening, speaking, reading, and writing (Nation, 2001) in (ALQAHTANI, 2015).

According to (Nur Rahma & Tahir & Talib, 2023) mastering vocabulary allows students to grasp a wider range of books and obtain more knowledge from their reading. This is because vocabulary is inextricably tied to comprehension, and a wider vocabulary enables more precise and nuanced interpretation of texts. Vocabulary is important for communication because it allows people to express their thoughts and ideas clearly. Communication can be difficult and ineffective without a strong mastery of terminology.

Vocabulary mastery is essential for developing other language skills such as listening, speaking, reading, and writing. It lays the groundwork for these abilities, as students may express themselves more effectively with a bigger vocabulary. Vocabulary is essential for language acquisition, whether in a first, second, or foreign language. Knowing the definitions of words helps students understand the overall meaning of phrases

or paragraphs. Vocabulary mastery enables students to convey their ideas and opinions more effectively. This is because a bigger vocabulary allows for more accurate and nuanced ways of conveying meaning (Sari, 2022). Vocabulary mastery is essential for efficient communication, academic achievement, critical thinking, job promotion, and personal growth. It enables people to express themselves more effectively, understand the world better, and interact with others more meaningfully.

According to (Henry & Pongrantz, 2006) state that if a student passes all the criteria such as understanding meaning, using the phonological system when speaking, and understanding the phonological system when writing, then the student can be said to have mastered vocabulary. (Ehri & Rosenthal, 2007) define vocabulary mastery as the process of pronouncing words correctly, understanding their meaning, and remembering them. According to (Setiawan, 2015), vocabulary mastery is the ability to understand the vocabulary and meaning of a language. Similarly (Syarifudin et al., 2014) define vocabulary mastery as a prerequisite for EFL learning, which refers to students' ability to understand the meaning and use of words.

**3) Types of Vocabulary**

It is necessary to account for the various vocabulary types. To effectively teach students, it's important to consider their learning style, preferences, and needs. There are two widely recognized categories of vocabulary: receptive and productive vocabulary, and active and passive vocabulary. Table below outlines the vocabulary types. Listening and reading vocabulary are terms that are commonly comprehended during the process of language perception. Speaking vocabulary, like writing vocabulary, relates to terms that are productive, active, and passive (Dakhi & Fitria, 2019).

*Table 2.1 Types of Vocabulary*

| | **Receptive** | **Productive** | **Active** | **Passive** |
|---|---|---|---|---|
| Listening Vocabulary | ✓ | | | |
| Speaking Vocabulary | | ✓ | ✓ | ✓ |
| Reading Vocabulary | ✓ | | | |
| Writing Vocabulary | | ✓ | ✓ | ✓ |

The receptive vocabulary refers to the terminology that a reader encounters when reading and listening. They are the words that readers and listeners employ to understand certain messages. Vocabularies are closely linked to language comprehension. According to (Susanto, 2017) these are the terms identified by students during the reading process. Vocabulary was linked to both hearing and reading. In contrast, productive vocabulary refers to the set of words employed to create messages. Speaking and writing are two essential skills that naturally make use of productive vocabulary.

These terms refer to language's productive skills. Vocabulary types serve a significant role in developing both receptive and productive abilities. Many research have demonstrated this influence on language skill domains such as spoken ability, reading competence, and cloze test proficiency. (Ostad & Tarang, 2015) found that vocabulary expertise strongly influenced reading comprehension. This indicates that it predicts reading comprehension competency and serves as proof of receptive skills.

A similar study found a correlation between receptive vocabulary and cloze test results in Spanish primary students learning English. According to (Jiménez Catalán & Terrazas

Gallego, 2008) greater scores on the cloze test correlate with higher scores on the Vocabulary Levels Test. (Senju & Johnson, 2016) found a substantial correlation between productive vocabulary scores and L2 fluency, but not comprehensibility or accent. L2 speakers with sophisticated productive vocabulary tend to communicate more spontaneously, with fewer pauses and repeats, and at a faster pace.

Vocabulary is often classified as active or passive based on word frequency. The active vocabulary is the set of words that listeners and writers commonly employ because they are fully comprehended. They are the words that are easily remembered and employed when a speaking or writing scenario necessitates them. Active words are those that come naturally to mind and can be used without effort. Laufer's (1998) research in (Dakhi & Fitria, 2019) identified two subgroups: regulated active and free active. Passive vocabulary refers to terms that are difficult to understand and are rarely employed in writing or speaking. This suggests that passive vocabulary is necessary for active vocabulary. Acquiring comprehensible words is a necessary stage before mastering active vocabulary, but it is optional due to individual differences in skills.

**4) The Aspect of Vocabulary**

According to Lado, in (Mardianawati, 2012) students must master five components of vocabulary. They are: (1) Meaning; (2) Spelling. (3) Pronunciation, (4) Word Classification, and (5) Word Use. These aspects were explained below.

1. Meaning

   Meaning becomes one of essential aspects that should be learned by the students because meaning refers to how the word give its meaning to the language users. Frequently, a word may have more than one meaning when it is used in

different context, for example, the word "present" as a noun has meaning a period of time that is happening now. As a noun, the term "present" can also refer to something given to someone on a certain occasion. Therefore, it is highly important for students to grasp the meaning of the word, because it was allowed them to use and understand the message from that word when it appears in other contexts.

2. Spelling

   When students encounter a term for the first time, they must know how to spell it. Spelling refers to how a word appears (its spelling). Knowing a word's spelling allows students to accurately write it in written form. As a result, it is critical that children understand how to spell the word.

3. Pronunciation

   The pronunciation of a word is what we hear when someone says it. The majority of terms have only one pronunciation, but some have two or more. Learning English pronunciation is challenging since it is unrelated to word spelling. Many other students desire to be able to speak English fluently and with understandable pronunciation so that they can communicate without difficulty, because good pronunciation makes the recipient easier to comprehend. Pronouncing the term allows students to remember and identify it more easily when they hear or see it.

4. Word Causes

   Word classes are categories of words. It is a key characteristic in semantic feature analysis. Words can be categorized into several categories, including noun, verb, adverb, adjective, and preposition. This classification of a language's words is based on their purpose in communication.

5. Word Use

Word use refers to how a word is used in a language. Word use may also involve grammar and thus be the subject of profound analysis (Mardianawati, 2012) In this research, the teaching-learning process was focused on aspects of meaning, word use, and pronunciation. It is because those aspects become the focus of the hot seat game, and they are suitable for the hot seat game that was implemented in the class.

**b. Teaching Vocabulary**

**1) The definition of Teaching Vocabulary**

Teaching vocabulary is clearly more than just presenting new words. This may, of course, have its place but there are other issues, too. For example, students see a lot of words in the course of a week. Some of them are used straight away, other are not. Should we teach some word (which we need for structure practice, for example) and not teach other (which occur incidentally in reading text, for example)? Is there any way in which we can. Teaching vocabulary is a crucial thing that must be done by the teacher when teaching English. Teaching vocabulary to English language learners is one of the topics that receives the most attention. Learning a language without words is almost impossible, because words are the foundation of human communication (Ardianti et al., 2021).

Teaching English vocabulary to students has its own challenges. Teacher not only requested for teach new words, but also make students remember the meaning of these words and apply them when communicating. In addition, teachers are also required to be creative in using various kinds of media and method learning. There are several reasons that are found and become students' difficulties in mastering English vocabulary, namely the lack of new vocabulary which is influenced by teaching and learning methods, the lack of self-confidence of students to appear, even

the class situation or interactions that are not conducive in class so that students have difficulty learning (Demmanaba et al., 2023).

**2) The importance Teaching Vocabulary**

In the globalization era, language is a very important thing to be able to communicate with each other in our daily lives. With language, everything we wanted to convey can be said clear and precise way. Language is a tool that can be used to unite the nation. These tools can help us communicate more effectively between countries with various cultures. Communication is one of the most basic human skills for interacting with others in everyday life. In order to communicate effectively, we should develop good relationships with a lot of people. The important thing that we should know and understand is there should be some efforts that can be done so that someone can master English well. In mastery of English, sufficient vocabulary is needed because it is one of the requirements for mastering English. Mastery of the English language to be successful the four skills listening, speaking, reading, and writing have to be effectively integrated. Therefore, the emphasis in the English learning process should be on vocabulary because mastery of grammar and pronunciation would be useless without mastery of vocabulary. It means we have to master the vocabulary. If we don't have enough vocabulary, we won't be able to understand or speak English well. Mastering vocabulary is an essential part of learning English (Zakirovich, 2024).

It is plausible that vocabulary plays an important role in language use. It is the heart of language skills. More importantly, it appears to function as a basis for communication, reflection of social reality, emotion booster, and academic ability predictor. Besides, receptive and productive vocabularies, and active and

passive vocabulary according to previous studies have various contributions to language skill performances. Furthermore, principles of teaching vocabulary, breadth and depth, and teaching and learning vocabulary materials (TLVMs) appear to be associated with student's vocabulary mastery (Dakhi & Fitria, 2019).

**3) Teacher's Difficulties in Teaching Vocabulary**

In learning English, the main thing that students must master is vocabulary. Because vocabulary is very important in learning English, students have difficulty learning English if they do not have vocabulary. The researcher found that in learning, students often have difficulty in understanding the meaning of a word because their vocabulary is still very weak. This has a big impact on the process of achieving basic competencies and learning outcomes, because the lack of mastery of Vocabulary can hinder English learning. students who took the preliminary test learnt the extent of their Vocabulary (Zakirovich, 2024). And then One of the components to achieve goals is motivation (Dwinalida & Setiaji, 2022). Since motivation ensures that learning activities are effective, then motivation is one of the characteristics that can be considered to have great power to build barriers to learning. learning. There was no enthusiasm for learning if there was no drive to learn, which would certainly be a major obstacle to learning, no drive to learn, which certainly interfered with learning activities. learning activities. Students should always be motivated to learn English, because language is a must-know language. language is arguably a language that must be known because we have arrived in the era of globalization, which means English is used in almost everything. used in almost everything.

Student's lack confidence and motivation in learning English

is the next element that makes it extremely difficult for teachers to encourage or teach memorization in the students. The majority of them are concerned about using English incorrectly or mistakenly when speaking. Although English is the language of instruction in schools, many students still find it difficult to speak the language. In addition, to have little experience speaking English, they also seemed too lethargic to speak and engage in different types of English discourse (Ardiyanti S et al., 2021).

**c. Busuu Application**

**1) The Definition of Busuu Application**

Busuu is a language learning website and mobile app that provides classes in several languages. It offers interactive courses, vocabulary exercises, grammar tutorials, and speaking practice to assist users improve their target language skills. Busuu takes a community-based approach, allowing users to communicate with native speakers for language exchange and feedback on their speaking and writing abilities. The software is available on a variety of platforms, including iOS, Android, and web browsers, making it accessible to students worldwide.

The Busuu app can be a convenient option for those with limited time to study a language directly. The name "Busuu" derives from the Cameroonian language, which is unfortunately extinct. A researcher from the Busuu app visited Cameroon few years ago to preserve the Busuu language. Bernhard Niersner and Andrian Hilti founded this application in 2008. With over 90 million users worldwide, the company has rapidly expanded to become a globally recognized language instruction brand. This program offers free registration or premium membership with additional features like grammar courses, offline mode, McGraw-Hill Education language certificates, and Adaptive Vocabulary Trainer (Khairunnisa et al., 2021).

According to (Ginting, 2023) the website promotes collaborative learning, allowing participants to hone their writing and speaking abilities with the assistance of native speakers. It facilitates interactions using asynchronous audio recording or text chat, making each user both a student and a tutor in the languages they can speak. Busuu offers lessons ranging from beginner to upper-intermediate levels, with a concentration on reading, writing, listening, and speaking. The software was created by in-house educational professionals and incorporates chats with native speakers as part of the learning curriculum. Busuu offers two paid versions that provide additional features: Premium and Premium Plus. Premium provides more courses and offline learning possibilities, whilst Premium Plus enables customizable study plans, credential earning, and simultaneous language learning.

**2) How to Use Busuu Application**

To use the Busuu Application efficiently follow these steps:

a. Download and install: Go to your device's app store (Google Play for Android or Apple App Store for iOS) and look for "Busuu." Download and install the app to your device.

*Figure 2.1 Part 1 Download Busuu App*

b. Create an Account: Once installed, launch the Busuu app and set up a new account. You can sign up with your email address or by linking your Facebook or Google accounts.

*Figure 2.2 Create Account Busuu App*

c. Choose Your Language: After you've created an account, select the language you want to learn. Busuu provides courses in a variety of languages, including Spanish, French, German, Italian, English, and more.

*Figure 2.3 Choose Language Busuu App*

d. Select Your Proficiency Level: Next, select your current level of proficiency in the chosen language. Whether you're a complete novice or have some past experience, Busuu has courses targeted to different skill levels.

e. Start Learning: After you've determined your language and ability level, you may begin your learning adventure. Busuu offers a structured curriculum that includes interactive

lessons on vocabulary, grammar, listening, speaking, and writing abilities.

f. Create a Study Plan: Create your study plan by telling Busuu when you want to learn. You can select how many days a week, which days, how many minutes per day, and the level you wish to reach. The software is versatile and can be easily integrated into hectic schedules without interfering with daily living or your language learning progress.

g. Complete the lessons and exercises offered by Busuu. Each session usually contains vocabulary practice, grammar explanations, and interactive tasks to strengthen your knowledge.

h. Engage with the Community: Use Busuu's community tools to connect with other learners and native speakers. You can participate in language exchange activities, hold group conversations, and get feedback on your language skills.

i. Track your progress with the app's tracking tools. Busuu maintains track of your completed courses, exercise results, and general skill level, so you can see where you've gone in your language learning journey.

j. Practice regularly: Consistency is essential for language learning success. Make a routine of using the Busuu app on a daily basis, even if only for a few minutes.

**3) Advantages and Disadvantages of Busuu Application**

Mujtaba (2019) argues that the Busuu app is superior to other English language learning apps and offers numerous benefits to pupils. These reasons include:

a. Learning materials organized by level: Before using this program, students can select a level based on the subject they have already learned. This level is selected through an in-app test. The stage was tailored to the students' abilities,

allowing them to save time by learning things they already understand.

b. Interactive Learning Media: The information offered by this application is well developed. In those aspects, vocabulary learning is supplemented by sound, allowing children to understand words while also honing listening skills. Furthermore, students can evaluate their pronunciation through speaking activities. The Busuu app was detected whether the student's pronunciation is correct or not. Additionally, audiovisual media programs are provided to enhance students learning. In summary. The Busuu app is a versatile interactive media tool that supports speaking, listening, and writing.

c. Evaluate student development at the end of each study session: This app asked students questions about what they have already studied based on their level (basic, intermediate, or advanced). Additionally, the software includes a learning plan. This plan outlines instructional plans, reminders, and estimated completion dates based on the previously generated timetable. This tool allows students to estimate completion times based on learning objectives and adjust their plan by adding study hours if necessary.

d. The app is user-friendly, quick, and simple to navigate: The Busuu app, which is only 40 MB in size, does not drain a smartphone's battery when open, even on low-end devices. The Busuu app has a beautiful, sleek, and engaging design that is quite pleasant to wear.

e. Interaction with other users: In addition to learning, students can utilize the platform to converse, talk, and practice English with others. The app has a friend feature. Students can establish friends with other English learners.

