THE EFFECT OF *ENGLISH VOCABULARY* APPLICATION ON THE STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADE MTS HIFZHIL QUR'AN MEDAN

THESIS

Submitted to the Faculty of Tarbiyah and Teachers Training of State Islamic University of North Sumatera (UINSU) Medan as Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S-1) in the English Education Department

By :

LAILATUSSIFA RITONGA
0304162096

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHERS TRAINING

THE STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

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By :

LAILATUSSIFA RITONGA
0304162096

Approved By:

Advisor I

Dr. H. Amiruddin MS., MA., MBA., Ph.D
NIP. 19550828 198603 1 008

Advisor II

Deasy Yunita Siregar, M.Pd
NIP. 19830610 200912 2 002

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHERS TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

MEDAN

2020

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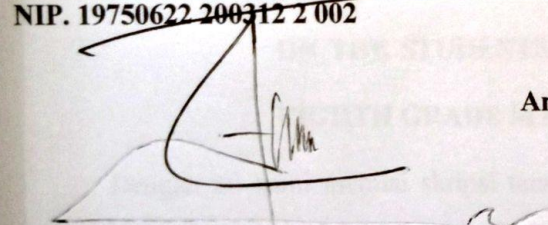**Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan**
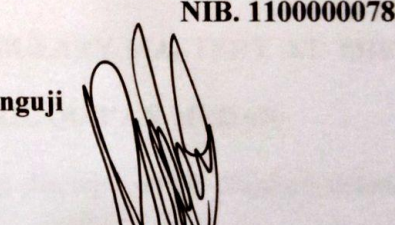
Ketua	Sekretaris
Dr. Sholihatul Hamidah Daulay, S.Ag., M.Hum	**Reflina, M.Pd**
NIP. 19750622 200312 2 002	NIB. 1100000078
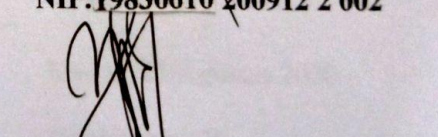
Anggota Penguji

1. **Dr. H. Amiruddin, MS, MA., MBA., Ph.D**	2. **Deasy Yunita Siregar, M.Pd**
NIP. 19550828 198603 1 008	NIP. 19830610 200912 2 002
3. **Dr. Abdillah, M.Pd**	4. **Maryati Salmiah, S.Pd, M.Hum**
NIP. 19680805 199703 1 002	NIP. 19820501 200901 2 012

Mengetahui
Dekan Fakultas Ilmu Tarbiyah dan Keguruan

Drs. Amiruddin Siahaan, M.Pd
NIP. 19601006 199403 1 002

Nomor   : Istimewa   Medan, 21 Agustus 2020

Lampiran : -   Kepada Yth:

Perihal   : Skripsi   Bapak Dekan Fakultas Ilmu Tarbiyah

               a.n. Lailatussifa Ritonga   Dan Keguruann UIN Sumatera Utara

                                            Di -

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Setelah membaca, meneliti, mengoreksi dan memberi saran-saran perbaikan seperlunya terhadap skripsi saudari:

Nama   : Lailatussifa Ritonga

NIM   : 0304162096

Jurusan   : Pendidikan Bahasa Inggris

Judul   : **THE EFFECT OF *ENGLISH VOCABULARY* APPLICATION ON THE STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADE MTS HIFZHIL QUR'AN MEDAN**

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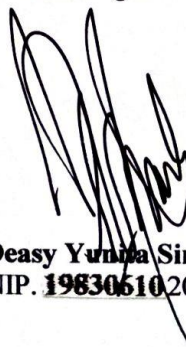
Pembimbing I   Pembimbing II

Dr. H. Amiruddin MS., MA., MBA., Ph.D   **Deasy Yunita Siregar, M.Pd**

NIP. 19550828 198603 1 008   NIP. 19830610 200912 2 002

PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertandatangan di bawah ini:

Nama   : Lailatussifa Ritonga

NIM   : 03.04.16.2096

Jurusan   : Pendidikan Bahasa Inggris

Judul   : **The Effect of *English Vocabulary* Application on the Students' Vocabulary Mastery at the Eighth Grade MTs Hifzhil Qur'an Medan**

      Menyatakan dengan sepenuhnya bahwa skripsi yang berjudul di atas adalah asli dari buah pikir saya, kecuali kutipan-kutipan yang disebutkan di dalamnya sebagai sumbernya. Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiblakan, maka gelar dan ijazah yang diberikan universitas batal saya terima.

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Yang Membuat Pernyataan

Lailatussifa Ritonga
NIM. 03.04.16.2096

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ABSTRACT

Lailatussifa Ritonga. Registration Number: 0304162096. The Effect of *English Vocabulary* Application on the Students' Vocabulary Mastery at the Eighth Grade of MTs Hifzhil Qur'an Medan. A Thesis, English Education Program, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera, 2020.

The objective of this study is to find out whether or not there is significant effect of *English Vocabulary* application on the students' vocabulary mastery at the eighth grade of MTs Hifzhil Qur'an Medan. This research is a quantitative research with quasi-experimental design. It was carried out in the eighth grade of MTs Hifzhil Qur'an Medan under academic year 2019/2020. The total number of population was 235 students and the researcher took 25 students for experimental class and 25 students for controlled class which means 50 students as total of the sample. In collecting the data, the researcher used tests in the form of multiple choices as the instrument. The tests were pre-test which was given before the treatment and post-test which was given after the treatment. Then, the data obtained were analyzed by using t-test in SPSS V.25 with 5% (0.05) significance level. Further, the researcher found that the mean score of post-test in experimental class was higher than controlled class (79.60 > 72.20). The t-test result also presents that t_0 (2.422) was higher than the t_{table} in the significance level 5% (0.05) with the degree of freedom 50 is 2.00856. Therefore, the $t_0 > t_{table}$ generated that H0 (null hypothesis) was rejected and Ha (alternative hypothesis) was accepted. The calculation of the effect size was 0.78 which in the range of effect criteria included to moderate effect. Thus, *English Vocabulary* application has significant effect on the students' vocabulary mastery at the eighth grade of MTs Hifzhil Qur'an Medan.

Key words: English Vocabulary Application, Vocabulary Mastery

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Under the title **"The Effect of *English Vocabulary* Application on the Students' Vocabulary Mastery at the Eighth Grade of MTs Hifzhil Qur'an Medan"**, this thesis is written to fulfill one of the requirements to obtain bachelor degree (S-1) program at English Education Department of Tarbiyah and Teachers Training Faculty, State Islamic University of North Sumatera (UINSU) Medan.

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CHAPTER I

INTRODUCTION

A. The Background of Study

Vocabulary is one of the important aspects in learning English that play an essential role in the understanding passage and communicating ideas, emotions, feelings, and thoughts in both oral and written form. Vocabulary is a primary basis for constructing the ability of speaking, writing, listening, and reading. Mastering a good vocabulary will affect the skills of a person in the language[1], on the contrary Without mastering vocabulary, the students cannot communicate their ideas, emotions, thoughts and desires because vocabulary is essential for understanding the meaning of words. When someone has a lot of vocabulary, it will be easier to learn English.[2] Having sufficient vocabulary is one of the requirements to master English.

However in Indonesia, It was found that the vocabulary teaching and learning are neglected in learning English.[3] Kebiel in Dewi Nur Aisyah found that the majority of the teachers and students don't have adequate knowledge about learning strategies and vocabulary learning strategies. Teachers are not aware of the importance of vocabulary and vocabulary learning strategies is not integrated in the

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[1] Iriany Kesuma Wijaya, dkk, (2019), *The Effectiveness of Mobile Learning Based Android in Learning English Vocabularies*: STKIP YPUP Makassar, iJIM, Volume 13, Number 12

[2] *Ibid,*

[3] Bambang Cahyono, Y. and Utami Widiati, (2008). *The Teaching of EFL Vocabulary in Indonesian Context:* The State of The Art. TEFLIN Journal, Volume 19, Number 1.

English curriculum.[4] The situation above seems causing crucial problem in language learning which is students are still lack of vocabulary. This fact is confirmed by Priyono who found that students' limited vocabulary has been the main problem for students in learning English in EFL context. This problem may have something to do with how teachers and students perceive vocabulary teaching and learning as well as how vocabulary is taught and learned in the practice of ELT.[5]

Furthermore, the researcher also found the same problem in MTs Hifzhil Qur'an Medan when I did observation. In which the students seem uninterested to learning English that has known when I came to their class with their English teacher, and they directly complain it should learn English again, and so many displeased expression. And after that I interview some students which complaint by face to face to asked about learning English. From the result of interview has done, I concluded that problem of learning English such as difficult to learn grammar, difficult to memorize vocabulary, bored, feel unimportant to learn it. Then, However, it is not accurate enough to just do an interview, so to be convincing, I measure pure knowledge of students in English by giving a Pretest containing 20 multiple choice about English vocabulary related to noun, verb, and adjective that is often used in daily life such as the body, place, and feeling expression with a duration of 20 minutes. From the result of pretest showed that the lack of knowledge vocabulary students. Many factors that cause it, one of them many teachers use the

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[4] DewiNurAisyah, (2017). *The Vocabulary Teaching and Vocabulary Learning : Perception, Strategies, and Influences on the Student's Vocabulary Mastery.* JurnalBahasa Lingua Scientia. Vol.9 No.2 P. 295-296

[5] Priyono. (2004). *Logical Problems of Teaching English as a Foreign Language in Indonesia.*

conventional method in the teaching learning process. In which students are ordered by teachers to rewrite the vocabulary on the white board, pay attention on what teacher's explanation, and memorize the vocabulary that they have written at home. This condition makes the process of learning monotonous and boring. Teachers should think and make the creative method and media which will increase students' interest in learning vocabulary. As Southerland mentioned that Junior High School teachers should gain their students' attention because the students in this age are easily bored.[6]That is important to use new strategy which match to students in order to make easier in teaching and learning English and there is target that have to be achieved. Where according to Depdiknas 2006, Junior High School students are expected to master 1500 words to help them understand and able to use the four language skills.[7]

In this new era, in which every aspect of life is surrounded by automatic and digital technologies, teachers need to adjust their learning media into it. One of the media in teaching vocabulary is by using application based on MALL (Mobile Assisted Language Learning). MALL can be defined as use of mobile phones in language learning and language teaching.[8] In accordance with that, the National Reading Panels stated that gadgets technology can be used effectively as a medium to help teaching vocabulary.[9] Especially application based game that not only able to enrich student's vocabulary but also able to attract student's intention in learning

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[6] L. Southerland. (2011). *The Effect of Using Interactive Word Walls to Teach Vocabulary to Middle School Students.* Florida : UNF Digital Common, p.1

[7] Ratna Zawil. (2006). *Using Make A Match Technique to Teach Vocabulary.* English Education Journal (EEJ) 7 (3), p.312.