According to (Nushi & Jenabzadeh, 2016) the disadvantages of Busuu in English language acquisition include:

a. Only the basic material is offered for free; intermediate and advanced materials must be purchased. So, we'll need a lot of money to use offline.
b. Unsuitable for deep learners because they must pay and the stuff offered is substantial. We require intense attentiveness.
c. The language utilized in Busuu is incomplete, particularly for the Middle Eastern languages, therefore it does not cover everything we wish to learn in Busuu.

Overall, while Busuu provides an useful and accessible platform for language learning, users must be aware of these potential drawbacks and assess their personal learning preferences and goals before deciding whether to utilize the program.

**2. Review of Relevant Studies**

Based on a journal from (Susanto et al., 2022), entitled Busuu as Online Learning Platform on Vocabulary Learning Motivation and Vocabulary Achievement among Students. This study used a quantitative methodology to examine the relationship between vocabulary learning motivation and achievement and the Busuu platform's performance. Researchers' initial investigation revealed that students might embrace the Busuu program as a substitute for their own autonomous learning. The student performance on the Busuu online platform utilization. After 14 days, the students' performance averaged 47.5%, according to the results. The trial study and interview results show that the students found the online platform enjoyable, yielding a linear outcome.

Based journal from (Arza et al., 2023), entitled The Use of Busuu Application to Improve Learning Vocabulary in SMP Negeri 35 Samarinda, the research was carried out as

Classroom Action Research, or CAR, because this methodology is the most effective way to increase students' vocabulary through the usage of the Busuu application. The Busuu Application proved successful in helping students' vocabulary grow. The outcomes of the first and second cycles of the post-test and pre-test of eighth grade students at SMP Negeri 35 Samarinda demonstrated this. Additionally, the post-test mean score of 50.45 increased to 78.19, demonstrating the effectiveness of the Busuu Application in helping students' vocabulary. Students are more engaged and could even love be learning English with the Busuu application. Additionally, this can increase students' motivation.

Based on the thesis of the previous researcher, (Septiawati, 2023), entitled THE INFLUENCE OF USING BUSUU APPLICATION ON STUDENTS' VOCABULARY MASTERY AT 7TH GRADE OF MTS NEGERI 4 SERANG.

Quantitative approaches are employed in this study. Data were gathered using real research methods, pretest and post-test control group designs. The purpose of this study was to learn more about how students' vocabulary mastery can be enhanced by the influence of the Busuu application. 34 seventh-graders from a junior high school in Banten, Indonesia participated in this study. Following intervention with the Busuu application, student vocabulary mastery improved as a result of the intervention. The increase in the students pre- and post-test average scores (pre-test 65.41 to post-test 84.59) indicates this. The relationship between these three previous researches and this research is variable used. Research used Busuu application and student English vocabulary mastery. However, in this research has focused on the effectiveness of Busuu application towards students' vocabulary mastery.

## B. Hypothesis

**H1:** Busuu Application is effective on students' english vocabulary mastery at 7th grade of students SMP Negeri 01 Tonjong Brebes.

**H0:** Busuu Application is not effective on students' english vocabulary mastery.

UIN PROF. KH. SAIFUDDIN ZUHRI

# CHAPTER III
# RESEARCH METHOD

## A. Research Hypothesis

Based on the result of theoretical studies and reviews for previous studies, the hypothesis of this research is the effectiveness of using Busuu application towards students' English vocabulary mastery at the 8th grade of students SMP Negeri 01 Tonjong Brebes.

## B. Research Method

### 1. Type of Research

This research employed quantitative methods, with a quasi-experimental approach. Quantitative research, often known as data-driven research, is used to determine whether the Busuu application improves students' vocabulary mastery. This approach is a sort of research that follows a methodical, planned, and clearly structured process from start to finish. needs the use of numbers from the start of data collection to the process of evaluating the data, as well as how the results appeared; also, at the research conclusion stage, it would be preferable if paired with displays such as pictures, tables, graphs, or other forms. appearance. The experimental design consists of two groups: a control group and an experimental group. Both were given a pretest at the start and a posttest at the conclusion. The experimental group were received Busuu application treatment, while the control group used traditional learning methods. Traditional teaching methods, sometimes known as teacher-centered learning. In this strategy, the teacher explains content in front of the class while students observe, listen, and take notes. This approach emphasizes direct connection between teachers and students as the primary method of learning.

### 2. Research Setting

a. Location

This research held in SMP Negeri 01 Tonjong. Which located at Jl. Purwodadi No.10, Kecamatan Tonjong, Kabupaten Brebes, Jawa Tengah. SMP Negeri 01 Tonjong was chosen as the study site

because students have difficulty mastering vocabulary because the learning media provided by the teacher is not varied, only relying on modules and power point. This approach can cause boredom and does not empower students to develop their vocabulary mastery. This method may place less emphasis on practical aspects and active use of language in communication. When learning in groups, there are students who are quiet and there are also those who are enthusiastic about expressing their opinions. The student did not participate in the group discussion. In addition, most have difficulty spelling some words. Teachers teach using methods that tend to be boring, such as lectures, which only rely on delivering material verbally without involving active interaction from students. In addition, teachers also do not utilize educational applications or technology that can help make learning more interesting and interactive. As a result, students feel bored and lose interest in the lesson, as they feel there is no variety in the way the material is delivered, which makes it difficult for them to stay focused and engaged in learning.

b. Time

This research conducted from 22 October 2024 to 20 November 2024.

*Table 3.1 date of treatment*

| Meeting | Materials | Date |
|---|---|---|
| 1 | Pre-test | 22 October 2024 |
| 2 | Treatment | 29 October 2024 |
| 3 | Treatment | 5 November 2024 |
| 4 | Treatment | 12 November 2024 |

| | | |
|---|---|---|
| 5 | Treatment | 19 November 2024 |
| 6 | Post-test | 20 ovember 2024 |

**3. Variable**

Variables are traits or qualities of an individual or thing that differ from one individual or thing to another and may be measured and observed in order to be researched (Sugiyono, 2013). A research variable is any component, in any form, that is chosen for study in order to gather data and draw conclusions.

There were two kinds of variable in this research, there is:

a. Independent Variable

It is frequently referred to as the independent variable because it can be seen as a condition or value that, if it materializes, causes a change and influences other conditions or values that cause the dependent (bound) variable to appear or change (Sugiyono, 2013, p. 39). The letter X is typically used to represent this independent variable. "Busuu Application" is the study's independent variable.

b. Dependent Variable

A dependent variable is one that is affected by or results from an independent variable (Sugiyono, 2013, p. 39). This variable turns into the primary issue since it is the subject of the study that influences or is the outcome of an independent variable (Harsojuwono & Arnata, 2020, p. 33). The vocabulary competence of seventh-grade pupils at SMPN 01 Tonjong is the study's dependent variable.

**4. Population and Sample**

a. Population

The research population is the seven-grade students of SMP 01 TONJONG, which consists of 288 students. Those classes are VII A

to VII I.

*Table 3.2 Population of students' class VIII SMP Negeri 01 Tonjong Brebes*

| Class | Number of Student |
|---|---|
| VII A | 32 |
| VII B | 32 |
| VII C | 32 |
| VII D | 32 |
| VII E | 32 |
| VII F | 32 |
| VII G | 32 |
| VII I | 32 |
| Total student | 288 |

b. Sample

This research collected samples from two classes of 32 students each: the control group and the experimental group. Using the random sampling technique, every member of the population has an equal chance of being chosen for the sample. By using this technique, bias should be minimized and the samples selected should accurately reflect the total population. By selecting samples randomly, we can reduce the influence of bias that might occur if the sample selection was done non-randomly. This is important so that research results can be reliable and valid. Random sampling helps ensure that the sample taken reflects the characteristics of t h e

broader population. In this study, VII A became the experimental class, VII B became the control class, and VII C became the class for instrument validation. In the context of this research, this means that variations in students' English abilities were be better represented. Experimental sessions were taught using the Busuu App as a tool or medium for mastering student vocabulary.

## C. Techniques of Data Collection

The chosen data is based on the system's problem in order to provide better data for this investigation. Use documentation and pre- test, treatment, and post-testing in data gathering.

a. Pre-Test

The experimental and control classes have gotten a pre-test at the beginning of the meeting. The pretest's objective is to determine students' initial abilities in relation to the information to be delivered, as well as to assess the experimental and control classes' ability to be equivalent. By administering a pre-test, the teacher can determine how many students already have basic knowledge of the content that would be covered.

The pre-test is a written multiple-choice test. The test consists of 30 validated vocabulary questions about me, daily activities, synonym and antonym. Students answered the questions by selecting the correct answer in multiple choice within 30 minutes.

b. Treatment

Treatment is based on the pre-test findings for both groups. The control class received conventional methods. Students in experimental class received treatment by using Busuu application. Each meeting time was 120 minute. The experimental class for the first meeting was held in Tuesday, October 29th 2024 until Tuesday, 19th November 2024. The control class for the first meeting was held in Tuesday, October 29th 2024 until Tuesday, 19th November 2024. The procedures in giving the treatment to the experimental group were as follows:

*Table 3.3 Treatment of Experimental*

| NO | MEETINGS | LEARNING ACTIVITY |
|---|---|---|
| 1 | Tuesday, October 29th 2024 | - Introduce about About Me<br>- Introduce Busuu Application<br>- Do activities in Busuu Application sub chapter 1 – 5 |
| 2 | November 5th 2024 | - Reviewed previous study<br>- Discussed experience using Busuu Application<br>- Do activities in Busuu Application sub chapter 6 – 10<br>- Discuss vocabulary has been found |
| 3 | November 12th 2024 | - Introduce about Daily Activities<br>- Give some question related to the lessons that student learn<br>- Do activities in Busuu Application sub chapter 11 - 16<br>- Writes and explain the vocabulary related to the lessons |
| 4 | November 19th 2024 | - Reviewed previous study<br>- Do activities in Busuu Application sub chapter 17 - 23<br>- Discuss vocabulary has been found |

c. Post-Test

A post-test is conducted when treatment is completed. This is the ultimate method of evaluating a lesson. The post-test is a written test with the same format as the pre-test: 30 validated questions concerning the text. The post-test was administered to both classes, the

experimental class and the control class, with the goal of measuring mastery of vocabulary that had been provided and determining whether there was any increase in the final score, particularly in the experimental class that had received the Activity of Busuu Application Technique treatment. Effective use of the activity of Busuu Application technique treatment leads to higher post-test scores compared to pre-test scores.

## D. Technique Data of Analysis

After collecting the data, the next step was to analyze it This study utilized statistical calculations after conducting two tests: pre-test before Busuu application treatment and post-test after Busuu application treatment. The data from both tests were compared between the experimental class (Busuu application treatment) and the control group. To assess the impact of the Buusu application on vocabulary mastering, data was analyzed using the t-test procedure. Measure normality and homogeneity first.

### 1. Normality Test

The Normality Test determines if the sample data utilized is correct and comes from a normally distributed population or not. This normalcy test is conducted following treatment. This normality test is designed to determine the distribution of data in the variables that were used in the research. Data with a normal distribution is good and appropriate for use in research. To determine the normalcy of this research, the Kolmogorov Smirnov table value in the Spss 26 application is employed. If the highest absolute difference value is less than the Kolmogorov Smirnov table value, H0 is approved, but H1 is rejected. If the biggest absolute difference value exceeds the Kolmogorov Smirnov table value, H0 is rejected, but H1 is approved.

### 2. Homogeneity Test

The homogeneity test is used to determine whether two or more population variants are the same or not. The Levene test is used to assess homogeneity between sets of data with different variances. This test calculates the p-value (significance level) for two groups of data. The data tested is considered homogeneous based on its significance value.

A significant value (p) above 0.05 implies homogeneity, while p < 0.05 suggests heterogeneity.

### 3. Hypothesis Test

The data analysis technique used N-Gain Score. The N-Gain score is designed to test the effectiveness scale of the use of Busuu application in improving students' vocabulary mastery. The N-Gain score is calculated to assess the improvement in students' vocabulary mastery from the pre-test to the post-test. The formula for calculating the N- Gain score is as follow:

$$\text{N-Gain} = \frac{Skor\ Posttest - Skor\ Pretest}{Skor\ Ideal - Skor\ Pretest}$$

*Figure 3.1 Formula of Hypothesis Test*

Decision making and effectiveness Scale (Hake,1999):

*Table 3. 4 Effectiveness Interpretation Based on N-Gain*

| N-Gain Score | Interpretation |
|---|---|
| < 40 | Ineffective |
| 40-55 | Less Effective |
| 56-75 | Quite Effective |
| >76 | Effective |

## E. Instrument Testing

### 1. Instrument Indicator

*Table 3.5 Indicator of Instrument*

| No | Indicators | Question Number |
|---|---|---|
| 1. | Students can understand the use of adverbs and understand phrases. | 1-5 |
| 2. | Students can complete sentences with appropriate verbs or phrases to describe daily activities. | 6-13 |

| | | |
|---|---|---|
| 3. | Students can understand and respond to simple conversations correctly. | 14-19 |
| 4. | Students are able to recognize the meaning of words and their relationship to other words antonyms | 20-25 |
| 5. | Students are able to recognize the meaning of words and their relationship to other words synonyms | 26-30 |

**2. Validity Test**

Validity tests are used to assess the reliability or validity of an instrument. The goal of validity testing is to determine how well the measurement tools or instruments used in research capture the data in question. The term "validity" refers to how exact or valid a measurement is. The SPSS program can be used to compute this step. The testing approach employed in this thesis proposal with the SPSS application is to determine the viability of using the Busuu application. If r count > r table with α= 0.05, the measuring instrument is considered valid; otherwise, if r count < r table, the instrument is deemed invalid.

*Table 3.6 Validity Pre-test*

| Number of Question | Pearson correlation | Sig. | Conclusion |
|---|---|---|---|
| 1. | 0,307 | 0,088 | Valid |
| 2. | 0,441 | 0,012 | Valid |
| 3. | 0,528 | 0,002 | Valid |
| 4. | 0,427 | 0,017 | Valid |
| 5. | 0,613 | 0,000 | Valid |
| 6. | 0,519 | 0,002 | Valid |
| 7. | 0,589 | 0,000 | Valid |
| 8. | 0,504 | 0,003 | Valid |
| 9. | 0,573 | 0,001 | Valid |
| 10. | 0,728 | 0,000 | Valid |
| 11. | 0,720 | 0,000 | Valid |
| 12. | 0,638 | 0,000 | Valid |
| 13. | 0,701 | 0,000 | Valid |
| 14. | 0,660 | 0,000 | Valid |
| 15. | 0,723 | 0,000 | Valid |

| | | | |
|---|---|---|---|
| 16. | 0,819 | 0,000 | Valid |
| 17. | 0,793 | 0,000 | Valid |
| 18. | 0,763 | 0,000 | Valid |
| 19. | 0,792 | 0,000 | Valid |
| 20. | 0,670 | 0,000 | Valid |
| 21. | 0,820 | 0,000 | Valid |
| 22. | 0,740 | 0,000 | Valid |
| 23. | 0,724 | 0,000 | Valid |
| 24. | 0,709 | 0,000 | Valid |
| 25. | 0,674 | 0,000 | Valid |
| 26. | 0,670 | 0,000 | valid |
| 27. | 0,676 | 0,000 | valid |
| 28. | 0,725 | 0,000 | valid |
| 29. | 0,702 | 0,000 | valid |
| 30. | 0,462 | 0,008 | valid |

*Table 3.7 Validity Post-test*

| Number of Question | Pearson correlation | Sig. | Conclusion |
|---|---|---|---|
| 1. | 0,349 | 0,050 | Valid |
| 2. | 0,423 | 0,016 | Valid |
| 3. | 0,492 | 0,004 | Valid |
| 4. | 0,484 | 0,005 | Valid |
| 5. | 0,639 | 0,000 | Valid |
| 6. | 0,528 | 0,002 | Valid |
| 7. | 0,599 | 0,000 | Valid |
| 8. | 0,535 | 0,002 | Valid |
| 9. | 0,527 | 0,002 | Valid |
| 10. | 0,752 | 0,000 | Valid |
| 11. | 0,765 | 0,000 | Valid |
| 12. | 0,661 | 0,000 | Valid |
| 13. | 0,784 | 0,000 | Valid |
| 14. | 0,668 | 0,000 | Valid |
| 15. | 0,627 | 0,000 | Valid |
| 16. | 0,841 | 0,000 | Valid |
| 17. | 0,741 | 0,000 | Valid |
| 18. | 0,861 | 0,000 | Valid |
| 19. | 0,822 | 0,000 | Valid |
| 20. | 0,829 | 0,000 | Valid |
| 21. | 0,844 | 0,000 | Valid |
| 22. | 0,829 | 0,000 | Valid |

| | | | |
|---|---|---|---|
| 23. | 0,818 | 0,000 | Valid |
| 24. | 0,777 | 0,000 | Valid |
| 25. | 0,823 | 0,000 | Valid |
| 26. | 0,841 | 0,000 | valid |
| 27. | 0,842 | 0,000 | valid |
| 28. | 0,848 | 0,000 | valid |
| 29. | 0,721 | 0,000 | valid |
| 30. | 0,558 | 0,001 | valid |

From the table above, based on $df$=($N$-2), the sample size is $df$=32-2=30, with a level of 5% obtained $rtabel$ of 0.2960. in the Pearson correlation column if >0. then the question is considered valid and can be used for research instruments.

**a. Reliability Test**

The reliability testing is to guarantee the consistency and dependability of the measuring or instrumentation tools used in research. Reliability testing is therefore a crucial stage in guaranteeing the caliber of data collected for research. In this thesis proposal used of the SPSS software the use of the Alpha method. If rcount > rtable, the measuring instrument is dependable. If rcount < rtable, the instrument is unreliable.

Test reliability measures how far the results of an instrument or test are reliable and consistent. One of the terms that is usually tested during the validation process is reliability, which contributes to producing consistent and reliable results from tests or instruments used in research. Sugiyono (2013:127) stated One of the conditions for testing the validity of an instrument is its reliability. Therefore, although a valid instrument is usually reliable, its reliability must be tested.

The results of the reliability test were calculated using the IBM SPSS, based on V.Wiratna Sujarweni (2014:193) the value of Cronbach's alpha can be interpreted as follows:

*Table 3.8 Interpretation of Cronbach's alpha*

| Cronbach's alpha | Interpretation |
|---|---|
| >0,60 | Reliable |
| <0,60 | Not reliable |

It is considered reliable if the Cronbach Alpha ≥ 0.60. Meanwhile, it is said to be unreliable if the Cronbach Alpha value obtained is < 0.60. used the IBM Statistics 25 application to calculate the reliability test in the test. The following are the reliability test results obtained on the pre- test questions:

*Table 3.9 Reliability 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 |
|---|---|
| ,953 | 30 |

Based on the table above, the Cronbach's Alpha result is 0.953 Related to the reliability test criteria proposed by V.Wiratna Sujarweni, the calculation results are classified as reliable. It can be concluded that this pre-test instrument is reliable and can be used in research.

The results of the post-test reliability are presented in the table below:

*Table 3.10 Reliability 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 |
|---|---|
| ,965 | 30 |

Based on the table above, the Cronbach's Alpha result is 0.965

Related to the reliability test criteria proposed by V.Wiratna Sujarweni, the calculation results are classified as reliable. It can be concluded that this pre-test instrument is reliable and can be used in research.

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# CHAPTER IV

# RESEARCH FINDING AND DISCUSSION

This chapter presents the analysis and discussion of data to answer the research problem that has been collected through pre-test and post-test.

## A. Research Findings

### 1. Data Descriptions

This chapter describes the test results This study is quasi-experimental. The population in this study were students of grade VII and the sample was 32 students. In this study, VII A became the experimental class, VII B became the control class, and VII C became the class for instrument validation. The results of this study tested the effect of using Busuu application towars students' vocabulary mastery at SMP Negeri 01 TONJONG in the 2023/2024 academic year, so the following were present the research results obtained from the experimental class and the control class.

#### a. Data of experiment class

The experimental class is VII A students consisting of 32 students who taught using the Busuu Application. Data were collected through a pre-test conducted on October 22, 2024, before the Busuu Application was applied, while the students' post-test was conducted after the Busuu Application was applied on November 20, 2024. After that, the pre-test and post-test scores that had been obtained were calculated to determine the difference in student results before and after the Busuu Application was applied. The calculation results can be seen in the table.

*Table 4.1 The score of the Experimental Class*

| NO | Initials Name | Pre-test | Post-Test | Gained |
|---|---|---|---|---|
| 1. | AM | 63 | 70 | 7 |
| 2. | AG | 43 | 63 | 20 |
| 3. | AZS | 57 | 97 | 40 |
| 4. | AGL | 63 | 70 | 7 |
| 5. | AKS | 26 | 80 | 54 |
| 6. | DAA | 40 | 83 | 43 |

| | | | | |
|---|---|---|---|---|
| 7. | DAS | 36 | 67 | 31 |
| 8. | EBN | 53 | 73 | 20 |
| 9. | EWD | 33 | 80 | 47 |
| 10. | FAN | 67 | 100 | 33 |
| 11. | FNS | 20 | 70 | 50 |
| 12. | IGP | 60 | 67 | 7 |
| 13. | INW | 50 | 93 | 43 |
| 14. | IFS | 57 | 90 | 33 |
| 15. | KIN | 33 | 67 | 34 |
| 16. | KPA | 46 | 93 | 47 |
| 17. | MKW | 33 | 70 | 37 |
| 18. | MNS | 57 | 77 | 20 |
| 19. | MDZF | 30 | 73 | 43 |
| 20. | MDP | 50 | 67 | 17 |
| 21. | NHA | 67 | 100 | 33 |
| 22. | NMET | 50 | 90 | 40 |
| 23. | NKAF | 57 | 97 | 40 |
| 24. | RRP | 40 | 63 | 23 |
| 25. | RMS | 76 | 83 | 7 |
| 26. | RNH | 33 | 77 | 44 |
| 27. | SS | 57 | 90 | 33 |
| 28. | SNI | 63 | 80 | 17 |
| 29. | SAS | 73 | 97 | 24 |
| 30. | SAA | 77 | 100 | 23 |
| 31. | TSS | 53 | 83 | 30 |
| 32. | ZS | 67 | 100 | 33 |
| **Total** | | **1630** | **2610** | **980** |
| **Average** | | **51** | **82** | **31** |
| **Maximum Score** | | **77** | **100** | **54** |
| **Minimum Score** | | **20** | **63** | **7** |

In the table above, it can be seen that the pretest and posttest scores of the experimental class have differences. The average pretest score is 51 for the experimental class, with the lowest score of 20 by student Initials FNS number 11, and the highest score of 77 by students Initials SAA number 30. while the average posttest score is 82 for the experimental class, with the lowest score of 63 by student initials RRP number 24, and the highest score is 100 by student initials NHA number 21.

The table above regarding the gained score is used to show the difference between the pretest score before using the Busuu Application and the posttest score conducted after treatment using the Busuu Applications. It is known that the minimum score is 7 and 20, with an average on the pretest 51 and posttest 82 so that students get a score of around 31 points.

**b. Data of control class**

The control class is class VII B students totaling 32 students taught by English teachers at school. Data collection was carried out through a pre-test which was carried out on October 22, 2024 before conducting observations, while the students' post-test was carried out after observations on November 20, 2024. After that, the pre-test and post- test scores were calculated. The calculation results can be seen in the table:

*Table 4.2 The score of the Control Class*

| NO | Initials Name | Pre-test | Post-Test | Gained |
|---|---|---|---|---|
| 1. | AA | 20 | 70 | 50 |
| 2. | ARS | 57 | 73 | 16 |
| 3. | AAH | 30 | 83 | 53 |
| 4. | AYP | 50 | 73 | 23 |
| 5. | AU | 17 | 60 | 43 |
| 6. | DF | 33 | 70 | 37 |
| 7. | DSP | 57 | 77 | 20 |
| 8. | EECP | 63 | 80 | 17 |
| 9. | FMD | 50 | 60 | 10 |
| 10. | IRO | 57 | 80 | 23 |
| 11. | JAP | 43 | 70 | 27 |
| 12. | KSA | 33 | 77 | 44 |
| 13. | KMK | 67 | 83 | 16 |
| 14. | KHA | 20 | 60 | 40 |
| 15. | LPK | 50 | 67 | 17 |
| 16. | MRR | 57 | 73 | 16 |
| 17. | MA | 53 | 83 | 30 |
| 18. | MRA | 63 | 77 | 14 |
| 19. | MR | 20 | 60 | 40 |
| 20. | NHA | 30 | 77 | 47 |
| 21. | NAN | 60 | 97 | 37 |
| 22. | NA | 36 | 67 | 31 |

| | | | | |
|---|---|---|---|---|
| 23. | NP | 50 | 73 | 23 |
| 24. | NS | 40 | 60 | 20 |
| 25. | RAK | 40 | 60 | 20 |
| 26. | SAS | 33 | 77 | 44 |
| 27. | SK | 67 | 97 | 30 |
| 28. | SI | 63 | 73 | 10 |
| 29. | SDP | 43 | 80 | 37 |
| 30. | SMA | 67 | 93 | 26 |
| 31. | TNR | 33 | 73 | 40 |
| 32. | ZF | 77 | 90 | 13 |
| **Total** | | **1479** | **2393** | **914** |
| **Average** | | **46** | **75** | **29** |
| **Maximum Score** | | **77** | **97** | **53** |
| **Minimum Score** | | **17** | **60** | **10** |

From the table above, it can be seen that the average pretest lowest the posttest. The average pretest score is 46 in the control class, with the lowest score of 17 by student initials AU number 5, and the highest score is 77 by students initials ZF numbers 32. The average posttest score is 75 with the lowest score of 60 by student initials AU number 5, initials FMD number 9, and initials KHA number 14, and the highest score is 97 by student initials NAN number 21 and initials SK number 27.

The table shown regarding the gained score is used to see the difference between the pretest score and the post-test score. It is known that the minimum score is 10 and 17, with an average on the pretest of 46 and posttest 75, so that students get a score of around 29 points.

## 2. Data Analysis

### a. Normality Test

The normality test is used to test whether the data is normally distributed. Data is called normal if the significance value is >0.05. The normality test results are presented below:

*Table 4.3 Test of Normality*

**Tests of Normality**

| | | | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|---|---|
| | | *Kelas* | Statistic | df | Sig. | Statistic | Df | Sig. |
| *Hasil Siswa* | *Belajar* | Pre-Test *Eksperiment* Class | .124 | 32 | .200* | .967 | 32 | .413 |
| | | Post-Test Eksperiment Class | .136 | 32 | .143 | .914 | 32 | .015 |
| | | Pre-Test Controll Class | .123 | 32 | .200* | .958 | 32 | .235 |
| | | Post-Test Controll Class | .109 | 32 | .200* | .936 | 32 | .057 |

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The Normality test was calculated using IBM SPSS version 26. The value can be seen in the Kolmogorov-Smirnov significant column, in the experimental class score it got a value of Pre-test 0,200 > 0.05 and Post-test 0,143 > 0.05, and the control class got a significant value of Pre-test 0,200 > 0.05 and Post-test 0,200>0.05, It can be concluded that both data are normally distributed because each score has a significant value of more than 0.05.

### b. Homogeneity Test

A homogeneity test is a test to termine whether the data is homogeneous or heterogeneous. The Levene test was used to calculate homogeneity. The results of the homogeneity test in SPSS are presented as follows:

*Table 4.4 Test of Homogeneity Variance*

**Test of Homogeneity of Variances Pre-test Experiment Class and Control Class**

| | | Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|---|---|
| Hasil Belajar Siswa | Based on Mean | .426 | 1 | 62 | .516 |
| | Based on Median | .295 | 1 | 62 | .589 |
| | Based on Median and with adjusted df | .295 | 1 | 61.685 | .589 |
| | Based on trimmed mean | .429 | 1 | 62 | .515 |

**Test of Homogeneity of Variances Post-test Experiment Class and Control Class**

| | | Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|---|---|
| Hasil Belajar Siswa | Based on Mean | 3.035 | 1 | 62 | .086 |
| | Based on Median | 2.720 | 1 | 62 | .104 |
| | Based on Median and with adjusted df | 2.720 | 1 | 61.654 | .104 |
| | Based on trimmed mean | 3.070 | 1 | 62 | .085 |

In the table above, the significant value between the experimental and control classes is 0.516 which is higher than 0.05, so the pretest data can be said to be homogeneous because the significant value is >0.05. While in the posttest, the experimental and control classes have a significant value of 0.86 >0.05, so the posttest scores of the experimental and control classes are declared homogeneous.

**c. Hypothesis Test**

After the data was declared normal and homogeneous, then the data was calculated using a t-test to show if there was a significant difference between the experimental class using the Busuu Application compared to the control class. This hypothesis using SPSS 26 can be presented as follows:

a) Paired Sample T-test

Paired sample t-test is a statistical test that compares the means of two data and comes from one sample group. Paired sample t-test was used to see whether there was a significant difference

between the experimental class using the Busuu App technique and the control class.

*Table 4.5 Result Sample T-test*

**Paired Samples Test**

| | | Paired Differences | | | | | t | df | Sig. (2-tailed) |
|---|---|---|---|---|---|---|---|---|---|
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference Lower | Upper | | | |
| Pair 1 | PreEks - PostEks | -30.625 | 13.372 | 2.364 | -35.446 | -25.804 | -12.955 | 31 | .000 |
| Pair 2 | PreCtrl - PostCtrl | -28.562 | 12.577 | 2.223 | -33.097 | -24.028 | -12.846 | 31 | .000 |

Based on the **Pair 1** output, the sig value is obtained. (2-tailed) of 0.000 <0.05, it can be concluded that there is **a difference** in the average student learning outcomes for the Pre-test of the Experimental class with the Post-test of the experimental class. While in the **Pair 2** output, the sig value is obtained. (2-tailed) value of 0.000 <0.05, it can be concluded that there is **a difference** in the average student learning outcomes for the control class Pre-test with the control class Post-test.

b) Independent Sample T-test

Independent sample t-test is used to see if there is a statistically significant difference in the average value between the two groups. The independent sample t-test is performed on two unrelated or independent groups.