[8] Beatty, K. (2003). *Teaching and Researching Computer-Assisted Language learning.Esse.* England: Pearson Education Limited.

[9] Elfrieda H. Hiebert and Micheal L. Kamil, Op.cit., p.7.

vocabulary. Furthermore, Thornbury mentioned that useful games encourage learners to recall words and preferably.[10]

Guided by Al-Qur'an in surah Al-Mujadilah verse 11 regarding people who have knowledge, as follows:

يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوٓاْ إِذَا قِيلَ لَكُمْ تَفَسَّحُواْ فِي ٱلْمَجَٰلِسِ فَٱفْسَحُواْ يَفْسَحِ ٱللَّهُ لَكُمْۖ وَإِذَا قِيلَ ٱنشُزُواْ

فَٱنشُزُواْ يَرْفَعِ ٱللَّهُ ٱلَّذِينَ ءَامَنُواْ مِنكُمْ وَٱلَّذِينَ أُوتُواْ ٱلْعِلْمَ دَرَجَٰتٍۚ وَٱللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ١١

Meaning:
"Believers, when you are told: 'Make room for one another in your assemblies,' then make room; Allah will bestow amplitude on you. And when it is said: 'Rise up,' then rise up; Allah will raise to high ranks those of you who believe and are endowed with knowledge. Allah is well aware of all that you do"

In the interpretation of Al-Maraghi with regard to research explained that is, "You should not think that if in the Holy Prophet's assembly you had to sit a little farther away from him for the sake of making room for others, you would be reduced in rank or if you were asked to rise up and disperse from the assembly, you were disgraced. The real means of exaltation of ranks is faith and knowledge, and not an opportunity to sit nearest to the Holy Prophet (upon whom be Allah's peace) in his assembly and sit the longest. If a person happened to sit nearer to him, it does not mean that he became exalted in rank, for the high ranks belong only to those who have attained to the wealth of knowledge and faith. Likewise, the person who prolonged his sitting with the Holy Prophet only to cause him inconvenience and discomfort, in fact, displayed lack of good manners. His there sitting near him for a long ;time will not exalt him in rank in any way. Far higher and exalted in rank in the sight of AIlah is he who attained to taste faith and knowledge and imbibed the

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[10] Scott Thornbury.2002.*How to Teach Vocabulary.* England : Pearson Longman. p.102.

morals that should belong to a believer. Based on the verse above it informs that everyone who wants to learn and gain knowledge will be given a high degree of Allah, and respect by others.

As for the verse which explains further about the above verse, namely in surah Al-Fatir verse 28:

وَمِنَ ٱلنَّاسِ وَٱلدَّوَآبِّ وَٱلْأَنْعَٰمِ مُخْتَلِفٌ أَلْوَٰنُهُۥ كَذَٰلِكَ إِنَّمَا يَخْشَى ٱللَّهَ مِنْ عِبَادِهِ ٱلْعُلَمَٰؤُاْ إِنَّ ٱللَّهَ عَزِيزٌ غَفُورٌ ٢٨

Meaning:
"and human beings too, and beasts, and cattle ' diverse are their hues. From among His servants, it is only those who know that fear Allah. Verily Allah is Most Mighty, Most Forgiving."

In the interpretation of Al-Maraghi with regard to research explained that is, the more a person is unaware of the attributes of Allah, the morc he will be fearless of Him. Contrary to this, the more a person is aware and conscious of Allah's powers, His knowledge, His wisdom, His vengeance and His omnipotence and His other attributes, the morc he will fear His disobedience. Thus, in fact, 'knowledge" in this verse does not imply knowledge of academic subjects like philosophy and science and history and mathematics, etc. but the knowledge of Divine attributes, no matter whether one is literate or illiterate. The one who is fearless of God is illiterate merely as regards this knowledge even if he has all the knowledge of the world. And the one who knows the attributes of God and fears Him in his heart, is Iearned even if he is illiterate. In the same connection, one should also know that in this verse the ' ulama ' does not imply the scholars in the technical sense, who are termed as religious scholars because of their knowledge of the Qur'an and Hadith and Fiqh and philosophy. They will prove true to this verse only when they possess fear of God in their hearts. The same thing has been said by Hadrat 'Abdullah bin

Mas'ud, thus: "knowledge is not due to much narration of Hadith but due to much fear of Allah." And also by Hadrat Hassan Basri, thus: "The scholar is he who fears Allah though he has not seen Him, and turns to what is approved by Him and keeps away from what makes Him angry". Based on the verse above it informs that the more knowledge a person has, the greater his fear of God, because of his knowledge of God's power so great that it encompasses the entire universe.

Therefore, in this research the researcher will use a mobile game learning application named English Vocabulary as one of possible solution to overcome the problems.

Figure 1.1 The appearance of *English Vocabulary* application

Currently, there are a lot of learning applications based game that are effective to assist teachers and learners in teaching and learning language, such as Hello English, Duolingo, and Memrise. However, in this research, the researcher intends to use English Vocabulary app which focuses on teaching merely on English language through game as an alternative and new way to overcome vocabulary problems especially in MTs Hifzhil Qur'an Medan. Before doing activity with the app, students will be given pretest to know their pure knowledge about English vocabulary. In the process, class divided into four groups which each group consists

of five or six students. According to Michaelsen, students actively engage in the application of what is learned to new problems, assignments, or questions which are assumed that this attempt to apply what one has learned facilitates its consolidation and later retrieval.[11] And each group will be given one mobile phone that only can access English Vocabulary application. After that, all students use the app to learn English vocabulary where in the app consist of many vocabularies which each vocabulary has randomly shaped letters. So that students have to arrange the letters correctly. Each mobile phone has been set to level 1 and lesson 1: greetings in the first using. During the use of the app provided a rage of time is ten minutes each one lesson, so after finished for five minutes they must continue to lesson 2 until 20 minutes. Then to measure the effectiveness of the application, a posttest is conducted which consists of 20 multiple choices about vocabularies that have been learned by using this application.

Based on the background description above, the researcher intends to conduct a research with the title **"THE EFFECT OF *ENGLISH VOCABULARY* APPLICATION ON THE STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADE OF MTS HIFZHIL QUR'AN MEDAN".**

B. The Identification of Study

Based on the background of the research above, the researcher identified the problem of the study as follow:

1. The most students are lazy to learn, they prefer to play game.

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[11] Michaelsen LK, Sweet M. *The essential elements of team-based learning*. New Dir Teach Learn. 2008; 116:7-27

2. The teacher uses traditional strategy by giving new words after that students search the meaning, there is no practice, and it makes the students' vocabularies memorization disappear.

3. The lack of learning about English vocabularies makes it difficult for students to master the four language skills.

C. The Formulation of Study

Based on the research problems above, the researcher formulated the problem into a research question as follow: *"Is there any significant effect of using English Vocabulary application on the students' vocabulary mastery?"*

D. The Objective of Study

In line with the problem formulation above, the objective of the study was to find out the significant effect of using *English Vocabulary* application on student's vocabulary mastery.

E. Limitation of Study

In this research, I as researcher using *English Vocabulary* application as a media, in which there are many features for learning English vocabulary such as level in learning *English vocabulary*, so many lessons each level, pronunciation the words, sentence example, and games. In this research, researcher focuses to use game in learning *English vocabulary*. As for the kind of vocabulary used in this research refers to Fries that is the content words are words which have definition in dictionary such as adverbs, adjectives, verbs and nouns.

F. The Significance of Study

The researcher expected the result of this study can give significances as follow:

1. Theoritical significant

The result of the study are expected to enrich the vocabulary by using *English Vocabulary* Application to make students fun and enjoy in learning vocabulary and also to improve ourselves in the current technological era.

2. Practical significances

    a. The students, to increase their vocabulary easily and get to master four language skills.

    b. English teacher, to improve their ability in teaching vocabulary by using *English Vocabulary* Application.

    c. The other researcher, to update their information or knowledge and to master vocabulary

CHAPTER II

LITERATURE REVIEW

A. The Nature of Vocabulary

A.1. The Definition of Vocabulary

When we learn language, the basic element that we have to know is vocabulary. According to Kamil and Hiebert "Vocabulary is generically understood as the knowledge of meanings of words".[12] It means that what we know and understand about the meaning of words named as vocabulary. While based on American Heritage Dictionary in John defines vocabulary as the sum of words used by, understood by, or at the command of a particular person or group.[13] It further explains as we use vocabulary when we speak and write and we understand vocabulary when we listen to speech and when we read. Similarly, Richard and Renandya stated that vocabulary is a core component of the language proficiency and provide much of the basis for how well learners speak, listen, read and write.[14]

In Al-Qur'an, vocabulary is mentioned in Al-Baqarah verse 31:

وَعَلَّمَ ءَادَمَ ٱلْأَسْمَآءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى ٱلْمَلَٰٓئِكَةِ فَقَالَ أَنۢبِـُٔونِي بِأَسْمَآءِ هَٰٓؤُلَآءِ إِن كُنتُمْ

صَٰدِقِينَ ٣١

Meaning:

"Allah replied, "I know what you do not know." After this he taught Adam the names of all things. Then He set these before the angels and asked, "Tell Me the names of these things, if you are right (in thinking that the appointment of a vicegerent will cause disorder)".

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[12] Elfrieda H. Hiebert and Michael L. Kamil. (2005). *Teaching and Learning Vocabulary.* London : Lawrence Erlbaum Massociates. p.3

[13] John J. Pikulski and Shane Templeton. (2004). *Teaching and Developing Vocabulary : Key to Long-Term Reading Success.* USA : Houghton Mifflin Company. p.1

[14] Jack C. Richards and Willy A. Renandya. (2002). *Methodology in Language Teaching.* New York : Cambridge University Press. p. 255.

In the interpretation of Al-Maraghi explained that the nature of man's knowledge is such that he acquires information of different things through their names. Hence it might be said that the sum total of man's knowledge consists of the names of things. To teach Adam the names of all things means, therefore, imparting the knowledge of those things.[15]

Based on the verse above the researcher concludes that God taught Adam's names entirely, which gives him the potential of knowledge about the names or words used pointed objects, or objects of teaching function. This verse informs that God endowed human potential to know the name or function and characteristics of objects, such as fire function of the wind, and so forth. He was also awarded the potential to speak.

عَلِّمُوْا اَوْلَادَكُمْ غَيْرَمَا عَلِّمْتُمْ فَاِنَّهُمْ خُلِقُوْا لِزَمَانِ غَيْرَزَمَا نِكُمْ (رواه البخارى واحمد)

Meaning:

"Educate your children in a method that is not the same as the method you have ever got. Because they are the generation that Allah created for an era different from yours"

Based on the hadith above, it can be seen that children should be taught through methods that have developed in the present, not using traditionl methods, in this case the researcher uses a method that is currently developing, namely by playing.

After all, the researcher concludes that vocabulary can be defined as the collection of words that can be used and understood by people in order to be able

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[15] Ahmad Mustafa Al-Maraghi, (1992), Tafsir Al-Maraghi, Terjemahan Anwar Rasyidi dkk, Semarang: PT KaryaToha Putra, p.130-131

and fluent in speaking, writing, reading and listening of language. Vocabulary is necessary to be understood to everyone because it is not only help people to communicate each other but also help people to live in the world. Even the intelligence of someone can be known by what vocabulary they used and understood.

A.2. Kinds of Vocabulary

Some experts have classified kinds of vocabulary. According to Nation, there are two kinds of vocabulary. There are receptive vocabulary and productive vocabulary. Receptive vocabulary refers to the words that native speakers and foreign learners recognize and understand but hardly ever use. It is used passively in either listening or reading. Productive vocabulary is utilized actively either in speaking or writing.[16]

Moreover, Harmer divides vocabulary with active vocabulary and passive vocabulary. Active vocabulary means that the students have been taught or learnt vocabulary and they are expected to be able to use it, while passive vocabulary means student will arrange the words when they see them, but they will not be able to produce it. That statement is similar to the previous kinds of vocabulary that receptive vocabulary is as same as passive vocabulary which is to recognize listening and reading. While productive vocabulary is as same as active vocabulary which focuses on speaking and writing.[17]

Meanwhile, according to Fries in Zainuri, vocabulary can be divided into two kinds: *Function* and *Content words*. The function words are words which the

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[16] I.S.P.Nation, (2001). *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.P.24.

[17] Jeremy Harmer. (2001). *The Practice of English Language Teaching*. Third Edition. Longman Pearson. P. 159.

definitions are not clear but exist in dictionary. They have correlation with prepositions, conjunctions and interrogative particles. Instead, the content words are words which have definition in dictionary such as adverbs, adjectives, verbs and nouns. In this research, the researcher focuses on the first class of words which is the words for things or most known as noun.

A.3. The Importance of Vocabulary Mastery in Language Learning

Mastering vocabulary means that students have comprehensive knowledge about the vocabularies which include the meanings, the spoken form, the written form, the grammatical behavior, the word derivation, the collocations of the words, the register of the word - spoken and written, the connotation or associations of the word, and word frequency.[18] In assessing students' vocabulary mastery, Schmitt and Mc Charty in Setiawan stated that receptive and productive knowledge may prove the only realistic way to measure depth of vocabulary knowledge. Measuring students' receptivevocabulary is believed to be more important since language will be firstly accepted receptively.[19]

The importance of vocabulary mastery is to express our ideas and to be able to understand other people's saying. Watkins wrote on his book that "the fact that while without grammar very little can be conveyed, without vocabulary nothing can be conveyed".[20] Which means the importance of vocabulary can be seen from how the language can be conveyed. If we don't have and understand vocabulary the

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[18] Thornbury, Scout. (2002). *How to Teach Vocabulary*. London : Longman

[19] Setiawan, Budi. (2010). *Improving The Students' Vocabulary Mastery through Direct Instruction (A Classroom Action Research on the Fourth Grade of SD NegeriPringanom 3, Masaran, Sragen in the Academic Year of 2009/2010).* Unpublished magister thesis Surakarta.

[20] Peter Waktins. (2007).*Learning to Teach English (Published by arrangement with Delta Publishing, first edition).*p.34.

worst thing can be happened is we can't say, transfer, read and listen anything. However, we cannot say that grammar is not important, vocabulary is one step further. "No learning can be achieved completely if the learner lack of sufficient vocabulary knowledge".[21]

Having amount of vocabulary will make the students able to communicate, maybe not in full sentences but at least they will be able to express themselves. Harmer stated that "If language structure makes up the skeleton of language, then it is vocabulary that provides the vital organs and flesh".[22]

A.4.Vocabulary Teaching in Indonesian EFL Context

Berne & Blachowicz in their research indicate that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning.[23] Thornbury stated that teaching words is a crucial aspect in learning a language as languages are based on words.[24] As a foreign language, teaching vocabulary is considered as one of the most discussed parts. Priyono stated that the main problem of Indonesian EFL students is their limited vocabulary. He then emphasized the importance of vocabulary teaching (i.e., facilitating the process whereby EFL input leads to learners EFL vocabulary intake). According to Priyono, as lexical properties entail grammatical aspects, the

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[21] Özkiraz, Kadir.(2015). The Role of Games in Teachıng Vocabulary to Fifth Graders.Mersin.

[22] Harmer, Jeremy. (1991). The Practice of English Language Teaching: New Edition. New York: Longman.

[23] Berne &Blachowicz, C. L. Z.,(2008)What reading teachers say about vocabulary instruction: Voices from the classroom. The Reading Teacher 62 (4).314-323.

[24] Thornburry, S. (2002).*How to Teach Vocabulary.*England:Pearson Education.

teaching of EFL vocabulary will support the teaching of aspects of grammar and meaning, thus reducing the necessity to teach grammar.[25]

In Indonesia, the place of EFL vocabulary teaching seems to be changing in curriculum. It is accordance with the existing of curriculum that perceived from the changing objectives and methods of English instruction in Indonesia. Newest curricula, Kurikulum 2013, emphasized the development of communicative competence covering socio-cultural competence, discourse competence, linguistic competence, formulaic competence, interactional competence and strategic competence.[26] Linguistic competence, in particular, includes such components as grammar, vocabulary, and pronunciation. Under the four stages of teaching and learning process suggested by the curriculum, vocabulary teaching is supposed to be dealt with at the very first stage. The earlier curriculum even emphasized 1000-2000 word level on the practical use and textbook.[27] Whereas according to Depdiknas 2006, Junior High School students are expected to master 1500 words to help them understand and use the four language skills.[28]

However, in fact, there are still a lot of students who couldn't reach the word level. Nurweni sought to find out whether secondary school graduates knew the 2000 most frequent words and the 808 academic words as the target words. The

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[25] Priyono. 2004. Logical Problems of Teaching English as a Foreign Language in Indonesia. In Cahyono, B. Y. &Widiati, U. (Eds.), *The Tapestry of English Language Teaching and Learning in Indonesia* (pp. 17-28). Malang: State University of Malang Press.

[26] Adi Putra, Kristian. 2014. *The Implication of Curriculum Renewal on ELT in Indonesia.* Vol. 4 No.1 Parole. P. 67

[27] AlpinoSusanto. 2017. *The Teaching Vocabulary : A Perspective.* Vol. 1 No.2Jurnal KATA. P.185-184

[28] RatnaZawil.(2006).*Using Make A Match Technique to Teach Vocabulary.*English Education Journal (EEJ) 7 (3), p.312.

results of her study indicated that on average, the 324 subjects knew 987 of the 2000 most frequent words, and 239 of the 808 academic words, making up 1226 words in total. It was then inferred that the students might have known a far smaller number of words which are far less frequent. It was also very likely that they forgot, thus did not acquire yet, most of the words already exposed to them. Theoretically, the students were expected to acquire 14 words a week; in fact, they only acquired about 7 words a week.[29] This, perhaps, was caused by the common situation that vocabulary learning or teaching was considered secondary or neglected as it used to be. It can be seen from the English book of 2013 curriculum which prepared only to improve students" language skills (listening, speaking, reading and grammar).[30]

B. Technology Integration in Language Learning

According to Dockstader in Yaumi, technology integration is defined as using computer effectively and efficiently in the general content areas to allow students to learn how to apply computer skills in meaningful ways.[31] Technology integration concerns with application of technology to construct communication, interaction environment, culture, learning and instruction.[32] It supports the classroom teaching through creating opportunities for learners to complete assignments on the computer rather than the normal pencil and paper.

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[29] Nurweni, A. 1997. How many Words do Senior High School Students Acquire per Week. *TEFLIN Journal, 8*(1): 103-115.

[30] KementerianPendidikandanKebudayaan, *BahasaInggris: BukuSiswa*, (Jakarta: BalitbangKemdikbud, 2014), p. iii.

[31] Muhammad Yaumi. 2018. *Media &TeknologiPembelajaran.* Jakarta :Kencana. P. 192

[32] Spector, P. 2012. *Industrial and Organizational Psychology : Research and Practice.* New Jersey : John Wiley & Sons, Inc. P. 154

From definitions above, the researcher concludes that technology integration is how technologies are used to improve specific area which in this case is education. The concept of technology integration is basically the effective use of technology in the education system and the benefit of technology in teaching and learning process.

In accordance with that, the national policies (Kementerian Pendidikan Nasional Republik Indonesia) endorse that teachers in Indonesia cannot always depend on the use of a whiteboard in their classroom to support their teaching and learning process.[33] The researcher positively interprets that the policies as an active encouragement for the teachers to begin utilizing educational technology to support their teaching practices. The researcher also translates the policies as the importance of upgrading the teaching practices from the previous to the new one.

Since technology is the current tool in this age, it is possible to use technology for every significant lesson in learning process. One of the lessons that has beneficial effects through technology is language learning. Dawson, Cavanaugh, and Ritzhaupt emphasized that by using computer technology, language class becomes an active place full of meaningful tasks where the learners are responsible for their learning.[34] In EFL context, Fithriani stated that technology integration has

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[33] Nuh, M. (2013).*Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 65 Tahun 2013 Tentang Standard Proses Pendidikan Dasar dan Menengah*.Retrieved April 2nd , 2019,from http://bsnp indonesia.org/id/wpcontent/uploads/2009/06/03.-A.-Salinan-Permendikbud-No.-65-th-2013-ttg-Standar-Proses.pdf

[34] Dawson, K., Cavanaugh, C., &Ritzhaupt, A. (2008). Florida"s EETT Leveraging Laptops Initiative and its impact on teaching practices. Journal of Research on Technology in Education, *41*(2), 143-159.https://doi.org/10.1080/15391523.2008.10782526

been increasingly much used in EFL classroom settings in the teaching of various language learning skills.[35]

Arifah in her research concludes that the multimedia text in technology also assist learners in become familiar with vocabulary and language structure. It enhances interactive teaching and learning styles. It also extends pupils ability to work independently and make connections between their work in English and in other subjects.[36]

Technology integration has been researched for long under several labels. The capacious Computer-Assisted Language Learning (CALL) was first termed in the last quarter of the 20th century. As the term suggests, CALL is basically dependent on computer as a delivery medium of applications.[37] Other associated terms were coined later on: Internet-Assisted Language Learning (IALL), Web-enhanced language learning (WELL), Technology-Enhanced Language Learning (TELL), and Mobile-Assisted Language Learning (MALL).However, since the growth of internet become higher and higher, CALL is considered to be an old phenomenon and the CALL literature started addressing MALL's Potentials.[38] MALL has unlocked latest trends in the world of CALL, because of easy accessibility and flexibility being offered to its users.

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[35] RahmahFithriani, TienRafida and AmiruddinSiahaan. (2018). Integrating Online Blogging into EFL Writing Instruction : Exploring Students" Perceptions. *Advances in Social Science, Education and Humanities Research (ASSEHR):* Atlantis Press, p.87.