*Table 4.6 Result Independent Sample T-test*

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Std. Error | 95% Confidence Interval of the Difference | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Difference | Lower | Upper |
| Hasil Belajar Siswa | Equal variances assumed | .988 | .324 | -8.820 | 62 | .000 | -30.625 | 3.472 | -37.566 | -23.684 |
| | Equal variances not assumed | | | -8.820 | 59.766 | .000 | -30.625 | 3.472 | -37.571 | -23.679 |

Table 4.6 the results of the independent sample t-test using the SPSS version 26 program, on the equal variances assumed shown that sig (2-tailed) 0.000 which is < 0.05. it was explained that H0 would be rejected if sig 2-tailed (p) < 0.05, it could be seen in the table above in the sig (2-tail) which means so H0 is rejected and H1 is accepted. It could be concluded that H1 shows that the Busuu Application was effective on students' English vocabulary mastery.

c) N-Gain Score

*Table 4. 7 Table of N-Gain Score*

**Case Processing Summary**

| | | Cases | | | | | |
|---|---|---|---|---|---|---|---|
| | | Valid | | Missing | | Total | |
| Kelas | | N | Percent | N | Percent | N | Percent |
| NGain_Persen | Kelas Eksperimen | 32 | 100.0% | 0 | 0.0% | 32 | 100.0% |
| | Kelas Kontrol | 32 | 100.0% | 0 | 0.0% | 32 | 100.0% |

**Descriptives**

| | Kelas | | | Statistic | Std. Error |
|---|---|---|---|---|---|
| NGain_Persen | Kelas Eksperimen | Mean | | 63.4695 | 4.56638 |
| | | 95% Confidence Interval for Mean | Lower Bound | 54.1563 | |
| | | | Upper Bound | 72.7827 | |
| | | 5% Trimmed Mean | | 63.9643 | |
| | | Median | | 64.7507 | |
| | | Variance | | 667.259 | |
| | | Std. Deviation | | 25.83135 | |
| | | Minimum | | 17.50 | |
| | | Maximum | | 100.00 | |
| | | Range | | 82.50 | |
| | | Interquartile Range | | 43.38 | |
| | | Skewness | | -.211 | .414 |
| | | Kurtosis | | -1.048 | .809 |
| | Kelas Kontrol | Mean | | 52.9088 | 3.01543 |
| | | 95% Confidence Interval for Mean | Lower Bound | 46.7588 | |
| | | | Upper Bound | 59.0588 | |
| | | 5% Trimmed Mean | | 52.4243 | |
| | | Median | | 50.0000 | |
| | | Variance | | 290.970 | |
| | | Std. Deviation | | 17.05784 | |
| | | Minimum | | 20.00 | |
| | | Maximum | | 92.50 | |
| | | Range | | 72.50 | |
| | | Interquartile Range | | 24.78 | |
| | | Skewness | | .485 | .414 |
| | | Kurtosis | | .214 | .809 |

The interpretation of N-gain effectiveness is as follows: a score below 40% is considered ineffective, 40%-55% indicates low effectiveness, 56%-76% suggests moderate effectiveness, and scores above 70% are considered highly effective. Based on the results of the N-Gain score test calculation, it shows that the average N-Gain score for the experimental class (Busuu Application) is 63.4695 or 63.5%, including in the quite effective category. With a minimum N-Gain score of 17.5% and a maximum of 100%.

Meanwhile, the average N-Gain score for the control class (conventional learning method) was 52.9088 or 52.9%, including in the less effective category. With a minimum N-Gain score of 20% and a maximum of 92.5%.

So, it can be concluded that the use of Busuu application is quite effective in increasing students' English vocabulary, while the use of conventional methods is also quite effective in increasing students' English vocabulary.

## B. Discussion

This study was conducted to determine whether there is an effect of Busuu Application on students' English vocabulary mastery. The population in this study were students of grade VII and the sample was 32 students. In this study, VII A became the experimental class, VII B became the control class, and VII C became the class for instrument validation. Both classes were given different treatments, in VII A, namely the experimental class, the Busuu Application treatment was given in learning activities, while in class VII B the control group used conventional learning activities.

Before the treatment was given to the experimental class, this research distributed a validated and reliable pretest in VII C class, the pretest was given to the experimental class and the control class on October 22, 2024. the experimental class had 32 students, and the pre-test of the experimental class had an average score of 51 with the highest score 77. The control group

had 32 students, the pre-test of the control class had an average score of 46 with the highest score of 97.

After the students had completed the pretest, the next step was to provide material with different treatments between the experiment class and the control class. In the experiment class, treatment was given using the Busuu Application, while in the control class, treatment was given using a conventional learning activity. The two classes were given different treatments to measure students' English vocabulary mastery abilities so that it could be seen whether there were differences in results between the experimental class and the control class.

Next, after the two classes were given different treatments, the post-test was given. The post-test was distributed to students in order to find out whether there was a difference in the results of students' scores between the control class and the experimental class with different treatments. The post-test results in the experimental class were the highest score of 100, the lowest score of 63 with an average score of 82. For the control class, the highest score was 97, and the lowest score of 60 with an average score of 75. From the post-test results between the experimental class and the control class, there was a difference.

After getting the data from the pretest and post-test values of both classes, this research conducted a prerequisite test, namely a normality test to determine whether the observed data was normally distributed or not, and a homogeneity test to determine whether the data was homogeneous or not. in the experimental class score it got a value of Pre-test 0,200 > 0.05 and Post-test 0,143 > 0.05, and the control class got a significant value of Pre-test 0,200 > 0.05 and Post-test 0,200>0.05, It can be concluded that both data are normally distributed because each score has a significant value of more than 0.05.

In the homogeneous test, the significant value between the experimental and control classes is 0.516 which is higher than 0.05, so the pretest data can be said to be homogeneous because the significant value is

>0.05. While in the posttest, the experimental and control classes have a significant value of 0.86 >0.05, so the posttest scores of the experimental and control classes are declared homogeneous. The significant value between the experimental and control classes is 0.191>0.05 in the pretest. While in the post-test, the experimental and control classes have a significant value of 0.342> 0.05. From these results, it can be said that the two classes are homogeneous.

In this study, the hypothesis testing used was the paired sample t-test and the N-Gain score, based on the results of the t-test it can be seen that the average experimental class is higher from the control class. Learning using the Busuu Application is proven to be more effective than using conventional methods on students' English vocabulary mastery, as shown by the results of this study. while the results of the independent sample t-test of post-test with a sig value level (2-tailed) of 0.000 < 0.05 which means H1 is accepted and H0 is rejected, as determined that the Busuu Application has an effect on students' English vocabulary mastery. Based on the results of the N-Gain score test calculation, it shows that the average N-Gain score for the experimental class (Busuu Application) is 63.4695 or 63.5%, including in the moderately effective category. With a minimum N-Gain score of 17.5% and a maximum of 100%. Meanwhile, the average N-Gain score for the control class (conventional learning method) was 52.9088 or 52.9%, including in the moderately effective category. With a minimum N-Gain score of 20% and a maximum of 92.5%. So, it can be concluded that the use of Busuu application is quite effective in increasing students 'English vocabulary, while the use of conventional methods is also quite effective in increasing students' English vocabulary.

The results of the study on students' English vocabulary mastery at SMP Negeri 1 Tonjong Brebes showed an increase in students' English vocabulary mastery. This study supports the findings of previous studies that have been conducted by Susanto et al., (2022), entitled Busuu as Online Learning Platform on Vocabulary Learning Motivation and Vocabulary Achievement among Students. The trial study and interview results show

that the students found the online platform enjoyable, yielding a linear outcome.

The results of this study show that the use of Busuu application is significantly effective in improving the mastery of English vocabulary of grade 7 students at SMP Negeri 01 Tonjong Brebes. Based on the data analysis, there was a clear improvement between the pre-test and post-test results. Students who used Busuu app showed better ability in understanding, recalling and using new vocabulary in relevant contexts. This in line with research by (Arza et al., 2023), The Busuu Application proved successful in helping students' vocabulary grow. The outcomes of the first and second cycles of the post-test and pre-test of eighth grade students at SMP Negeri 35 Samarinda demonstrated this. Students are more engaged and could even love be learning English with the Busuu application. Additionally, this can increase students' motivation.

The main advantage of the Busuu app lies in its interactive and engaging approach to learning. Students not only learn through text, but also through audio, visuals and practical exercises designed to resemble everyday situations. This makes the learning process more enjoyable and helps students understand vocabulary better. In addition, the immediate feedback feature of the app helps students recognize their mistakes and correct them independently. This in line with research by Alviana et al., (2024), Most students responded positively, finding the applications helpful and enjoyable and then based from the journal (Arza et al., 2023), Busuu Application was effective in improving the vocabulary of students. With Busuu Application the students could enjoy learning English and they more are interested. This could also improve students' motivation.

Students' motivation was also seen to increase during this study because many students felt more excited to learn vocabulary because and then One of the components to achieve goals is motivation (Dwinalida & Setiaji, 2022). Since motivation ensures that learning activities are effective, then motivation is one of the characteristics that can be considered

to have great power to build barriers to learning. Learning the method used in the app is more modern and different from traditional learning methods in the classroom. However, this study also found that not all students felt comfortable using this technology. Some of them faced technical obstacles, such as lack of access to the device or unstable internet connection. This is one of the main barriers to the full implementation of the Busuu app. This in line with research by Sholikha (2024), the Busuu application is effective in vocabulary mastery of seventh- grade students of junior high school. And then in addition, the role of the teacher in this study is very important. Although Busuu provides self-paced learning materials, the teacher still acts as a facilitator providing guidance and motivation. Teachers help explain difficult concepts and ensure students can use the app effectively. This shows that technology cannot completely replace the role of the teacher, but it can be a very useful support tool in the learning process.

In line with research by Furqan (2022), Then the results of student perceptions showed that the majority of users have a positive view of Busuu which is able to expand students' vocabulary, help students in increasing learning motivation, and other benefits of Busu which are explained in their respective perceptions. Finally, this study highlights the challenges that hinder or are faced by students while using it. One of them is the difficulty of accessing Busuu if the Internet connection is unstable, especially if the school does not allow students to bring mobile phones or there are no computer facilities for learning provided by the school, and also the limitations between free and paid users. The results of this study provide important implications for education, particularly in English language learning. Apps like Busuu can be an innovative solution to improve students' vocabulary acquisition, especially in this digital era. However, for more optimal results, schools need to ensure the availability of adequate technology facilities and provide training to students in the use of the application. Thus, the use of technology such as Busuu can provide greater benefits in improving the quality of English learning in schools.

# CHAPTER V
# CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of the study based on the findings and discussion of the findings and suggests the conclusion.

## A. Conclusion

The study's findings indicate that the Busuu application significantly impacts the English vocabulary mastery among students at SMP Negeri 1 Tonjong Brebes. The t-test results reveal that the average performance of the experimental group, which used the Busuu application, surpasses that of the control group. This demonstrates that learning with the Busuu application is more effective than traditional methods for enhancing students' mastery of English vocabulary. Additionally, the independent sample t-test results show a notable significance level (2-tailed) of 0. 000.

## B. Limitation of study

Based on the study that was conducted, this has some limitations and time constraints, the Busuu Applications took longer, especially if the room layout is not well conditioned so it took time to change positions which can cause noise in the classroom. Some student may face technical issues such as lack of internet access, limited device compability, or insufficient digital literacy that may hinder their ability to use the App.

## C. Suggestion

Considering the results of the study, the following suggestions could be made:

1. For teacher

   Teachers should actively monitor students in each group so that all students can participate, and teachers guide students in discussing and making a list of questions in the question-and-answer session. In addition, before learning activities using the Busuu app technique are carried out, teachers must prepare the material well, and choose texts that are not too long so that students can easily understand the contents of the text.

2. For Student

   Students must support each other in groups and students must have a sense of tolerance and ensitivity to others, each student has an

important role in teamwork to develop ideas. Students must also utilize time when discussing.

3. For School

   The Busuu Applications is applicable to English lessons and can be further expanded to other academic subjects. Students' interest in the learning process can be raised by using the Busu Applications.

4. For Future Researchers

   The results of this study can inspire other researchers to conduct further research on this topic by adding techniques. It is hoped that this research can provide important information about Busuu App that can be used in English language learning, especially to improve students' understanding of English vocabulary.

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# APPENDICES

*Appendix 1. Instrument's Validity Sheet (Expert 1)*

**VALIDATION SHEET**

| | |
|---|---|
| **Name** | : Nabila Putri Septya |
| **NIM** | : 2017404061 |
| **Study Program** | : Tadris Bahasa Inggris |
| **Title** | : The Effectiveness of Using Busuu Application Toward Students' English Vocabulary Mastery at The 7 Grade of Students SMP NEGERI 01 TONJONG BREBES |
| **Research Question** | : Is the use of Busuu Application significantly effective in students' vocabulary mastery at 7 grade of SMP Negeri 01 Tonjong Brebes?" |
| **Evaluator** | : Desi Wijayanti Ma'rufah, M.Pd. |

**A. Instrumen Research**

| | |
|---|---|
| Pre-Test | ✓ |
| Post-Test | ✓ |

**B. Instruction**

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

1 = Not Good
2 = Not Good English
3 = Good Enough
4 = Good
5 = Very Good

**C. Evaluation**

| No | Observed Aspect | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 1 | The Suitability of the question with the purpose of the research | | | | | ✓ |
| 2 | The suitability of the question with the purpose of the treatment | | | | | ✓ |
| 3 | The clarity of the question's instruction | | | | | ✓ |

**D. Evaluator's Conclusion**

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

X. Can be used without revision

2. Can be used with revision

Purwokerto, October 9' 2024

Evaluator

Desi Wijayanti Ma'rufah, M.Pd

NIP. 199212152018012003

*Appendix 2. Certificate of the research*

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

Nomor : B.m.083/Un.19/D.FTIK/PP.05.3/01/2024 08 Januari 2024
Lamp. : -
Hal : **Permohonan Ijin Observasi Pendahuluan**

Kepada
Yth. Kepala SMPN 1 TONJONG
di Tempat

***Assalamu'alaikum Wr. Wb.***

Diberitahukan dengan hormat bahwa dalam rangka proses pengumpulan data penyusunan skripsi mahasiswa kami:

1. Nama : NABILA PUTRI SEPTYA
2. NIM : 2017404061
3. Semester : 7 (Tujuh)
4. Jurusan / Prodi : Tadris Bahasa Inggris
5. Tahun Akademik : 2024/2025

Memohon dengan hormat kepada Bapak/Ibu untuk kiranya berkenan memberikan ijin observasi pendahuluan kepada mahasiswa kami tersebut. Adapun observasi tersebut akan dilaksanakan dengan ketentuan sebagai berikut:

1. Objek : Guru dan Siswa
2. Tempat / Lokasi : TONJONG
3. Tanggal Observasi : 09-01-2024 s.d 23-01-2024

Kemudian atas ijin dan perkenan Bapak/ Ibu, kami sampaikan terima kasih.