[36] Arifah, A. (2014). *Study on the use of technology in ELT classroom: Teachers' perspective*. M.A. Thesis, Department of English and Humanities, BRAC University, Dhaka, Bangladesh. P. 2

[37] Kern, R. (2006). Perspectives on technology in learning and teaching languages. TESOL Quarterly, 40(1), 183-210. Retrieved from http://dx.doi.org/10.2307/40264516

[38] Godwin-Jones, R. (2011). Mobile apps for language learning.*Language Learning & Technology, 15*(2), 2–11. Retrieved from http://llt.msu.edu/issues/june2011/emerging.pdf.

B.1. Mobile-Assisted Language Learning (MALL)

Mobile-Assisted Language Learning (MALL)can be defined as use of mobile phones in language learning and language teaching.[39] It creates the fun and interesting learning process rather than usual.[40] Mobile phone devices have opened a new horizon in the area pertinent to learning of language and mobile technology.

From definitions above, the researcher conclude that Mobile-Assisted Language Learning (MALL) is a new language learning process using mobile phone as a tool to help either the students or the teacher in teaching and learning process.

Some advantages of using mobile device in learning are stated by researchers that mobile learning takes advantage of powerful features on mobile phones and other devices that make it easy for users to create simple content (photos, videos, texts, recordings) and to share them with others. It can also make use of device features that detect a user's location and their movements. Researcher also views that Mobile learning and Mobile technology are much better for activities which are beyond the classroom and outside the classroom. Through these activities original and practical experiences of life can be bonded with technology. Additionally informal learning can be done though mobile phone which can help students improve their language learning and learning skills.[41]

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[39] Beatty, K. (2003).*Teaching and Researching Computer-Assisted Language learning.Esse.* England: Pearson Education Limited.

[40] RahmahFithriani, Utami Dewi, Sholihatul Hamidah Daulay, Maryati Salmiah and Widia Fransiska. (2019). Using Facebook in EFL Writing Class : Its Effectiveness from Students' Perspective. In *The Second Annual International Conference on Language and Literature, KnE Social Sciences,* p.637.DOI 10.18502/kss.v3i19.4892.

[41] Kukulska-Hulme and Lucy Noris and Jim. (2015). *Mobile Pedagogy for English Language Teaching : A Guide for Teachers.* ELT Research Papers. P.8

Furthermore, in learning English, a great number of studies shows that learners have positive attitudes towards the use of mobile technologies about the language learning process. However, the focus of MALL is mostly on speaking, vocabulary, phrases, and grammar, rather than early reading skills.[42]

In this occasion, the researcher will only show the studies of mobile devices in English vocabulary. Taj, Ali, Sipra& Ahmad, for instance, studied the effect of technology enhanced language learning on vocabulary acquisition of EFL learners and found out that vocabulary learning activities presented through PCs in language labs and receiving vocabulary cards through mobile phones are effective in vocabulary acquisition.[43] Lu carried out a research study which aims to investigate the effectiveness of using the mobile phone in English vocabulary learning. The results show that students held positive attitudes towards learning vocabulary with the help of mobile phones.[44] Learning vocabulary can also be accompanied by the pictorial annotation shown on learners' mobile devices for better understanding of new words. In a study conducted by Chen, et al.,learners were provided with verbal as well as pictorial annotation for learning English vocabulary. Results of a post-test showed that the pictorial annotation assisted learners with lower verbal and higher visual ability to retain vocabulary.[45]

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[42] Leila Khubyari and Mehry Haddad Narafshan.(2016) *A Study on The Impact of MALL (Mobile Assisted Language Learning) on EFL Learners' Reading Comprehension.* Vol. 4 No.2 p.64

[43] Taj, I. H., Ali, F., Sipra, M. A., & Ahmad, W. (2017). Effect of Technology enhanced language learning on vocabulary acquisition of EFL Learners. *International Journal of Applied Linguistics & English Literature*, 6(3), 262-272.

[44] Lu, M. (2008).Effectiveness of vocabulary learning via mobile phone.*Journal of Computer Assisted Learning*, *24*(6), 515-525.

[45] 48Chen, C. M. & S.-H.Hsu.(2008). "Personalized Intelligent Mobile Learning System for Supporting Effective English Learning".*Educational Technology & Society*, *11* (3), pp. 153-180.

B.2. Games in Language Learning

Games are another theme for mobile learning in which learning materials are so designed to be integrated with aspects of physical environment. In such environments, learning activities are facilitated using the mobile technology which serves as a link between the real world of knowledge and the visual world of the game.[46]

In language learning, Gee believes, games are understood as conceptual models working across formal and informal learning contexts. In informal contexts, games have often been related with the leisure activities of children since gaming is a key activity in children's off school practices and most interactive games provide learners with communicative activities as they play games. Thus, the game players will use the language and accordingly learn it in order to participate in games.[47] In off school contexts, according to Sørensen & Audon, children usually understand and utilize languages as a communicative tool, gathering information and gaming, whereas in schools the understanding and use of languages is often understood to be the purpose of doing the tasks.[48] Eventually, through games, students also have opportunity to use language in a non-stressful way focusing on both the message and the language.[49]

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[46] Kukulska-Hulme.A. (2009). "Will mobile learning change language learning?" ReCALL 21(2), pp. 157-165.

[47] Gee, J. P. (2005). Pleasure, Learning, Video Games, and Life: the projective stance. *E-Learning 2(3).*

[48] Sørensen, B.H. &Audon, L. (2004).Nye Læringsformerog rum – digitalemedieriTividensamfundetsskole.Forskningsrapport. [*New ways of learning and Spaces – digital media in the knowledge society*] København: DanmarksPædagogiskeUniversitet.

[49] RahmahFithriani.(2008) Communicative Game-Based Learning in EFL Grammar Class : Suggested Activities and Student"s Perception. *JEELS*.5(2), p.173.

In the hadith it is also said to learn by playing method, as for the hadith is:

قَالَ النَّبِي صَلَّى اللَّهُ عَلَيْهِ وَسَلَمَ: عَلِّمُوْا اَوْلَادَكُمْ اسِّبَاحَةَ وَالرَّمْيَ بِالسَّهَامِ وَالْمَرْاَةَ الْمِغْزَلَ

(رواه البيهقى عن ابن عمر لن الخطاب)

Meaning:

"Teach your children to swim and let them go arrows and teach women to spin." (HR. Baihaqi from Umar ibn al-Khattab)

From the hadith above, it can be seen that one method of learning is using games. Where in playing children can learn directly and practice it so they can more easily understand the lesson.

Games help either the English teacher or the students in improving their language teaching and learning progress in class. Andrew Wright and friends stated that there are four reasons why games are needed in language learning.[50]

1. Games help and support many learners to shore their interest and work in language learning.

2. Second, games help the learners to experience the language rather than only study it.

3. Third, the drill exercises in games are much better than the conventional drill exercises. The ante of drill exercises lies in the centralization on a language form and on its frequent occurrence during a limited period of time. Similarly, many games offer repeated occurrence and use of specific language form. Games also offer the key features of "drill" with the added

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[50] Andrew Wright, David Betteridgeamd Michael Buckby. (2010). *Games for language learning*.Cambridge : Cambridge University Press. P. 171-175

opportunity to sense the working of language as living communication and to convey information and opinion. In games, emotions and the meaning of the language are involved and more vividly experienced in learning process.

4. The last, games can be the central of language teacher's technique in learning and not only a way to pass the time. It happens if games truly can offer intense and meaningful practice of language.

C. The Nature of *English Vocabulary* Application

Application is one of the technological developments which are made to facilitate human life. As for an application created in the teaching and learning process, in order to simplify the learning process, one of application that can help in lerning in the field of English is English Vocabulary application which will be explained in more detail in the following section.

C.1. Definition of *English Vocabulary* Application

English Vocabulary is an interactive, personalized, and contextual English learning application designed specifically for English as a second language learners. Launched in April of 2015, English Vocabulary is Asia's most downloaded. The purpose of *English Vocabulary* application is to make the user can master English vocabulary with the way enjoyable. The app has consistently retained the top position under the free apps in education category in India, Sri Lanka, Bangladesh, Nepal, Qatar, and many others.

English Vocabulary pairs interactive lessons with fun games and speaking practice for a complete learning experience. Also, it offers unique and engaging contextual learning tools that leverage news, sports and entertainment to help

learners build their English vocabulary. Then, it makes learning seamless & saves data expenses for users as a majority of the app's features work offline.[51]
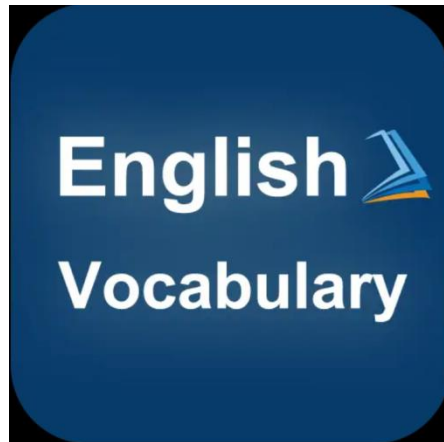
Figure 2.1 English Vocabulary Logo

C.2. The Procedure of Learning English through *English Vocabulary* Application

The core teaching in *English Vocabulary* application is extremely clear. The exercises are solid in courses and replicate some of the typical drills. The teachers can choose the specific topic of the course which appropriates to the lesson plan or syllabus. Here, the courses build on one another so the learners are introduced to words and concepts at the right point in the program. There are also explanations for every course which can be easily understood by the users.