***Wassalamu'alaikum Wr. Wb.***

An. Dekan
Ketua Jurusan Tadris

Maria Ulpah

*Appendix 3. Lesson Plan*

**MODUL AJAR EXPERIMEN CLASS**

**BAHASA INGGRIS FASE D KELAS VII**

| **A. INFORMASI UMUM MODUL** | | |
|---|---|---|
| Nama Penyusun | : | Nabila Putri Septya |
| Instansi/Sekolah | : | SMP Negeri 1 Tonjong |
| Jenjang Sekolah | : | SMP/MTs |
| Mata Pelajaran | : | Bahasa Inggris |
| Alokasi Waktu | : | 2x40 Menit |
| Fase / Kelas | : | D/VII |

**B. KOMPONEN INTI**

**Fase : D**

Pada akhir fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detail yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan disekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.

| **Elemen** | **Capaian Pembelajaran** |
|---|---|
| **Menyimak – Berbicara** | Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detil yang relevan dari |

| | |
|---|---|
| | diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana. |
| **Membaca – Memirsa** | Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks. |
| **Menulis – Mempresentasikan** | Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menujukkan perkembangan dalam |

| | |
|---|---|
| | penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasiS dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat. |
| **Tujuan Pembelajaran** | • Peserta didik mampu mengidentifikasi kosakata pendek sederhana untuk berinteraksi dalam lingkungan situasi kelas dan situasi sosial baik secara lisan maupun tertulis.<br>• Peserta didik mampu menganalisis kosakata pendek sederhana untuk berinteraksi dalam lingkungan situasi kelas dan situasi sosial baik secara lisan maupun tertulis.<br>• Peserta didik mampu menuliskan kosakata pendek sederhana untuk berinteraksi dalam lingkungan situasi sosial baik secara lisan maupun tertulis. |
| **Profil Pancasila** | • Beriman, Bertaqwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia |

| | |
|---|---|
| | • Berkebhinekaan global<br>• Gotong royong<br>• Mandiri<br>• Bernalar Kritis<br>• Kreatif |
| | |
| **Pertanyaan Pemantik** | How do you introduce yourselves and ask someone's identity??<br>What do you do when you meet new people?<br>What do you usually do in holiday?<br>What's the difference between what is this and who is this?<br>Bagaimana cara kalian menanyakan kabar? |
| **Targer Peserta Didik** | Regular |
| **Jumla Siswa** | 32 Peserta didik |
| **Assesmen** | Guru menilai ketercapaian tujuan pembelajaran:<br>• Asesmen Individu |
| **Jenis Asesmen** | • Tertulis<br>• Untuk Kerja |
| **Model Pembelajaran** | Discovery learning dengan pendekatan saintifik menggunakan media Busuu. |
| **Mode pembelajaran** | Tatap muka |
| **Ketersedian Materi** | • Pengayaan untuk peserta didik berpencapaian tinggi : YA/TIDAK<br>• Alternatif penjelasan,metode, atau aktivitas untuk peserta didik yang sulit memahami konsep: YA/TIDAK |

| | |
|---|---|
| **Kegiatan Pembelajaran Utama/Pengaturan Peserta Didik** | • Individu |
| **Metode** | • Diskusi<br>• Presentasi<br>• Ceramah<br>• Kunjungan Lapangan<br>• Pengamatan Lingkungan |
| **Sarana Prasarana** | LCD,Proyektor,Papan Tulis |
| **Media dan Bahan** | Buku LKS, Buku Cetak, LCD Proyektor, Gawai, Aplikasi Busuu |

**Kegiatan Pembelajaran**

**Pertemuan I (2 JP)**

**Kegiatan Awal:**

- Guru mengucapkan salam, memeriksa kehadiran, kerapihan, dan posisi duduk peserta didik, mengkondisikan kelas agar proses.
- Guru meminta salah satu peserta didik untuk memimpin doa sebelum pembelajaran dimulai.
- Guru memotivasi peserta didik agar tetap semangat dalam proses pembelajaran.
- Guru memperkenalkan topik hari ini, yaitu pengenalan identitas pribadi dalam bahasa Inggris dan kegiatan sehari-hari.

**Kegiatan Inti:**

- Guru menjelaskan dan memperkenalkan kosakata terkait dengan about me (identitas diri) Daily Activities (Kegiatan sehari-hari) dalam Bahasa Inggris.
- Guru menjelaskan terkait hal-hal apa saja yang dapat di sebutkan ketika memperkenalkan diri kepada orang lain.
- Guru mengarahkan peserta didik untuk membuka aplikasi Busuu yang ada di Gawai masing masing.
- Guru meminta peserta didik untuk mempelajari subchapter 1-5 untuk awal treatment. Treatment diberi waktu selama 40 menit.
- Guru berdiskusi dengan murid mengenai kosakata apa saja yang telah ditemukan.

- Peserta didik diminta untuk menyebutkan kembali kosakata dan memberikan contoh penggunaannya yang tepat saat digunakan pada kehidupan sehari hari.
- Peserta didik lain diberi kesempatan untuk memberikan komentar atau bertanya.
- Guru memberikan umpan balik dan menilai kemampuan peserta didik dalam menyusun kosakata dengan baik.

**Kegiatan Penutup:**

- Guru merangkum kegiatan pembelajaran.
- Peserta didik diminta untuk memberikan pe ndapat mereka tentang pembelajaran menggunakan Busuu dan mengumpulkan kata-kata yang mereka buat.
- Guru menyampaikan topik agenda pertemuan berikutnya.
- Guru dan peserta didik berdoa untuk menutup pembelajaran.

**Pertemuan II (2 JP)**

**Kegiatan Awal:**

- Guru mengucapkan salam dan memeriksa kehadiran, kerapihan, posisi, dan tempat duduk peserta didik, mengkondisikan kelas agar proses pembelajaran berlangsung menyenanagkan.
- Guru meminta salah satu peserta didik untuk memimpin doa sebelum pelajaran dimulai.
- Guru memotivasi peserta didik agar tetap memiliki semangat dalam proses pembelajaran.

**Kegiatan Inti:**

- Guru Bersama dengan peserta didik mengulas materi pembelajaran di pertemuan sebelumnya.
- Guru mengecek pemahaman peserta didik dengan menyebutkan beberapa kosakata terkait identitas dan daily activities dalam bahasa indonesia.
- Peserta didminta untuk menerjemahkan dan mengucapkan kosakata tersebut ke dalam bahsa inggris.
- Guru mengarahkan peserta didik untuk membuka aplikasi Busuu yang ada di Gawai masing-masing.
- Guru meminta peserta didik untuk mempelajari subchapter 6-10 untuk treatment kedua. Treatment diberi waktu selama 40 menit.
- Guru berdiskusi dengan murid mengenai kosakata apa saja yang telah ditemukan.
- Peserta didik lain diberi kesempatan untuk memberikan komentar atau bertanya.

- Guru memberikan umpan balik dan menilai kemampuan peserta didik.

**Kegiatan Penutup**

- Guru merangkum kegiatan pembelajaran.
- Guru mengajukan pertanyaan reflektif kepada peserta didik tentang pengalaman mereka menggunakan Busuu sebagai media pembelajaran.
- Peserta didik dipersilahkan untuk memberikan berbagai pandangan dan pemikiran mereka tentang kegiatan tersebut.
- Guru menyampaikan agenda pada pertemuan berikutnya.
- Guru dan peserta didik berdoa untuk menutup pembelajaran.

**Pertemuan 3 (2JP)**

**Kegiatan Awal**

- Guru mengucapkan salam dan memeriksa kehadiran, kerapihan, posisi, dan tempat duduk peserta didik, mengkondisikan kelas agar proses pembelajaran berlangsung menyenangkan.
- Guru meminta salah satu peserta didik untuk memimpin doa sebelum pembelajaran dimulai.
- Guru memotivasi peserta didik agar tetap memiliki semangat dalam proses pembelajaran.

**Kegiatan Inti**

- Guru bersama dengan peserta didik mengulas materi pembelajaran di pertemuan sebelumnya
- Guru mengecek pemahaman peserta didik dengan menyebutkan beberapa kosakata terkait identitas dan daily activities dalam Bahasa Indonesia.
- Peserta diminta untuk menerjemahkan dan mengucapkan kosakata tersebut ke dalam bahasa inggris.
- Guru mengarahkan peserta didik untuk membuka aplikasi Busuu yang ada di Gawai masing-masing.
- Guru meminta peserta didik untuk mempelajari subchapter 11-16 untuk treatment ketiga. Treatmen diberi waktu selama 40 menit.
- Guru berdiskusi dengan murid mengenai kosakata apa saja yang telah ditemukan.
- Peserta didik lain diberi kesempatan untuk memberikan komentar atau bertanya.
- Guru memberikan umpan balik dan menilai kemampuan peserta didik.

**Kegiatan Penutup**

- Guru merangkum kegiatan pembelajaran.
- Guru mengajukan pertanyaan reflektif kepada peserta didik tentang pengalaman mereka menggunakan aplikasi Busuu sebagai media pembelajaran.
- Peserta didik dipersilahkan untuk memberikan berbagai pandangan dan pemikiran mereka tentang kegiatan tersebut.
- Guru menyampaikan agenda pada pertemuan berikutnya.
- Guru dan peserta didik berdoa untuk menutup pembelajaran.

**Pertemuan 4 (2JP)**

**Kegiatan Awal**

- Guru mengucapkan salam dan memeriksa kehadiran, kerapihan, posisi, dan tempat duduk peserta didik, mengkondisikan kelas agar proses pembelajaran berlangsung menyenangkan.
- Guru meminta salah satu peserta didik untuk memimpin doa sebelum pembelajaran dimulai.
- Guru memotivasi peserta didik agar tetap memiliki semangat dalam proses pembelajaran.

**Kegiatan Inti**

- Guru bersama dengan peserta didik mengulas materi pembelajaran di pertemuan sebelumnya.
- Guru mengecek pemahaman peserta didik dengan menyebutkan beberapa kosakata terkait identitas dan *daily activities* dalam bahasa Indonesia.
- Peserta diminta untuk menerjemahkan dan mengucapkan kosakata tersebut ke dalam bahasa Inggris.
- Guru mengarahkan peserta didik untuk membuka aplikasi Busuu yang ada di Gawai masing-masing.
- Guru meminta peserta didik untuk mempelajari subchapter 17-23 untuk treatment keempaat. Treatment diberi waktu selama 40 menit.
- Guru berdiskusi dengan murid mengenai kosakata apa saja yang telah ditemukan.
- Peserta didik lain diberi kesempatan untuk memberikan komentar atau bertanya.
- Guru memberikan umpan balik dan menilai kemampuan peserta didik.

**Kegiatan Penutup**

- Guru merangkum kegiatan pembelajaran.

- Guru mengajukan pertanyaan reflektif kepada peserta didik tentang pengalaman mereka menggunakan Busuu sebagai media pembelajaran.
- Peserta didik dipersilakan untuk memberikan berbagai pandangan dan pemikiran mereka tentang kegiatan tersebut.
- Guru dan peserta didik berdoa untuk menutup pembelajaran.

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**D. Kriteria Penilaian**

Penilaian sikap. Observasi dalam proses pembelajaran

Penilaian Pengetahuan. Pre-test dan Post-test

Penilaian Keterampilan. Praktek

**MODUL AJAR CONTROLL CLASS**

**BAHASA INGGRIS FASE D KELAS VII**

## A. INFORMASI UMUM MODUL

| | | |
|---|---|---|
| Nama Penyusun | : | Nabila Putri Septya |
| Instansi/Sekolah | : | SMP Negeri 1 Tonjong |
| Jenjang Sekolah | : | SMP/MTs |
| Mata Pelajaran | : | Bahasa Inggris |
| Alokasi Waktu | : | 2x40 Menit |
| Fase / Kelas | : | D/VII |

## B. KOMPONEN INTI

**Fase : D**

Pada akhir fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detail yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan disekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.

| Elemen | Capaian Pembelajaran |
|---|---|
| **Menyimak – Berbicara** | Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai |

| | |
|---|---|
| | berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana. |
| **Membaca – Memirsa** | Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks. |
| **Menulis – Mempresentasikan** | Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menujukkan perkembangan dalam penggunaan kosakata spesifik dan |

| | |
|---|---|
| | struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasiS dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat. |
| **Tujuan Pembelajaran** | • Peserta didik mampu mengidentifikasi kosakata pendek sederhana untuk berinteraksi dalam lingkungan situasi kelas dan situasi sosial baik secara lisan maupun tertulis.<br>• Peserta didik mampu menganalisis kosakata pendek sederhana untuk berinteraksi dalam lingkungan situasi kelas dan situasi sosial baik secara lisan maupun tertulis.<br>• Peserta didik mampu menuliskan kosakata pendek sederhana untuk berinteraksi dalam lingkungan situasi sosial baik secara lisan maupun tertulis. |
| **Profil Pancasila** | • Beriman, Bertaqwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia<br>• Berkebhinekaan global |

| | |
|---|---|
| | • Gotong royong<br>• Mandiri<br>• Bernalar Kritis<br>• Kreatif |
| | |
| **Pertanyaan Pemantik** | How do you introduce yourselves and ask someone's identity??<br>What do you do when you meet new people?<br>What do you usually do in holiday?<br>What's the difference between what is this and who is this?<br>Bagaimana cara kalian menanyakan kabar? |
| **Targer Peserta Didik** | Regular |
| **Jumla Siswa** | 32 Peserta didik |
| **Assesmen** | Guru menilai ketercapaian tujuan pembelajaran:<br>• Asesmen Individu |
| **Jenis Asesmen** | • Tertulis<br>• Untuk Kerja |
| **Model Pembelajaran** | Discovery learning dengan pendekatan saintifik menggunakan media Busuu. |
| **Mode pembelajaran** | Tatap muka |
| **Ketersedian Materi** | • Pengayaan untuk peserta didik berpencapaian tinggi : YA/TIDAK<br>• Alternatif penjelasan,metode, atau aktivitas untuk peserta didik yang sulit memahami konsep: YA/TIDAK |
| **Kegiatan Pembelajaran** | • Individu |

| | |
|---|---|
| **Utama/Pengaturan Peserta Didik** | |
| **Metode** | • Diskusi<br>• Presentasi<br>• Ceramah<br>• Kunjungan Lapangan<br>• Pengamatan Lingkungan |
| **Sarana Prasarana** | LCD,Proyektor,Papan Tulis |

**Kegiatan Pembelajaran**

**Pertemuan I (2 JP)**

**Kegiatan Awal:**

- Guru membuka pembelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik.
- Guru mengucapkan salam, memeriksa kehadiran, kerapihan, dan posisi, dan tempat duduk peserta didik, mengkondisikan kelas agar proses pembelajaran berlangsung menyenangkan.
- Guru meminta salah satu peserta didik untuk memimpin doa sebelum pembelajaran dimulai.
- Guru memotivasi peserta didik agar tetap memiliki semangat dalam proses pembelajaran.

**Kegiatan Inti:**

- Guru memperkenalkan topik hari ini, yaitu pengenalan identitas pribadi dan Daily Activities dalam bahasa inggris.
- Guru menjelaskan tujuan pembelajaran, yaitu agar siswa dapat memahami dan menggunakan kosakata yang terkait dengan identitas dan Daily Activities.
- Guru menjelaskan terkait hal-hal apa saja yang dapat disebutkan ketika memperkenalkan diri kepada orang lain.
- Guru menyajikan kosakata yang terkait dengan identitas seperti nama, asal, usia, sekolah, hobi, dll.
- Guru menggunakan buku pendamping Bahasa inggris untuk mendukung pengenalan kosakata.
- Peserta didik diminta mencatat kosakata yang sudah diajarkan.

- Guru mengarahkan siswa untuk mendengarkan dan mengikuti pengucapan kosakata yang berhubungan dengan materi introduction.
- Peserta didik dipersilahkan untuk berlatih dalam menghafalkan kosakata yang sudah diajarkan.

**Kegiatan Penutup:**

- Guru merangkum materi yang telah dipelajari.
- Peserta didik dipersilahkan untuk berlatih dalam menghafalkan kosakata yang sudah diajarkan dirumah untuk kesiapan pembelajaran selanjutnya.
- Guru dan peserta didik berdoa untuk menutup pembelajaran.

**Pertemuan II (2 JP)**

**Kegiatan Awal:**

- Guru mengucapkan salam, memeriksa kehadiran, kerapihan, dan posisi, dan tempat duduk peserta didik, mengkondisikan kelas agar proses pembelajaran berlangsung menyenangkan.
- Guru meminta salah satu peserta didik untuk memimpin doa sebelum pembelajaran dimulai.
- Guru memotivasi peserta didik agar tetap memiliki semangat dalam proses pembelajaran.
- Guru memperkenalkan topik hari ini, yaitu pengenalan identitas pribadi dalam bahasa inggris dan ”kegiatan sehari-hari” untuk peserta didik. Kemudian memberikan beberapa pertanyaan pemantik dan beberapa pertanyaan lainnya terkait dengan materi yang akan dipelajari.

**Kegiatan Inti:**

- Guru menjelaskan dan memperkenalkan kosakata terkait dengan about me (identitas diri) daily activities (kegiatan sehari-hari) dalam Bahasa inggris.
- Guru menjelaskan terkait hal-hal apa saja yang dapat di sebutkan ketika memperkenalkan diri kepada orang lain.
- Guru meminta peserta didik untuk membuka mempelajari *Student Textbook* kemudian didiskusikan bersama.
- Peserta didik diminta untuk menyebutkan kembali kosakata dan memberikan contoh penggunaannya yang tepat saat digunakan pada kehidupan sehari-hari.
- Peserta didik lain diberi kesempatan untuk memberikan komentar atau bertanya.
- Guru memberikan umpan balik dan menilai kemampuan peserta didik dalam menyusun kosakata dengan baik.

**Kegiatan Penutup**

- Guru merangkum kegiatan pembelajaran.
- Guru menyampaikan topik agenda pertemuan berikutnya.
- Guru dan peserta didik berdoa untuk menutup pembelajaran**.**

**Pertemuan 3 (2JP)**

**Kegiatan Awal**

- Guru mengucapkan salam dan memeriksa kehadiran, kerapihan, posisi, dan tempat duduk peserta didik, mengkondisikan kelas agar proses pembelajaran berlangsung menyenangkan.
- Guru meminta salah satu peserta didik untuk memimpin doa sebelum pembelajaran dimulai.
- Guru memotivasi peserta didik agar tetap memiliki semangat dalam proses pembelajaran.

**Kegiatan Inti**

- Guru bersama dengan peserta didik mengulas materi pembelajaran di pertemuan sebelumnya.
- Guru memperkenalkan dan membantu peserta didik dengan menyebutkan beberapa kosakata terkait aktivitas sehari-hari dalam bahasa Indonesia.
- Peserta diminta untuk menerjemahkan dan mengucapkan kosakata tersebut ke dalam bahasa Inggris.
- Guru meminta peserta didik untuk membuka dan mempelajari *Student Textbook* kemudian didiskusikan bersama.
- Guru berdiskusi dengan murid mengenai kosakata apa saja yang telah ditemukan.
- Peserta didik lain diberi kesempatan untuk memberikan komentar atau bertanya.
- Guru memberikan umpan balik dan menilai kemampuan peserta didik.

**Kegiatan Penutup**

- Guru merangkum kegiatan pembelajaran.
- Guru mengajukan pertanyaan reflektif kepada peserta didik tentang pembelajaran bahasa Inggris.
- Peserta didik dipersilahkan untuk memberikan berbagai pandangan dan pemikiran mereka tentang kegiatan tersebut.
- Guru menyampaikan agenda pada pertemuan berikutnya.
- Guru dan peserta didik berdoa untuk menutup pembelajaran.

**Pertemuan 4 (2JP)**

**Kegiatan Awal**

- Guru mengucapkan salam dan memeriksa kehadiran, kerapihan, posisi, dan tempat duduk peserta didik, mengkondisikan kelas agar proses pembelajaran berlangsung menyenangkan.
- Guru meminta salah satu peserta didik untuk memimpin doa sebelum pembelajaran dimulai.
- Guru memotivasi peserta didik agar tetap memiliki semangat dalam proses pembelajaran.

**Kegiatan Inti**

- Guru bersama dengan peserta didik mengulas materi pembelajaran di pertemuan sebelumnya.
- Guru mengecek pemahaman peserta didik dengan menyebutkan beberapa kosakata terkait identitas dan *daily activities* dalam bahasa Indonesia.
- Peserta diminta untuk menerjemahkan dan mengucapkan kosakata tersebut ke dalam bahasa Inggris.
- Guru meminta peserta didik untuk membuka dan mempelajari *Student Textbook* kemudian didiskusikan bersama.
- Guru berdiskusi dengan murid mengenai kosakata apa saja yang telah ditemukan.
- Peserta didik lain diberi kesempatan untuk memberikan komentar atau bertanya.
- Guru memberikan umpan balik dan menilai kemampuan peserta didik.

**Kegiatan Penutup**

- Guru merangkum kegiatan pembelajaran.
- Guru mengajukan pertanyaan reflektif kepada peserta didik tentang pengalaman belajar bahasa Inggris.
- Peserta didik dipersilakan untuk memberikan berbagai pandangan dan pemikiran mereka tentang kegiatan tersebut.
- Guru dan peserta didik berdoa untuk menutup pembelajaran.

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**D. Kriteria Penilaian**

Penilaian sikap. Observasi dalam proses pembelajaran

Penilaian Pengetahuan. Pre-test dan Post-test

Penilaian Keterampilan. Praktek

*Appendix 4. Indicator Of Instrument*

| No | Indicators | Question Number |
|---|---|---|
| 1. | Students can understand the use of adverbs of frequency of time terms and understand phrases. | 1-5 |
| 2. | Students can complete sentences with appropriate verbs or phrases to describe daily activities. | 6-13 |
| 3. | Students can understand and respond to simple conversations correctly. | 14-19 |
| 4. | Students are able to recognize the meaning of words and their relationship to other words (antonyms). | 20-25 |
| 5. | Students are able to recognize the meaning of words and their relationship to other words (synonyms). | 26-30 |

UIN PROF. KH. SAIFUDDIN ZUHRI

*Appendix 5.* Instrument *of Pre-test*

1. Zayn: How often do you do swimming?
   William: I do swimming …… a week, on Tuesday and Thrusday.
   A. Twice
   B. Often
   C. Once
   D. Every
2. Andi : What time do you arrive at home ?
   Rio : I arrive at home at a quarter to one.
   A. 10
   B. 10
   C. 15
   D. 45
3. To keep your teeth healthy, it is better to brush your teeth twice ……..
   A. a week
   B. an hour
   C. a day
   D. a month
4. Shopia : Do you always play with your friends after school ?
   Lucy : …… I take a nap first before playing.
   A. Yes, you do
   B. Yes, I do
   C. No, you don't
   D. No, I don't
5. Dania often goes to the ……. she always reads and borrows some books there.
   A. Book shop
   B. Library
   C. School
   D. Stationary

   Text for number 6 – 13 fill in the blank!
   My Daily Activities
   Every morning I __ (6) at five o'clock. First, I go to the bathroom. I _(7) my teeth and take a bath. After that, I get ____(8) and comb my hair. Then I go to the kitchen to __ (9) a glass of milk for breakfast. At seven o'clock, I go to school. I go to school by bus. At eight o'clock I __ (10) at school and then I study at school and then I study. At one o'clock I go home and I have ____(11) and play with my friends. At seven o'clock I have dinner with my family and then we__(12) TV. After watching TV, I do my homework . At a half past nine I go to____(13)
6. Shower
   B. Wake up
   C. Breakfast
   D. Dinner
7. ...
   A. Wash
   B. Cleaning
   C. Brush

D. Watching

8. ...
   A. Sleep
   B. Get up
   C. Dressed
   D. Go
9. ...
   A. Drink
   B. Eat
   C. Take
   D. Throw
10. ...
    A. Come
    B. Surround
    C. Leave
    D. Arrived
11. ...
    A. Breakfast
    B. Dinner
    C. Lunch
    D. Brunch
12. ...
    A. Watch
    B. See
    C. Look
    D. Listen
13. ...
    A. Walk
    B. Run
    C. Prepare
    D. Sleep

    https://www.jagoanbahasainggris.com/2017/03/materi-daily-activity-beserta-contoh-teks-dan-soal-latihan.html
14. Raihan: . . . . . My name is Raihan. I'm 15 years old. I am from Singapore.
    Nadine: Hi Raihan. I'm Nadine.
    A. Please meet my friend
    B. Let me introduce myself
    C. Hello good morning
    D. Hi everyone
15. Lim: My name is Lim. I'm . . . . . Nice to meet you.
    Kimberly: Hi Lim. You're thirteen years old. We have same age. It's pleasure to meet you too.
    A. a girl.
    B. from Hong Kong
    C. a new student
    D. 13 years old
16. Febrianti: Good afternoon everybody. My name is Febrianti. . . . . Febri. It's more simple to pronounce.
    Everybody: Hi Febri.

A. Just call me
B. Don't call me
C. My full name is
D. I am

17. Nadia: . . . . I'm Nadia.
Chyntia: Hi Nadia. It's nice to meet you.
A. See you
B. Hi
C. Good night
D. My name
18. Sean: Hi guys. I am Sean. I am a new member of this community. I am from Jakarta. . . . . student. Thank you for accepting me to join this community.
A. I was born in
B. I am a
C. I live on
D. I am
19. Nana: Hi friends, allow me to introduce myself. I am . . . . . I live on Jl. Trisakti No. 24. It's nice to meet you.
Nusa: Hi Nana, nice to meet you too.
Tari: Yes, nice to meet you too Nana.
A. Nusa
B. Nana
C. Tari
D. A new student
https://www.dimensibahasainggris.com/2021/08/elf-introduction.html
20. The dog is very big and friendly. The underlined word is opposite to…
A. Huge
B. Small
C. Large
D. Wide
21. She arrived early for the examination. The underlined word is opposite to…
A. Late
B. On time
C. Quick
D. Fast
22. The businessman is very rich and successful. The underlined word is opposite to…
A. Wealthy
B. Poor
C. Expensive
D. Valuable
23. The pillow feels soft and comfortable. The underlined word is opposite to…
A. Smooth
B. Hard
C. Light
D. Warm

24. The glass is empty, please fill it with water. The underlined word is opposite to…
    A. Full
    B. Clear
    C. Clean
    D. Dry
25. I am so tired after cleaning my room. The underlined word is opposite to…
    A. Sleepy
    B. Hardworking
    C. Energetic
    D. Bored
    https://www.ef.co.id/englishfirst/kids/blog/latihan-soal-opposite-words-yuk-kerjakan/
26. She wore a beautiful dress to the birthday party. The underlined word is similar to… A. Clothes
    B. Peel
    C. Strip
    D. Wear
27. He was absent from school because he was sick. The underlined word is similar to…
    A. Healthy
    B. Ill
    C. Happy
    D. Strong
28. The sad news made her cry. The underlined word is similar to…
    A. Joyful
    B. Unhappy
    C. Angry
    D. Suprised
29. I hate it when people litter in public places. The underlined word is similar to…
    A. Love
    B. Like
    C. Dislike
    D. Adore
30. The Borobudur temple in Indonesia is an amazing. The underlined word is similar to…
    A. Small
    B.Wonderfull
    C. Bad
    D. Ordinary
    https://www.ef.co.id/englishfirst/kids/blog/latihan-soal-sinonim-dalam-bahasa-inggris/

Post Test

1. Jessica is smart student. She does the English tet so...
   A. Wrongly
   B. Hardly
   C. Easily
   D. Slowly
2. My Dad drinks medicine ... three times a day
   A. Quickly
   B. Regularly
   C. Loudly
   D. Often
3. Aldo: What time do you usually wake up?
   Jams: I usually wake up at 04.30 am in the morning.
   A. A half past four
   B. Four o'clock
   C. A quarter past four
   D. Twenty past four
4. Ghania: Did Cinthya come to your house last night?
   Ghaida: ... . She must finish the homework.
   A. No, I do not.
   B. Yes, I do
   C. No, She did not.
   D. Yes, She did.
5. Every morning my mom goes to ... she always bought some vegetables there.
   A. School
   B. Hospital
   C. Library
   D. Market
   https://bobo.grid.id/amp/083159368/latihan-soal-bahasa-inggris-materi-adverb-lengkap-dengan-pembahasannya?page=3

   My name is Yusra. I am 13 years old. I wake up early in the __ (6) at 05.00 am. I ___(7) my face and brush my teeth. Then I dress up and my mom ___(8) my breakfast. After that school bus___(9). I say my mom ___(10) and then ___(11) in the bus. My bus stop at my school. I go my class and I study lots of lessons in my school. At 12.00 I go home and then I ___(12) my mom hi , change my dress and I watch TV. After that I relax and have my lunch. At night I have my ___(13) and go to bed.
6. ...
   A. Evening
   B. Morning
   C. Afternoon

D. Night.

7. ...
   A. Brush
   B. Watch
   C. Wash
   D. Smash
8. ...
   A. Makes
   B. Wake
   C. Pick
   D. Walk
9. ...
   A. Go
   B. Run
   C Come
   D. Stay
10. ...
    A. Hello
    B. Thank you
    C. Goodbye
    D. Good night
11. ...
    A. Sit
    B. Stand
    C. Sleep
    D. Squat
12. ...
    A. Take
    B. Sell
    C. Swim
    D. Say
13. ...
    A. Breakfast
    B. Lunch
    C. Dinner
    D. Brunch

    https://learnenglishkids.britishcouncil.org/grammar-vocabulary/word-games/daily-routines
14. Raihan: Hi, my name is Raihan. I am from Singapore. I am 15 years old. I love playing soccer.
    What is Raihan's hobby?
    A. Reading books
    B. Playing soccer
    C. Watching movies