C.2.1. Getting Started for English Vocabulary

1. Download and install English Vocabulary application in the PlayStore of your smartphone.

2. Choose level that you want to learn.

3. Download topic that want to learnt by offline

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[51] Patni, N. and Patni, P. (2017). *English Vocabulary*. Jaipur. http://englishvocabulary.com/ accessed on 6th of February 2019 at 4p.m

4. Directly, can play games or learn the vocabulary

C.2.2. Starting to Learn English by English Vocabulary's Features

a. Take the Lesson.
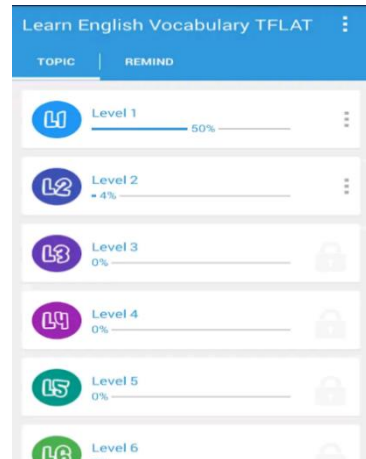
Figure 2.2 Level of The Lesson   Figure 2.3 Kinds of Topic
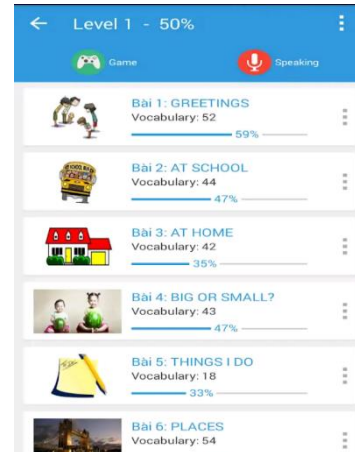
There are 8 levels and each level consists of 16 lessons available in this application. Every lesson has many English vocabulary. These lessons need to be taken by the users if they want to reach the advance level of English proficiency. Fortunately, the application provides daily lesson reminder so the learners wouldn't forget to finish the lesson every day when they open it. The application named it as "homework". There are several exercises need to do when the learners tap this feature as follow :

1. **Listening Exercises,** in which learners listen to a sentence in English. The audio can be in a simple sentence or conversation form. They can also read the translation for each word of the sentence.
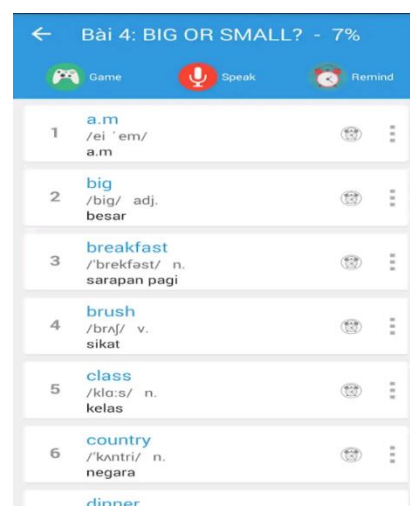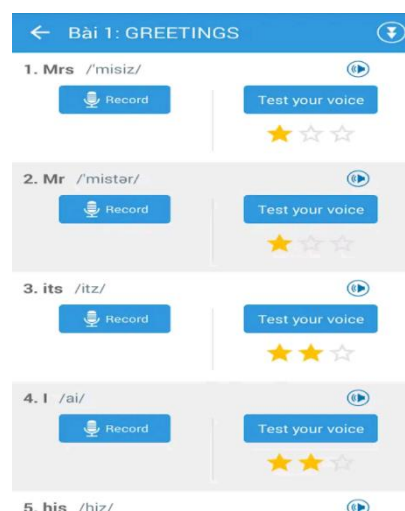
Figure 2.4 Practice pronunciation   Figure 2.5 Practice listening

2. **Tip,** in which will read short explanation about the sentence they have
listened.

3. **Arranging Alpabet Game,** in which learners arrange the alphabet which
available in the screen to be a correct word, with the specified time. In this
game provides many vocabulary each lesson where it will be given a range
time is ten minutes for one lesson. In the screen will be showed the score
achieved and also long time left.

Figure 2.6 Arranging alphabet game

D. Conceptual Framework

Vocabulary is an important element to learn language. It helps learners to
express their thought in speaking, reading, writing and listening. However, there
are excessive vocabularies for every language, including in English. Students
mostly feel difficult to memorize and understand thousands of English

vocabularies. Besides, English word has different way when it is wrote and when it is pronounced. It makes them bored and not interested to learn.

To overcome those problems, English teachers at school must have innovative ways to help their students to master vocabularies in English and make them interested in learning it. One way that can be effective to attract students" attention in learning and mastering vocabulary is by using media in teaching. Current, fun, and close to students life are the best characteristics media that should be considered by the teachers. One of the media that meets those characteristics is a language game application media named English Vocabulary.

English Vocabulary is an English learning application medium played in mobile phone or computer. The features in this application are based on educational game which can enrich the students" vocabulary in interesting way. This application also closed to the students' life in which mobile phone and human couldn't be separated away, nowadays. Thus, the students can learn not only at school but also at home by using this application.

E. Related Studies

There are some related studies about mobile application and vocabulary as follows:

A thesis of Rita Seroja Br Ginting entitled " The Effect of Hello English Application on The Students' Vocabulary Mastery at The Eighth Grade of Junior High School" found that the use of educational game from Android-Hello English, improved the students' competence in learning vocabulary. The game greatly encourages the students in giving active participation during classroom activities.

Furthermore, the use of android based educational games is one of joyful alternative teaching to support the creative young learners' teachers. Based on the finding and discussion obtained in that study, Hello English application is effective on the students' vocabulary mastery which shown by the analysis of the data that t_0 was higher than t_{table} in the significance level of 5% (8.984 > 1.669). Furthermore, it was found that the effect of Hello English on the students' vocabulary mastery is strong.[52]

A journal done by Hermariyanti Kusumadewi and Myta Kusumadewi entitled "*The Effects of Using Duolingo towards Student's Vocabulary Mastery*" also examined the effectiveness of educational game application on the students' vocabulary mastery. In this study, the researcher used *Duolingo* which is also a language learning application based games. Furthermore, the researcher used true-experimental research design and divided the sample into two groups; experimental and control group. In which 30 students are in experimental group and 30 students are in control group. The based on data that obtained in that research, the t-test result is 5.64 > ttable 1.70. The result shows that the English learning process by using Duolingo application has a positive effect compared to conventional student approaches.[53]

In thesis of Atmasari entitled "The Effect of Quizlet Application to Improve Students' Vocabulary Mastery". This research was a quasi experimental research which used two kinds of test, those were pre-test and post-test. The subject of this

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[52] Rita Seroja Br Ginting, Thesis: "The Effect of Hello English Application on The Students' Vocabulary Mastery at The Eighth Grade of Junior High School" (Medan:UINSU, 2019), P.60

[53] HermariyantiKusumadewi and Myta Kusumadewi.2018.The Effects of Using Duolingo towards Student"s Vocabulary Mastery.*IJET*.7 (2).

research were two classes of the seventh grade students at SMP Negeri 7 Salatiga. It considered 58 students.Then, the data was tested by using t-test formula by comparing the mean score of pre-test and post-test from both groups. The result of the research showed that t-test (t_0) 13.44 was higher than t-table (t_t) 2.0452 with the degree of freedom (*df*) 29. Therefore, there was significant difference after implementing Quizlet Application toward students' vocabulary mastery. Moreover, the effect size of experiment group was 2.46 which showed that using Quizlet Application gave strong effect on students' vocabulary mastery.[54]

F. Hypotheses

Based on the related studies above, the researcher proposes the hypotheses for this study as follows:

1. Null Hypothesis (H0): There is no significant effect of using English Vocabulary application on the students' vocabulary mastery at the eighth grade students of MTs Hifzhil Qur'an Medan.

2. Alternative Hypothesis (Ha): There is significant effect of using English Vocabulary application on the students' vocabulary mastery at the eighth grade students of MTs Hifzhil Qur'an Medan..

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[54] Atmasari, Thesis: "The Effect of Quizlet Application to Improve Students' Vocabulary Mastery" (Salatiga:IAIN, 2019), P.71

CHAPTER III

RESEARCH METHOD

A. Place and Time of the Study

This study was conducted at Madrasah Tsanawiyah Hifzil Qur'an. It is located in Jl. Williem Iskandar Medan Estate Kec. Medan Tembung, North Sumatera. This study was conducted in five meetings at the school.

B. Research Design

This study was conducted by using quantitative research method with quasi-experimental design and pretest-posttest control design. This design was determined based on a school situation that was difficult to gave permission to use a true-experiment in which participants must be randomized to get the participants according to the requirements. With the result that it was used a quasi-experimental design in which the participants in the study had no specific requirements. The researcher chose a quasi-experimental design because the purpose of this design is to attain the valid conclusions about the effectiveness of the independent variable on the dependent variable. It was appropriate with the purpose of this study which was to reach conclusion about the effect of *English Vocabulary* application on vocabulary mastery. In this study, the sample of the research was divided into two groups, namely experimental group and control group. Both experimental class and control class were given a pre-test before teaching and learning vocabulary. Then, the experimental group received treatment from the researcher by using *English Vocabulary* application. Meanwhile, the control group received treatment from the researcher without using *English Vocabulary* application. Afterwards, a post-test

was given for both experiment class and control class in order to know the effect of *English Vocabulary* application on students' vocabulary mastery. According to Ary, the design of the quasi-experiment can be described as follows:[55]

Table 3.1
Quasi-Experimental Design: Pre-test and Post-test Design

Group	Pre-test	Independent Variable	Post-test
Experimental	√	√	√
Control	√		√

C. Population and Sample

C.1. Population

Population is a big group which the generalization can be made. It is well-defined as a whole subjects, class of people, events or objects.[56] In this study, the researcher conducted the research in Madrasah Tsanawiyah Hifzil Qur'an under academic year 2019/2020. The population chosen by the researcher was the students in the eighth grade. As mentioned by Southerland that students in this age are easily bored.[57] So the researcher intended to find a new way so that the students in this grade can learn in fun. Comparing to the seventh and ninth grade, the eighth grade of junior high school has the topic of learning that most leads to mastery vocabulary. That topic was then taken by the researcher as the teaching material in this research. There were 9 classes of the eighth grade students with a total of 235 students. The number of the students for each class can be seen in the following table.

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[55] Donald Ary, Ibid., p. 316.
[56] Donald Ary, Ibid., p. 148.
[57] L. Southerland. (2011).*The Effect of Using Interactive Word Walls to Teach Vocabulary to Middle School Students.*Florida : UNF Digital Common, p.1

Table 3.2
The Population of the Study

No.	Class	Number of Students
1.	VIII-I	25
2.	VIII-II	33
3.	VIII-III	25
4.	VIII-IV	25
5.	VIII-V	25
6.	VIII-VI	36
7.	VIII-VII	20
8.	VIII-VIII	33
9.	VIII-IX	14
Total		235

C.2. Sample

A part of population is called as sample. This part is commonly in a small group form that will be observed by the researcher.[58] In this chance, the researcher divided the population into two classes by using cluster random sampling, namely:

a. Experimental class; a group of students who will be taught vocabulary by using *English Vocabulary* application.

b. Control class; a group of students who will be taught vocabulary without using *English Vocabulary* application.

Donald Ary stated that when it is very difficult to list all the members of a target population or the population is extremely large to select the sample from among them, the researcher can use cluster random sampling to choose the sample in group of individuals who are naturally together. The individuals constitute a

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[58] Donald Ary, Ibid. P. 148.

group because they have similar in certain characteristic and relevant to the variables of the study.[59]The division of the population into separate groups is called cluster, which can be seen that the clusters in this study can be in form of classes at the eighth grade level, then from some of these clusters two clusters or classes are randomly selected to be used as samples, which is called experimental-class and controlled-class.