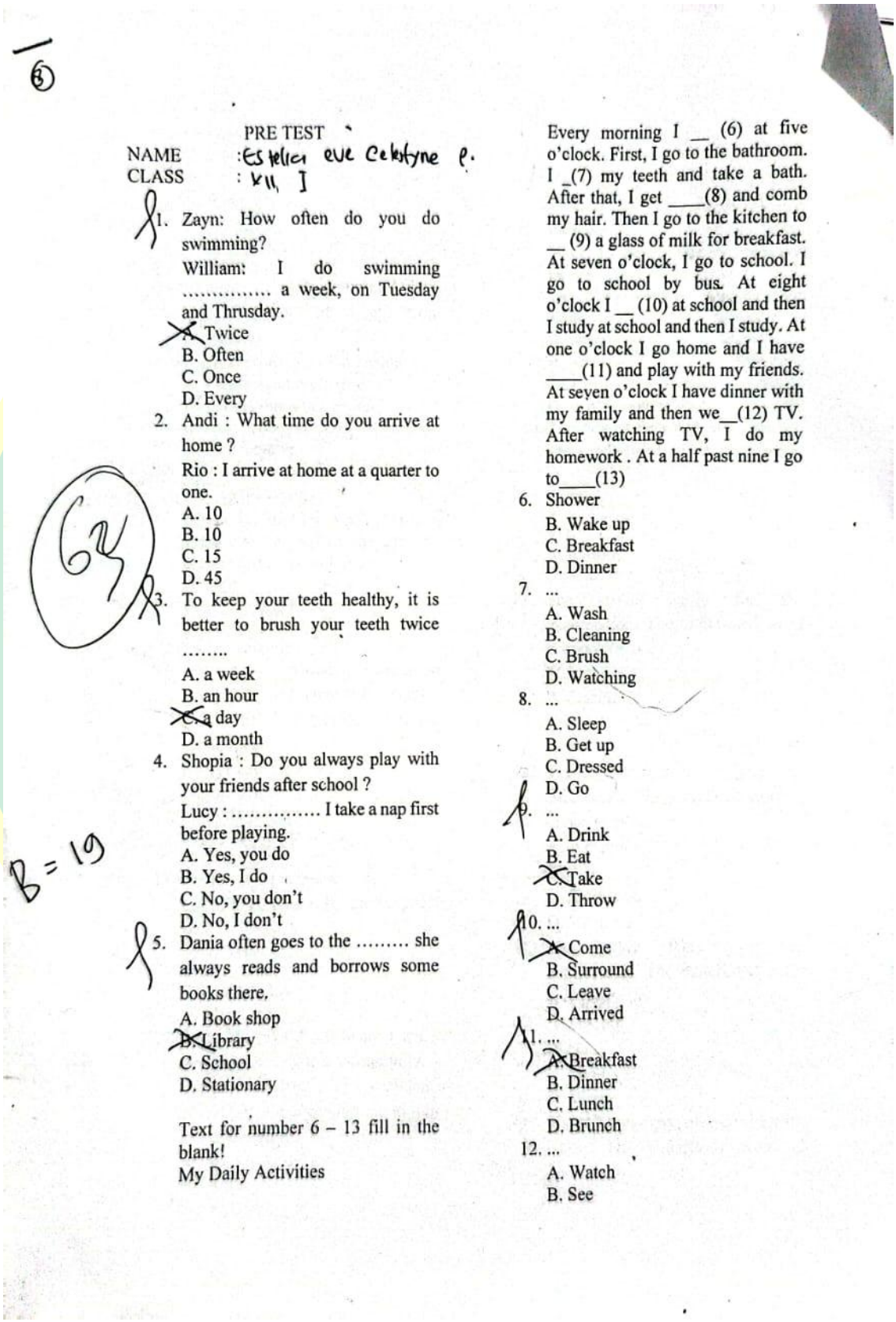
D. Cooking

15. Lisa: Hello, I'm Lisa. I'm from Australia. Where are you from?
    Kevin: . . . . .
    A. I'm fine, thank you
    B. My name is Kevin
    C. I'm from Canada
    D. Nice to meet you
16. Hi, my name is Tom. I am a student. I live in London. I have one sister and one brother. How many siblings does Tom have?
    A. One
    B. Two
    C. Three
    D. Four
17. My name is Ana. I am 14 years old. I love painting and drawing. My favorite color is blue. What does Ana like to do?
    A. Playing football
    B. Painting and drawing
    C. Watching TV
    D. Reading comics
18. Bob: Hi, I'm Bob. What's your name?
    Clara: . . . . .
    A. I'm from Indonesia
    B. My name is Clara
    C. I am 16 years old
    D. I like playing basketball
19. Siti: Hi, my name is Siti. I live in Jakarta. I am 14 years old. Where do you live?
    What should be the best response?
    A. I'm 15 years old.
    B. I live in Surabaya
    C. My name is Kevin
    D. I like reading books
    https://adjar.grid.id/read/543473504/contoh-soal-dan-jawaban-materi-self-introduction-bahasa-inggris
20. John please answer the ringing telephone. The underlined words is similar to...
    A. Reply
    B. Repost
    C. Accept
    D. Call
21. An English classs begin at 07.00 in the morning. The underlined words is similar to...
    A. Finish
    B. Start
    C. Continue
    D. Stop

22. I saw a small bird in the tree. The underlined words is similar to...
    A. Huge
    B. Big
    C. Tiny
    D. Large
23. The milk is too hot to drink. The underlined words is similar to...
    A. Warm
    B. Cold
    C. Frezee
    D. Tired
24. He felt sleepy during the lesson. The underlined word is similar to...
    A. Tired
    B. Energetic
    C. Awake
    D. Alert
25. I'm feeling hungry; let's get lunch. The underlined word is similar to...
    A. Starving
    B. Full
    C. Sick
    D. Sleepy
    https://www.kampunginggris.id/synonym-bahasa-inggris
26. She is young and full of energy. The underlined word is opposite to...
    A. Ugly
    B. Old
    C. Beautiful
    D. Handsome
27. The ruller is long. The underlined word is opposite to...
    A. Tall
    B. Short
    C. Wide
    D. Big
28. The park is near my house, just a five-minute walk away. The underlined word is opposite to...
    A. Far
    B. Long
    C. Hot
    D. Fast
29. The cat is fat and loves to eat. The underlined word is opposite to...
    A. Slim
    B. Thick
    C. Tall
    D. Small
30. The book is thick. The underlined word is opposite to...
    A. Heavy

B. Big
C. Thin
D. Light
https://www.superteacherworksheets.com/synonyms-antonyms.html

*Appendix 6. Pre Test Control Class*



PRE TEST

NAME : Estelia eve Cekstyne P.
CLASS : XII I

1. Zayn: How often do you do swimming?
   William: I do swimming ..... a week, on Tuesday and Thrusday.
   A. Twice
   B. Often
   C. Once
   D. Every
2. Andi : What time do you arrive at home ?
   Rio : I arrive at home at a quarter to one.
   A. 10
   B. 10
   C. 15
   D. 45
3. To keep your teeth healthy, it is better to brush your teeth twice .....
   A. a week
   B. an hour
   C. a day
   D. a month
4. Shopia : Do you always play with your friends after school ?
   Lucy : ..... I take a nap first before playing.
   A. Yes, you do
   B. Yes, I do
   C. No, you don't
   D. No, I don't
5. Dania often goes to the ..... she always reads and borrows some books there.
   A. Book shop
   B. Library
   C. School
   D. Stationary

Text for number 6 – 13 fill in the blank!
My Daily Activities

Every morning I __ (6) at five o'clock. First, I go to the bathroom. I _(7) my teeth and take a bath. After that, I get ____(8) and comb my hair. Then I go to the kitchen to __ (9) a glass of milk for breakfast. At seven o'clock, I go to school. I go to school by bus. At eight o'clock I __ (10) at school and then I study at school and then I study. At one o'clock I go home and I have ____(11) and play with my friends. At seven o'clock I have dinner with my family and then we__(12) TV. After watching TV, I do my homework . At a half past nine I go to____(13)

6. Shower
   B. Wake up
   C. Breakfast
   D. Dinner
7. ...
   A. Wash
   B. Cleaning
   C. Brush
   D. Watching
8. ...
   A. Sleep
   B. Get up
   C. Dressed
   D. Go
9. ...
   A. Drink
   B. Eat
   C. Take
   D. Throw
10. ...
    A. Come
    B. Surround
    C. Leave
    D. Arrived
11. ...
    A. Breakfast
    B. Dinner
    C. Lunch
    D. Brunch
12. ...
    A. Watch
    B. See

C. Look
D. Listen

13. ...
A. Walk
B. Run
C. Prepare
D. Sleep

14. Raihan: . . . . . My name is Raihan. I'm 15 years old. I am from Singapore.
Nadine: Hi Raihan. I'm Nadine.
A. Please meet my friend
B. Let me introduce myself
C. Hello good morning
D. Hi everyone

15. Lim: My name is Lim. I'm . . . . . Nice to meet you.
Kimberly: Hi Lim. You're thirteen years old. We have same age. It's pleasure to meet you too.
A. a girl.
B. from Hong Kong
C. a new student
D. 13 years old

16. Febrianti: Good afternoon everybody. My name is Febrianti. . . . . Febri. It's more simple to pronounce.
Everybody: Hi Febri.
A. Just call me
B. Don't call me
C. My full name is
D. I am

17. Nadia: . . . . I'm Nadia.
Chyntia: Hi Nadia. It's nice to meet you.
A. See you
B. Hi
C. Good night
D. My name

18. Sean: Hi guys, I am Sean. I am a new member of this community. I am from Jakarta. . . . . student. Thank you for accepting me to join this community.
A. I was born in
B. I am a
C. I live on
D. I am

19. Nana: Hi friends, allow me to introduce myself. I am . . . . . I live on Jl. Trisakti No. 24. It's nice to meet you.
Nusa: Hi Nana, nice to meet you too.
Tari: Yes, nice to meet you too Nana.
A. Nusa
B. Nana
C. Tari
D. A new student

20. The dog is very <u>big</u> and friendly. The underlined word is opposite to…
A. Huge
B. Small
C. Large
D. Wide

21. She arrived <u>early</u> for the examination. The underlined word is opposite to…
A. Late
B. On time
C. Quick
D. Fast

22. The businessman is very <u>rich</u> and successful. The underlined word is opposite to…
A. Wealthy
B. Poor
C. Expensive
D. Valuable

23. The pillow feels <u>soft</u> and comfortable. The underlined word is opposite to…
A. Smooth
B. Hard
C. Light
D. Warm

24. The glass is empty, please fill it with water. The underlined word is opposite to…
A. Full

B. Clear
C. Clean
D. Dry

25. I am so tired after cleaning my room. The underlined word is opposite to…
A. Sleepy
B. Hardworking
C. Energetic
D. Bored

26. She wore a beautiful dress to the birthday party. The underlined word is similar to…
A. Clothes
B. Peel
C. Strip
D. Wear

27. He was absent from school because he was sick. The underlined word is similar to…
A. Healthy
B. Ill
C. Happy
D. Strong

28. The sad news made her cry. The underlined word is similar to…
A. Joyful
B. Unhappy
C. Angry
D. Suprised

29. I hate it when people litter in public places. The underlined word is similar to…
A. Love
B. Like
C. Dislike
D. Adore

30. The Borobudur temple in Indonesia is an amazing. The underlined word is similar to…
A. Small
B. Wonderfull
C. Bad
D. Ordinary

*Appendix. 7 Post Test Control Class*

POST TEST

NAME : Estella Ove Celestyne P.

CLASS : VII I

1. Jessica is smart student. She does the English tet so...
   A. Wrongly
   B. Hardly
   C. Easily
   D. Slowly
2. My Dad drinks medicine ... three times a day
   A. Quickly
   B. Regularly
   C. Loudly
   D. Often
3. Aldo: What time do you usually wake up?
   Jams: I usually wake up at 04.30 am in the morning.
   A. A half past four
   B. Four o'clock
   C. A quarter past four
   D. Twenty past four
4. Ghania: Did Cinthya come to your house last night?
   Ghaida: ... . She must finish the homework.
   A. No, I do not.
   B. Yes, I do
   C. No, She did not.
   D. Yes, She did.
5. Every morning my mom goes to ... she always bought some vegetables there.
   A. School
   B. Hospital
   C. Library
   D. Market

Text for number 6 – 13 fill in the blank!

My name is Yusra. I am 13 years old. I wake up early in the __ (6) at 05.00 am. I ___(7) my face and brush my teeth. Then I dress up and my mom ___(8) my breakfast. After that school bus___(9). I say my mom ___(10) and then ___(11) in the bus. My bus stop at my school. I go my class and I study lots of lessons in my school. At 12.00 I go home and then I ___(12) my mom hi , change my dress and I watch TV. After that I relax and have my lunch. At night I have my ___(13) and go to bed.

6. ...
   A. Evening
   B. Morning
   C. Afternoon
   D. Night.
7. ...
   A. Brush
   B. Watch
   C. Wash
   D. Smash
8. ...
   A. Makes
   B. Wake
   C. Pick
   D. Walk
9. ...
   A. Go
   B. Run
   C. Come
   D. Stay
10. ...
    A. Hello
    B. Thank you
    C. Goodbye
    D. Good night
11. ...
    A. Sit
    B. Stand
    C. Sleep
    D. Squat
12. ...