From the preliminary data found by the researcher when did an observation at the school, there was similar percentage of learning outcomes between class VIII-III and VIII-IV among the others. This circumstance influenced the result because the researcher needs the similar group so they can be compared to reach the conclusion of the effect of *English Vocabulary* application. Therefore, the researcher chose these two classes to be the sample of the study. This option also had been discussed with the eighth grade English teacher. The VIII-III class consisted of 25 students and VIII-IV class consisted of 25 students. VIII-III class was the experimental class and VIII-IV was the control class.

Table 3.3
The Sample of the Study

The Sample of the Study Class	Population	Sample
Experiment Class (X)	VIII-III	25
Control Class (Y)	VIII-IV	25
Total		**50**

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[59] Donald Ary, Ibid. P. 154.

D. Instrument of The Study

Instrument can be defined as a tool such as test and questionnaires. The tool is used to measure social or nature phenomena to collect the data in the research process.[60] In this study, the researcher chose test as the instrument to measure students' vocabulary mastery. The reason for choosing test was because it is one of vocabulary type of test that is easy to score and design. Forth, the researcher chose standardized tests which are published tests that have resulted from careful and skillful preparation by experts and cover broad academic objectives common to the majority school system. It is also being widely used to measure students' achievement.[61] In this study, the researcher made written tests in form of multiple choices about vocabulary which have been tested by using validity test. It consisted of 20 questions with options A, B, C, and D, which in the process was given a duration of 20 minutes simultaneously. The tests will be given for pre-test and post-test.

Pre-test is a test that will be given in control class and experiment class before the treatment is given in the classroom. Conducting pre-test is aimed to see the students' initial ability in knowing how many students' vocabulary mastery from the vocabulary test. Post-test is a test that will be given in the control class and the experiment class after the treatment is given in the classroom. The purpose of the post-test is to see the different results between the experiment class and control class.

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[60] Sugiyono. (2018). *MetodePenelitianPendidikan (PendekatanKuantitatif, Kualitatif, dan R&D.* Bandung :Alfabeta. P.305.

[61] Donald Ary, Op.Cit., P. 201.

E. Technique of Data Collecting

In this research, both classes (experiment and control class) were given two tests about vocabulary based on the test that have been made. The tests were different for Pre-test and Post-test but still have the same composition and numbers. The steps are as follows:

E.1. Pre-Test

As Creswell stated pre-test provides a measure on some characteristic that the researcher assesses for participant in an experiment before they receive treatment.[62] There were 20 items of multiple choices. The score per item was 5 for the correct answer. Students got 100 point if they can answer all the questions correctly. In analyzing the results of the students' pre-test so that the continue action can be taken treatment by calculating the score obtained by each students, and determining whether the student passed or not in the test is based on the Minimum Passing Criteria (KKM) in English, which must have a minimum value 75. With the result that can be calculated how many students passed and did not pass. The same test was given for both classes. The purposes of pre-test were to know the homogenous skill in English of the students and to know their earlier knowledge of vocabulary treatment.

E.2. Treatment

After conducted pre-test, the researcher gave treatment to both experiment class and control class. In carrying out the treatment in experimental class, the researcher used *English Vocabulary* application in teaching-learning process.,

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[62] John W. Creswell, *Educational Research : Planning, Conducting and Evaluating Quantitative and Qualitative Research.* (B oston : Pearson Education, 2012), p.297

which in this application there is a lot of English vocabulary according to the existing topic, the treatment was carried out four meetings, in each meeting a different topic was given. As for the steps in implementing the treatment, it begins with the students forming four groups and providing on sheet paper in each group, then given a smartphone to access the *English Vocabulary* application. After get facilities in the form smartphones, they are given a duration of 30 minutes to access the application, as long as they access the application, each students must write down each vocabulary they get on the paper that has been prepared beforehand, after the specified time is over, given 5 minutes for each group to master write down all the vocabulary on the paper, then collect the paper and ask them one by one questions related to what they write. Otherwise, in control class, the researcher used Traditional method in teaching-learning process, in which the teacher explained in front of the class and students listen to the teacher's explanation and so on.

E.3. Post-Test

Post-test is a measure on some attributes or characteristics that is assessed for participant in an experiment after a treatment.[63] As same as the pre-test, there were 20 items of multiple choices. The content of the test is different with the pre-test but it still has the same composition and characteristics. The score per item was 5 for correct answer. The students got 100 points if they can answer all the questions correctly. The purpose of post-test was to know the achievement of students' vocabulary mastery after treatment.

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[63] John W. Creswell, Ibid. p.297

F. Technique of Data Analysis

After collecting the data, the next step the researcher did was to analyze them. The data of the tests in this research calculated and analyzed automatically by using software Microsoft Excel 2010 and SPSS V.25 with the significance level of 0.05. The data analysis, moreover, consisted of several parts as follows:

F.1. Preliminary Analysis

After collecting the data, the preliminary analysis was first done to see if the data are qualified for the t-test hypotheses testing. The preliminary analysis consisted of two tests which were the normality and homogeneity test that were both done automatically by using SPSS V.25. The data, moreover, can be said normally distributed and homogenous if the Sig. displayed is higher than 0.05.

a. Normality Test

Normality test uses to know whether the data from experiment group and control group are normal distributed or not. This test has requirements as follows: if the significance scores of (Asyimp. Sig. 2 tailed) > 0.05, so the distribution of data is normal, but if the significance scores of (Asyimp. Sig. 2 tailed) < 0.05, so the distribution of data is not normal. The normality test were done by SPSS V.25 with Lilliefors method.

b. Homogeneity Test

The homogeneity test was used in order to know whether the data from both groups have the same variants or not. The homogeneity test also used SPSS V.25. To get the homogeneity data, the significant level of the test must have more than 0.05.

F.2. T-Test

After getting the data from the pre-test and post-test from experiment and control group, the researcher found out whether *English Vocabulary* application was effective or not to improve students' mastery of vocabulary of the second grade of MTs Hifzhil Qu'an Medan in the academic year 2019/2020. To decide which hypothesis that would be accepted or rejected, the researcher calculated the data by using t-test in SPSS V. 25. T-test is the statistical analysis that used to know whether there are significance differences between two mean samples or not.[64] This t-test can be calculated by the following formula:

$$t = \frac{\bar{x} - \bar{y}}{\sqrt{s^2xy(\frac{1}{Nx} + \frac{1}{Ny})}}$$

t   = T-test value

$\bar{x}$ = Pretest N-gain mean value

$\bar{y}$ = Posttest N-gain mean value

s^2xy = Standard deviation squared

Nx = The number of samples for the control class

Ny = The number of samples for experiment class[65]

F.3. Hypotheses Test

Statistical hypotheses applied in order to know the result of the observation about the sample. The criteria were as follows:

Ha is accepted if *t0>t*table with the Sig. (2-tailed) 5%< (0.05)

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[64] Sri Wahyuni Saragih.(2017). *Statistik Pendidikan.* Medan: FakultasTarbiyah UIN Sumatera Utara. P.80

[65] E.T. Ruseffendi. (1998). Statistika Dasar Untuk Penelitian Pendidikan. Bandung: IKIP Bandung Press.

H0 is accepted if *t0<t*table with the Sig. (2-tailed) 5%> (00.5)

The hypotheses of this study were:

    a. Alternative Hypotheses (Ha) :

There is a significance difference of students' vocabulary mastery between students who are taught by using English Vocabulary application and students who are taught without using English Vocabulary application.

    b. Null Hypotheses (H0) :

There is no significance difference of students' vocabulary mastery between students who are taught by using English Vocabulary application and students who are taught without using English Vocabulary application.

F.4. Effect Size

In order to know how big the effect of variable X to variable Y, the researcher counted the effect size after all of the analysis test has been counted. The theory of Cohen was used by the researcher to identify the effect size of this study.

G. Validity and Reliability of Data

Validity is one of the essential requirements of good educational testing which can represent the acceptance of the research. Ary stated that validity indicates the broadness of the scores on a test that enables to make meaningful and appropriate interpretations.[66] Meanwhile, reliability relates to the consistency of an instrument. According to Cresswell, reliability is the stability and consistency of students' scores when administered the instrument in many times at different times.[67] A test

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[66] Donald Ary, Lucy CheserJacobs, Chris Sorensen and Asghar Razavieh. (2010). *Introduction to Research in Education8th edition,* USA : Wadsworth Cengage Learning. p.224.
[67] John W. Creswell, Ibid. p.159

is said to have reliable if it is used in the same situation on repeated occasions and the result of measurement obtained relatively consistent.

In this study, the researcher made a test which have been tested by using validity test. In which, researcher made questions appropriate with curriculum used in that school, after that shared the questions to another school by the same grade, and the result asserts that the questions were valid.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Data Description

There were two kinds of data found by the researcher after conducting the research. There were the data from the experimental class (VIII-III) and the control class (VIII-IV). The data were obtained by giving the pre-test and post-test to the students. The pre-test was given in the first meeting of the class before the treatment was conducted. It was conducted on 28th of February 2020. In the other hand, the post-test was given in the last meeting of the class after the treatment was conducted. The post-test was conducted on 13th of March 2020.

A.1 The Pre-Test Score

Figure 4.1 below indicates the score of pre-test in experimental and controlled class at the eighth grade of MTs Hifzhil Qur'an Medan under academic year 2019/2020. There were 50 students in both experimental and controlled class.

Figure 4.1 Students' Pre-Test Score in Experimental and Controlled Classes

Based on the figure 4.1 above, it was found that there 1 students of controlled class got 20 – 28 scores as the lowest score of pre-test. In 29 – 37 scores, it was found that there were 4 students of experimental class and 5 students of controlled class who were in this range score. Then, there were 4 students for both experimental class and controlled class in score 38 – 46. In 47 – 55, there were 4 students of experimental class and 5 students of controlled class who reached the score. In 56 – 65 score, there were 7 students of experimental class and 5 students of controlled class. The last, there were 6 students of experimental class and 5 students of controlled class who got 66 – 75 scores. (The full data of the pre-test score in experimental and controlled classes can be seen in appendix). Therefore, the data shows that both of experimental class and controlled class have the nearly equivalent score which means have the same average level of vocabulary.

A.2 The Post-Test Score

Figure 4.2 below indicates the score of post-test in experimental and controlled class in the eighth grade of MTs Hifzhil Qur'an Medan with academic year 2020/2021. There were 45 students in both experimental and controlled class.
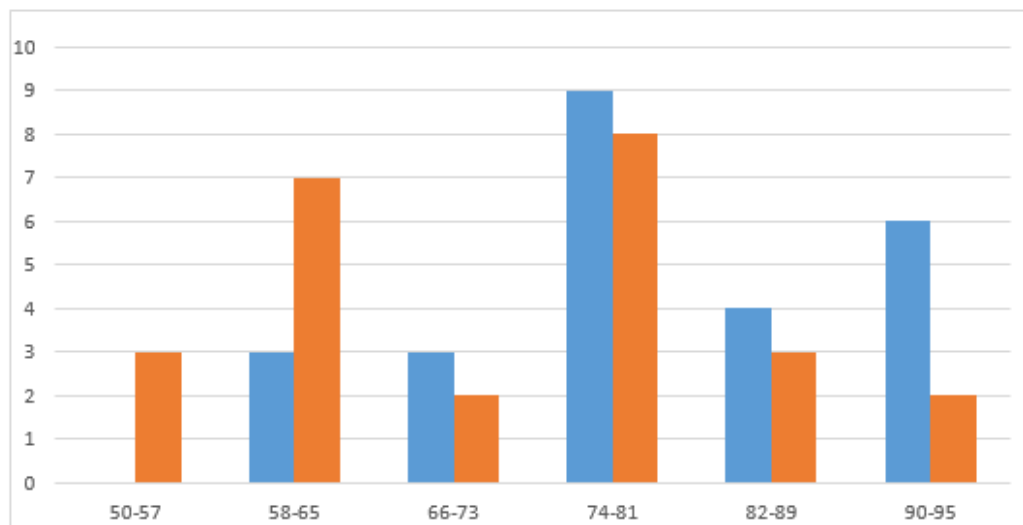
Figure 4.2 Students' Post-Test Score in Experimental and Controlled Classes

Based on the figure 4.2 above, it was found that in the lowest score of post-test is 50 – 57 there were only 3 students of controlled class. In around 58 – 65 scores, there were 3 students of experimental class and 7 students of controlled class. In 66 – 73 scores, there were 3 students of experimental class and 2 students of controlled class. In 74 – 81 scores, there were 9 students of experimental class and 8 students of controlled class. There were 4 students of experimental class and 3 students of controlled class in 82 – 89 scores. In the highest score of the test, it was found that there were 6 students of experimental class and 2 students of controlled class who reached the score around 90 – 95. (The full data of the pre-test score in experimental and controlled classes can be seen in appendix). Therefore, it can be concluded that there was difference score between experimental and controlled classes.

A.3 The Gained Score

The gained score is the difference score between the magnitude of the post-test score and pre-test score. Figure 4.3 below indicates the gained score of post-

test in experimental and controlled class in the eighth grade of MTs Hifzhil Qur'an

Medan with academic year 2019/2020. There were 25 students in both experimental
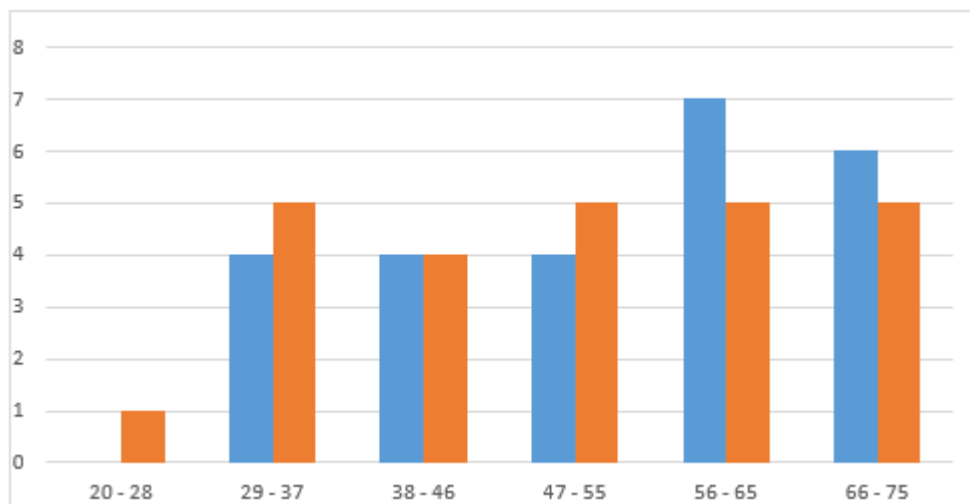
and controlled class.
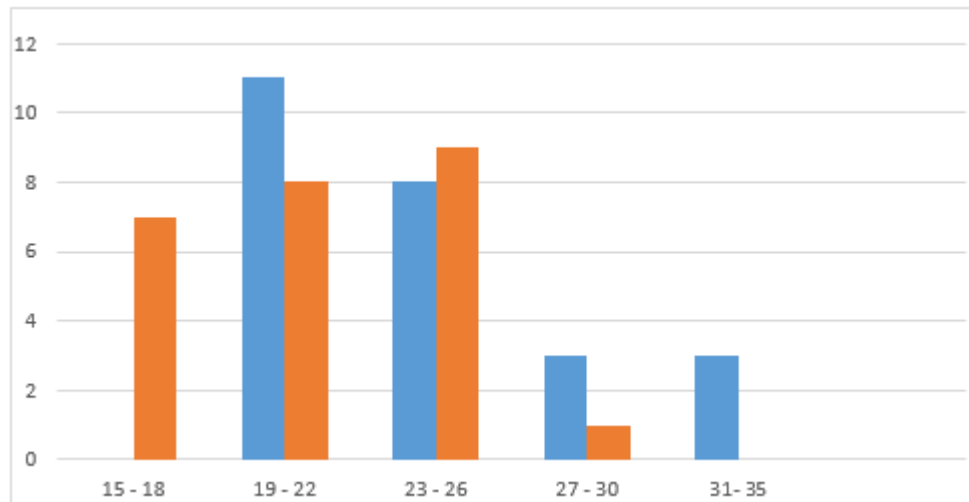
Figure 4.3 Students' Gained Score in Experimental and Controlled Classes

Based on the figure 4.3 above, it was found that in experimental class the lowest

gained score is around 15 – 18. There were 7 students of controlled class who got

around this score. Then, in 19 – 22 gained scores it was found that the students in

experimental class got the most gained score in this range in which there were 11

students in experimental class and 8 students in controlled class. Then, in 23 – 26,

there were 8 students from experimental class and 9 students from controlled class

who got the gained score around this range. Next, there were 3 students from

experimental class and 1 student from controlled class who had the gained score

around 27 – 30. In the highest of gained score, it was found that there were merely

3 students from experimental class who had the score around 31 – 35. (The full

data of the post-test score in experimental and controlled classes can be seen in

appendix).

B. Data Analysis

In this research, the researcher analyzed the data in three ways. First, the researcher tested the preliminary data by using normality and homogeneity tests. Second, the researcher counted the hypothesis test. The last, the researcher concluded the result by counted the statistical hypothesis.

B.1. Preliminary Analysis

a. Normality Test

Normality test was tested by using *Kolmogorov-Smirnov* in SPSS V25 in this study. This test is one of the requirements that should be fulfilled by the researcher before conducting the t-test. It aims to know whether the data from two classes are normally distributed or not. The researcher tested each test before and after the treatment. The data is normally distributed if the significance scores of (Asyimp. Sig. 2 tailed) is more than 0.05 or L table is higher than L observe with the number of sample (n) is 25 students in both experimental and controlled class. The normality test result can be seen below:

Table 4.1
Normality of Pre-Test

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
PRE-TEST EXPERIMENTAL CLASS	0,159	25	0,104	0,928	25	0,079

	0,162	25	0,088	0,943	25	0,176
PRE-TEST CONTROLLED CLASS						
a. Lilliefors Significance Correction						

a. Lilliefors Significance Correction

    Based on the table 4.1 above, it indicates that the normality is significant. It can be seen that the significance value of experimental class is 0,104 and controlled class is 0,088 that is more than 0.05. Furthermore, it can be concluded that the pre-test scores in both experimental and controlled class are normally distributed.

Table 4.2
Normality of Post-Test

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
POST-TEST EXPERIMENTAL CLASS	0,117	25	.200[*]	0,962	25	0,449
POST-TEST CONTROLLED CLASS	0,144	25	0,195	0,967	25	0,572
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

a. Lilliefors Significance Correction

Based on the table 4.2 above, it shows that the significance of experimental class data is 0.200. Meanwhile, the significance of controlled class is 0.195**.** Both of experimental and controlled classes data are more than 0.05. Thus, it can be concluded that the post-test scores in both experimental and controlled classes are normally distributed.

In order to make it clearer, the researcher presents the details of normality test in frequency distribution of pre-test and post-test scores in experimental and controlled classes which can been in (appendix).

b, Homogeneity Test

After obtaining the results of normality test, the next step is to do the homogeneity test. The test is carried out in order to know whether the data from both groups have the same variants or not. In other words, this test aims to test the similarity of the sample in both classes. The test was calculated by using SPSS V.25 with Levene statistic test. The data is homogenous if the significant level of the data result is more than 0.05. The description can be seen as follow :

Table 4.3
Test of Homogeneity of Pre-Test Variances

Test of Homogeneity of Variances		Levene Statistic	df1	df2	Sig.
PRE-TEST	Based on Mean	.989	1	48	.325
	Based on Median	.735	1	48	.396
	Based on Median and with adjusted df	.735	1	47.725	.396

Based on trimmed mean	.980	1	48	.327

Based on the table 4.3 above, the data shows that the significance of pre-test in experimental and controlled classes is 0.325**.** That result indicates that it is higher than 0.05 which means that both experimental and controlled classes have the same variances and they are homogenous.

Table 4.4
Test of Homogeneity of Post-Test Variances

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
PRE-TEST	Based on Mean	2.262	1	48	.139
	Based on Median	1.862	1	48	.179
	Based on Median and with adjusted df	1.862	1	46.406	.179
	Based on trimmed mean	2.310	1	48	.135

Based on the table 4.4 above, the data shows that the significance of post-test in experimental and controlled classes is 0.139**.** The result is higher than 0.05. Therefore, the post-test data in experimental and controlled classes is homogenous.

B.2.T-Test

After normality and homogeneity tests were measured, the researcher calculated the data by using t-test in SPSS V 25. It was done to know the significance difference between experimental and controlled classes. The

significance level for the t-test in this research is 5% (0.05). The researcher also
used t-test to find out the empirical evidence about the effect of *English Vocabulary*
application on the students' vocabulary mastery. The researcher processed the data
from gained score of experimental and controlled classes. The result of the t-test is
presented below:

Table 4.5
Data descriptive both of classes

Group Statistics					
	GROUP	N	Mean	Std. Deviation	Std. Error Mean
RESULT	EXPERIMENTAL CLASS	25	79.60	9.566	1.913
	CONTROLLED CLASS	25	72.20	11.909	2.382

Based on the table 4.5 above, it was found that there was a significant
different between experimental class and controlled class. It can be seen from the
group statistics which presents the mean (M) of gained score of experimental class
is 79.60 while the mean (M) of gained score in controlled class is 72.20. Thus,
statistically descriptive it can be concluded that there is a difference in the average
student learning outcomes between experimental class and control class.
Furthermore, to prove whether the difference is significant or not, we must interpret
the following independent test output below:

Table 4.6
The result of T-Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
RESULT	Equal variances assumed	2.262	.139	2.422	48	.019	7.400	3.055	1.257	13.543
	Equal variances not assumed			2.422	45.866	.019	7.400	3.055	1.250	13.550

Based on the output above, it is known that the Sig.Levene's Test for Equality of Variances is $0.139 > 0.05$, it means that the data variance between the experimental class and the control class is homogeneous or the same. So that the interpretation of the output table for Independent Samples Test above is guided by the values contained in the Equal Variences Assumed table. Based on the output table, Independent Samples Test in the Equal Variences Assumed value Sig. (2-tailed) of $0.019 < 0.05$, so as the basis for decision making in the Independent Sample t-test, it can be concluded that H0 is rejected and Ha is accepted. Thus it can be concluded that there is a significant difference between the average student learning outcomes in the experimental class and the control class.