A. Take
B. Sell
C. Swim
D. Say

13. ...
A. Breakfast
B. Lunch
C. Dinner
D. Brunch

14. Raihan: Hi, my name is Raihan. I am from Singapore. I am 15 years old. I love playing soccer.
What is Raihan's hobby?
A. Reading books
B. Playing soccer
C. Watching movies
D. Cooking

15. Lisa: Hello, I'm Lisa. I'm from Australia. Where are you from?
Kevin: . . . . .
A. I'm fine, thank you
B. My name is Kevin
C. I'm from Canada
D. Nice to meet you

16. Hi, my name is Tom. I am a student. I live in London. I have one sister and one brother. How many siblings does Tom have?
A. One
B. Two
C. Three
D. Four

17. My name is Ana. I am 14 years old. I love painting and drawing. My favorite color is blue. What does Ana like to do?
A. Playing football
B. Painting and drawing
C. Watching TV
D. Reading comics

18. Bob: Hi, I'm Bob. What's your name?
Clara: . . . . .
A. I'm from Indonesia
B. My name is Clara
C. I am 16 years old
D. I like playing basketball

19. Siti: Hi, my name is Siti. I live in Jakarta. I am 14 years old. Where do you live?
What should be the best response?
A. I'm 15 years old.
B. I live in Surabaya
C. My name is Kevin
D. I like reading books

20. John please <u>answer</u> the ringing telephone. The underlined words is similar to...
A. Reply
B. Repost
C. Accept
D. Call

21. An English classs <u>begin</u> at 07.00 in the morning. The underlined words is similar to...
A. Finish
B. Start
C. Continue
D. Stop

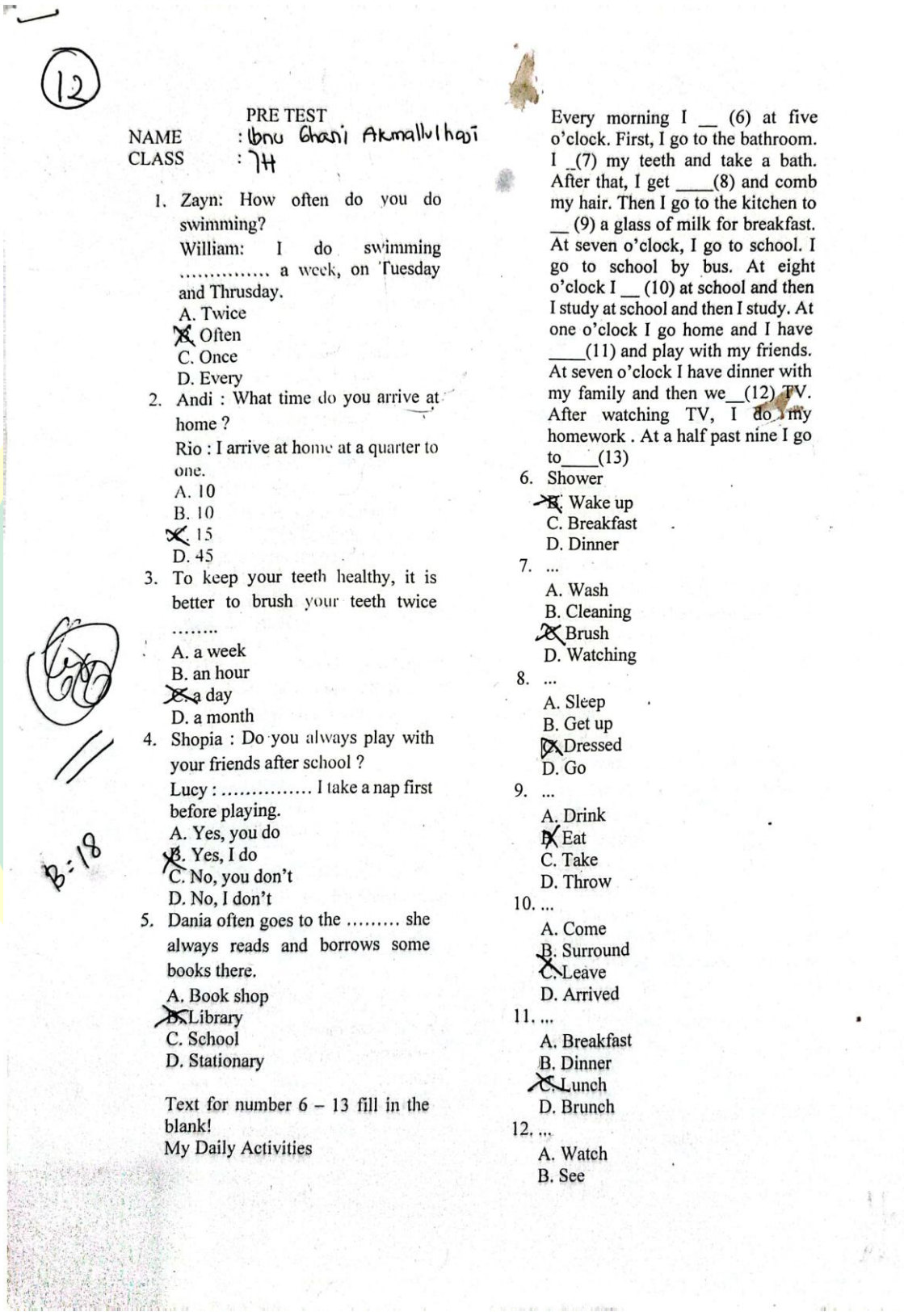
22. I saw a <u>small</u> bird in the tree. The underlined words is similar to...
A. Huge
B. Big
C. Tiny
D. Large

23. The milk is too <u>hot</u> to drink. The underlined words is similar to...
A. Warm
B. Cold
C. Frezee
D. Tired

24. He felt sleepy during the lesson. The underlined word is similar to...
A. Tired
B. Energetic
C. Awake
D. Alert

25. I'm feeling <u>hungry</u>; let's get lunch. The underlined word is similar to...
   A. Starving
   B. Full
   C. Sick
   D. Sleepy
26. She is <u>young</u> and full of energy. The underlined word is opposite to...
   A. Ugly
   B. Old
   C. Beautiful
   D. Handsome
27. The ruller is <u>long</u>. The underlined word is opposite to...
   A. Tall
   B. Short
   C. Wide
   D. Big
28. The park is <u>near</u> my house, just a five-minute walk away. The underlined word is opposite to...
   A. Far
   B. Long
   C. Hot
   D. Fast
29. The cat is <u>fat</u> and loves to eat. The underlined word is opposite to...
   A. Slim
   B. Thick
   C. Tall
   D. Small
30. The book is <u>thick</u>. The underlined word is opposite to...
   A. Heavy
   B. Big
   C. Thin
   D. Light

*Appendix 8. Pre Test Experiment*



PRE TEST

NAME : Ibnu Ghasi Akmalluthaji
CLASS : 7H

1. Zayn: How often do you do swimming?
   William: I do swimming ..... a week, on Tuesday and Thrusday.
   A. Twice
   B. Often
   C. Once
   D. Every
2. Andi : What time do you arrive at home ?
   Rio : I arrive at home at a quarter to one.
   A. 10
   B. 10
   C. 15
   D. 45
3. To keep your teeth healthy, it is better to brush your teeth twice ........
   A. a week
   B. an hour
   C. a day
   D. a month
4. Shopia : Do you always play with your friends after school ?
   Lucy : ..... I take a nap first before playing.
   A. Yes, you do
   B. Yes, I do
   C. No, you don't
   D. No, I don't
5. Dania often goes to the ..... she always reads and borrows some books there.
   A. Book shop
   B. Library
   C. School
   D. Stationary

Text for number 6 – 13 fill in the blank!
My Daily Activities

Every morning I __ (6) at five o'clock. First, I go to the bathroom. I _(7) my teeth and take a bath. After that, I get ____(8) and comb my hair. Then I go to the kitchen to __ (9) a glass of milk for breakfast. At seven o'clock, I go to school. I go to school by bus. At eight o'clock I __ (10) at school and then I study at school and then I study. At one o'clock I go home and I have ____(11) and play with my friends. At seven o'clock I have dinner with my family and then we__(12) TV. After watching TV, I do my homework . At a half past nine I go to____(13)

6. Shower
   A. Wake up
   B. Breakfast
   C. Dinner
7. ...
   A. Wash
   B. Cleaning
   C. Brush
   D. Watching
8. ...
   A. Sleep
   B. Get up
   C. Dressed
   D. Go
9. ...
   A. Drink
   B. Eat
   C. Take
   D. Throw
10. ...
    A. Come
    B. Surround
    C. Leave
    D. Arrived
11. ...
    A. Breakfast
    B. Dinner
    C. Lunch
    D. Brunch
12. ...
    A. Watch
    B. See

C. Look
B. Listen

13. ...
A. Walk
B. Run
C. Prepare
D. Sleep

14. Raihan: . . . . . My name is Raihan. I'm 15 years old. I am from Singapore.
Nadine: Hi Raihan. I'm Nadine.
A. Please meet my friend
B. Let me introduce myself
C. Hello good morning
D. Hi everyone

15. Lim: My name is Lim. I'm . . . . . Nice to meet you.
Kimberly: Hi Lim. You're thirteen years old. We have same age. It's pleasure to meet you too.
A. a girl.
B. from Hong Kong
C. a new student
D. 13 years old

16. Febrianti: Good afternoon everybody. My name is Febrianti. . . . . Febri. It's more simple to pronounce.
Everybody: Hi Febri.
A. Just call me
B. Don't call me
C. My full name is
D. I am

17. Nadia: . . . . I'm Nadia.
Chyntia: Hi Nadia. It's nice to meet you.
A. See you
B. Hi
C. Good night
D. My name

18. Sean: Hi guys. I am Sean. I am a new member of this community. I am from Jakarta. . . . . student. Thank you for accepting me to join this community.
A. I was born in
B. I am a
C. I live on
D. I am

19. Nana: Hi friends, allow me to introduce myself. I am . . . . . I live on Jl. Trisakti No. 24. It's nice to meet you.
Nusa: Hi Nana, nice to meet you too.
Tari: Yes, nice to meet you too Nana.
A. Nusa
B. Nana
C. Tari
D. A new student

20. The dog is very <u>big</u> and friendly. The underlined word is opposite to…
A. Huge
B. Small
C. Large
D. Wide

21. She arrived <u>early</u> for the examination. The underlined word is opposite to…
A. Late
B. On time
C. Quick
D. Fast

22. The businessman is very <u>rich</u> and successful. The underlined word is opposite to…
A. Wealthy
B. Poor
C. Expensive
D. Valuable

23. The pillow feels <u>soft</u> and comfortable. The underlined word is opposite to…
A. Smooth
B. Hard
C. Light
D. Warm

24. The glass is empty, please fill it with water. The underlined word is opposite to…
A. Full

B. Clear
C. Clean
D. Dry

25. I am so tired after cleaning my room. The underlined word is opposite to…
A. Sleepy
B. Hardworking
C. Energetic
D. Bored

26. She wore a beautiful dress to the birthday party. The underlined word is similar to…
A. Clothes
B. Peel
C. Strip
D. Wear

27. He was absent from school because he was sick. The underlined word is similar to…
A. Healthy
B. Ill
C. Happy
D. Strong

28. The sad news made her cry. The underlined word is similar to…
A. Joyful
B. Unhappy
C. Angry
D. Suprised

29. I hate it when people litter in public places. The underlined word is similar to…
A. Love
B. Like
C. Dislike
D. Adore

30. The Borobudur temple in Indonesia is an amazing. The underlined word is similar to…
A. Small
B.Wonderfull
C. Bad
B. Ordinary

*Appendix. 8 Post Test Experiment*

POST TEST

NAME : Ibnu Ghani Akmallulhaji
CLASS : 7H

1. Jessica is smart student. She does the English tet so...
   A. Wrongly
   B. Hardly
   C. Easily
   D. Slowly
2. My Dad drinks medicine ... three times a day
   A. Quickly
   B. Regularly
   C. Loudly
   D. Often
3. Aldo: What time do you usually wake up?
   Jams: I usually wake up at 04.30 am in the morning.
   A. A half past four
   B. Four o'clock
   C. A quarter past four
   D. Twenty past four
4. Ghania: Did Cinthya come to your house last night?
   Ghaida: ... . She must finish the homework.
   A. No, I do not.
   B. Yes, I do
   C. No, She did not.
   D. Yes, She did.
5. Every morning my mom goes to ... she always bought some vegetables there.
   A. School
   B. Hospital
   C. Library
   D. Market

Text for number 6 – 13 fill in the blank!

My name is Yusra. I am 13 years old. I wake up early in the __ (6) at 05.00 am. I ___(7) my face and brush my teeth. Then I dress up and my mom ___(8) my breakfast. After that school bus___(9). I say my mom ___(10) and then ___(11) in the bus. My bus stop at my school. I go my class and I study lots of lessons in my school. At 12.00 I go home and then I ___(12) my mom hi , change my dress and I watch TV. After that I relax and have my lunch. At night I have my ___(13) and go to bed.

6. ...
   A. Evening
   B. Morning
   C. Afternoon
   D. Night.
7. ...
   A. Brush
   B. Watch
   C. Wash
   D. Smash
8. ...
   A. Makes
   B. Wake
   C. Pick
   D. Walk
9. ...
   A. Go
   B. Run
   C Come
   D. Stay
10. ...
    A. Hello
    B. Thank you
    C. Goodbye
    D. Good night
11. ...
    A. Sit
    B. Stand
    C. Sleep
    D. Squat
12. ...

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A. Take
B. Sell
C. Swim
D. Say

13. ...
A. Breakfast
B. Lunch
C. Dinner
D. Brunch

14. Raihan: Hi, my name is Raihan. I am from Singapore. I am 15 years old. I love playing soccer.
What is Raihan's hobby?
A. Reading books
B. Playing soccer
C. Watching movies
D. Cooking

15. Lisa: Hello, I'm Lisa. I'm from Australia. Where are you from?
Kevin: . . . . .
A. I'm fine, thank you
B. My name is Kevin
C. I'm from Canada
D. Nice to meet you

16. Hi, my name is Tom. I am a student. I live in London. I have one sister and one brother. How many siblings does Tom have?
A. One
B. Two
C. Three
D. Four

17. My name is Ana. I am 14 years old. I love painting and drawing. My favorite color is blue. What does Ana like to do?
A. Playing football
B. Painting and drawing
C. Watching TV
D. Reading comics

18. Bob: Hi, I'm Bob. What's your name?
Clara: . . . . .
A. I'm from Indonesia
B. My name is Clara
C. I am 16 years old
D. I like playing basketball

19. Siti: Hi, my name is Siti. I live in Jakarta. I am 14 years old. Where do you live?
What should be the best response?
A. I'm 15 years old.
B. I live in Surabaya
C. My name is Kevin
D. I like reading books

20. John please <u>answer</u> the ringing telephone. The underlined words is similar to...
A. Reply
B. Repost
C. Accept
D. Call

21. An English classs <u>begin</u> at 07.00 in the morning. The underlined words is similar to...
A. Finish
B. Start
C. Continue
D. Stop

22. I saw a <u>small</u> bird in the tree. The underlined words is similar to...
A. Huge
B. Big
C. Tiny
D. Large

23. The milk is too <u>hot</u> to drink. The underlined words is similar to...
A. Warm
B. Cold
C. Frezee
D. Tired

24. He felt sleepy during the lesson. The underlined word is similar to...
A. Tired
B. Energetic
C. Awake
D. Alert

Dipindai dengan CamScanner

25. I'm feeling <u>hungry</u>; let's get lunch. The underlined word is similar to...
    A. Starving
    B. Full
    C. Sick
    D. Sleepy
26. She is <u>young</u> and full of energy. The underlined word is opposite to...
    A. Ugly
    B. Old
    C. Beautiful
    D. Handsome
27. The ruller is <u>long</u>. The underlined word is opposite to...
    A. Tall
    B. Short
    C. Wide
    D. Big
28. The park is <u>near</u> my house, just a five-minute walk away. The underlined word is opposite to...
    A. Far
    B. Long
    C. Hot
    D. Fast
29. The cat is <u>fat</u> and loves to eat. The underlined word is opposite to...
    A. Slim
    B. Thick
    C. Tall
    D. Small
30. The book is <u>thick</u>. The underlined word is opposite to...
    A. Heavy
    B. Big
    C. Thin
    D. Light

Dipindai dengan CamScanner

*Appendix. 10 Documentation*

Figure 1. Pre Test Experiment

Figure 2. Pre Test Control

Figure 3. Learning Process used Busuu Application in Experiment Class

Figure 4. Learning Process in Control Class

Figure 5. Post Test Experiment Class

Figure 6. Post Test Control Class

BIOGRAPHY

A. Profile

1. Name : Nabila Putri Septya
2. Student' Number : 2017404061
3. Place/Date of Birth : Brebes, 06 September 2001
4. Adress : Dk. Gardu-Gili putih Rt01/01, Kutamendala, Tonjong, Brebes
5. Name of Father : Agus Siswanto
6. Name of Mother : Sri Mulya Eva Santi

B. Formal Education

1. SDN Kutamendala 01
2. MTs Darul Mujahadah, Prupuk
3. SMA Islam Ta'allumul Huda, Bumiayu
4. UIN Prof. K.H Saifuddin Zuhri, Purwokerto

C. Organization Experiences

Purwokerto, 23 April 2024

Nabila Putri Septya