B.3. Hypotheses Test

In order to know the result of the research, the researcher used statistical hypothesis test with the criteria as follows:

a. Ha is accepted if $t0 > t$table with the Sig. (2-tailed) 5% < (0.05)

b. H0 is accepted if $t0 < t$table with the Sig. (2-tailed) 5% > (00.5)

Based on the t-test counting of post-test in experimental and controlled classes, it was found that the $t_0 = 2.422 > t_{table} = 2.00856$ and the Sig. (2-tailed) is $0.0139 < 0.05$. To summarize, it can be drawn that $t_0 > t_{table}$ and the Sig. (2-tailed) < 0.05. Therefore, the Ha is accepted which means the *English Vocabulary* application is effective on the students' vocabulary mastery.

B.4 Effect Size

$$\sigma = \frac{(SD1+SD2)}{2} = \frac{(5,188+4,491)}{2} = \frac{9,679}{2} = 4,839$$

σ = pooled standard deviation
SD_1 = standard deviation of experimental group
SD_2 = standard deviation of controlled group

$$d = \frac{M1-M2}{\sigma} = \frac{(24,60-20.80)}{4,839} = \frac{3,8}{4,839} = 0,78$$

d = the effect size
M_1 = Mean of experimental group
M_2 = Mean of controlled group

Based on the result above, the researcher interpreted based on the criteria:

0 – 0.20 = weak effect

0.20 – 0.50 = modest effect

0.51 – 1.00 = moderate effect

> 1 = strong effect

Therefore, it can be interpreted that *English Vocabulary* application has moderate effect on students' vocabulary mastery due to the result was 0,78 which is in interval 0.51 – 1.00.

C. Discussion

Based on the findings above, it indicates that there is significance effect of *English Vocabulary* application on the students' vocabulary mastery at the eighth grade of MTs Hifzhil Qur'an Medan. It was proven from the students' score of experimental class which has better performance than the students' score in controlled class in doing the post-test. Whereas, the students' score of pre-test in both experimental and controlled class had the nearly same level of vocabulary knowledge before the treatment was conducted. Thus, it shows the significance difference between students who were taught by using *English Vocabulary* application and students who were not.

As well as the researches did by Kusumadewi and Addal Muddin who both observed another mobile games application (Duolingo) to the students' vocabulary mastery this research also has the same result with them even the researcher used different mobile games application (*English Vocabulary*) where there is significant effect of using *English Vocabulary* and Duolingo on the students' vocabulary mastery.

As one of mobile assisted language learning (MALL), *English Vocabulary* in this study has proved that mobile phone is truly effective to use on the learning vocabulary as found by Taj, Ali, Sipra & Ahmad who studied the effect of technology enhanced language learning on vocabulary acquisition of EFL Learners, Lu who found that students held positive attitudes toward learning vocabulary with the help of mobile phones and Chen, et al who found that pictorial annotation in mobile device assisted learners to understanding and retain vocabulary.

During the treatments, the researcher taught both experimental and control classes in five meetings. The topic of teaching was taken from the students' curriculum at the first semester which was "stating and asking for the existence of an infinite number of people and objects". In experimental class, the researcher used *English Vocabulary* application as the media of teaching English while in controlled class the researcher didn't use *English Vocabulary* application. Therefore, some differences found by the researcher about the classes were as follow:

Firstly, it was found that there was higher improvement of experimental class rather than in controlled class. It can be seen from the difference score of pre-test to post-test reached by both of the classes.

Secondly, in experimental class, it was found that this game has been the central of language teacher's technique in learning English because of its intense and meaningful practice of language as what Andrew Wright and friends stated. The researcher mostly used the games in *English Vocabulary* where the students can get the material in a simple way, do exercises and reach some points from the games. Afterwards, the students also did a lot of vocabulary exercises in class

unconsciously because they thought they played game in *English Vocabulary* which means as what stated by Andrew and friends that their emotions and the meaning of language has been involved and more vividly experienced in learning process.

Thirdly, the researcher found that the students had no difficulties in operating the mobile device and understanding how the game worked. It is because the mobile device has closely related to the students' life. As what national policies endorse to the teachers in Indonesia that they cannot always depend on the use of whiteboard to support their teaching and learning process, the use of online games also can support their teaching and learning process.

Fourthly, because of above condition, the researcher found that the students were easy to actively participate in the game which has made them use the language and accordingly learn it. This condition proved what Gee believes about games as the conceptual models working across formal learning contexts.

As the final conclusion of this study, it is proven that there is a significant effect of using *English Vocabulary* application on the students' vocabulary mastery at the eighth grade level of Junior High School students as new and creative media in teaching and learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the findings and the suggestion of the result in using *English Vocabulary* application on the students' vocabulary mastery.

A. Conclusion

Based on the finding and discussion obtained in this study, the researcher concludes that *English Vocabulary* application is effective on the students' vocabulary mastery. It is shown by the analysis of the data that t0 was higher than ttable in the significance level of 5% (2.769 > 2.014). Besides, it can also be seen from the comparison between the mean of gained score in experimental class which was 24.60 while in controlled class the mean of gained score was merely 20.80.

Therefore, the Ha (Alternative Hypothesis) is accepted which means there is significant effect of *English Vocabulary* application on the students' vocabulary mastery. Furthermore, it was found that the effect of *English Vocabulary* on the students' vocabulary mastery is moderate effect. It can be concluded that the research question has been answered and proved *English Vocabulary* is success to improve students' vocabulary mastery at the eighth grade of MTs Hifzhil Qur'an Medan.

It also found that *English Vocabulary* application can be the central of language teacher's technique in learning English because of its intense and meaningful practice of language made. In this game, the students also did a lot of vocabulary exercises in class unconsciously because they thought they played game in *English Vocabulary*. It showed that the students were easy to actively participate in the game which has made them use the language and accordingly learn it.

B. Suggestion

Based on the result of the study, the researcher presents some suggestions for the students, teachers and other researchers as follow:

1. Students must find out their own motivation to learn English. There are a lot of current media to support their English learning. *English Vocabulary* is merely one of them. By applying *English Vocabulary* application, they can be more active in the process of teaching and learning at the classroom. They felt fun and enjoy which unconsciously they had increased their vocabulary mastery.

2. As the English teachers, they should be able to find out creative and current media which is close to the students' world because students today are different with students tomorrow. As the use of *English Vocabulary* application, it was found that *English Vocabulary* can be one of the effective media. Therefore, the researcher suggests the English teachers to try to implement this application in their classroom.

3. For other researchers who are interested in the same field, they can try to apply *English Vocabulary* application on the different level of learners through different topic of learning to prove the effect of *English Vocabulary* application on the students' vocabulary mastery. They can also try to conduct further research in another skill of English because from the observation, the researcher found that this application also affect other skills in English such as speaking and listening.

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<div style="text-align: center;">

LESSON PLAN (RPP)

(EXPERIMENTAL CLASS)

</div>

School : MTs Hifzhil Qur'an Medan

Subject : English

Class/Semester : VIII/I

Topic : Stating and asking for the existence of an infinite number of people and objects.

Time Allocation : 2 x 35 minutes

A. Core Competence (KI)

1. Respect and appreciate the religion he/she adheres to.

2. Respect and appreciate honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation, courtesy, confidence, in interacting effectively with the social and natural environment within the range of relationships whereabouts.

3. Understand knowledge (factual, conceptual and procedural) based on his/her curiosity about science, technology, art, culture related to phenomena and events that appear to the eye.

4. Trying, processing and presenting in the concrete realms (using, parsing, stringing, modifying and making) and abstract realms (writing, reading, counting, drawing and composing) in accordance with what is learned in school and other sources that are the same in point of view/ theory.

B. Basic Competence and Competency Achievement Indicators

KI.	Basic Competence	Competency Achievement Indicators

3.	3.5 Applying social functions, text structure, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking information regarding the existence of people, objects animals in accordance with the context of their use (Note the linguistic element : there is/are)	1.5.1. Identifying oral/written texts that state the existence of an unlimited number of people, objects and animals. 1.5.2. Identifying oral/written texts that ask for an unlimited number of people, objects and animals.
4.	4.6 Composing a very short and simple text of oral and written transactional interaction that involves the act of giving and asking information regarding the existence of people, objects, and animals taking into account social functions, text structures and correct language elements and in context.	4.6.1. Arranging oral/written texts stating the existence of an unlimited number of people, objects, and animals. 4.6.2. Arranging oral / written texts asking for the existence of an unlimited number of people, objects, and animals.

C. Learning Objectives

   After completing the learning objectives, the students are expected to be able to:

1. Understand of using vocabularies in *greetings, places, at school, at home and body;*
2. Able to explain of using vocabularies in *greetings, places, at school, at home and body;*
3. Interpret vocabularies in *greetings, places, at school, at home and body;*
4. Do the correct speech of *greetings, places, at school, at home and body;*

5. Explain the social function of *greetings, places, at school, at home and body;*

D. Learning Materials

- Stating and Asking the Existence of People/Things/Animals.

E. Social Function

- Explaining, boasting, praising, admiring, criticizing and etc.

F. Linguistic Element

- The expression with *greetings*

- Vocabulary: related to objects at class, school, house, the body and surroundings.

G. Text Structure

- How do you do.

- This is my classroom

- Our living room is very big

- Do you often go to the cinema?

- My teacher has brown eyes

E. Learning Method

- Scientific Method

F. Learning Resources

1. Media : English Vocabulary Application.

2. Tools/Materials : Smartphone, Whiteboard and Markers, Audio

G. Learning Resources

1. Student Book "When English Rings a Bell" Jakarta : Ministry of Education and Culture 2014.

H. Learning Steps

Activity	Activity Description	Time Allocation
Pra-Teaching and Learning Acivities *only in the Initial Activity	1. Students greet the teacher; 2. The teacher answers the student's greetings and asks the student's condition; 3. The teacher attends the presence of students; 4. The teacher invites students to be grateful for the opportunity to be able to learn English; 5. The teacher gives apperception by giving a story and a few questions; 6. Students pay attention to the learning objectives conveyed by the teacher.	5 minutes
CORE ACTIVITIES *Meeting 1*	***Step 1. Observing*** 1. The teacher displays level 1, lesson 1 to 2 in English Vocabulary application about using *greetings, and vocabularies that related to school* 2. The teacher guides/trains students to pronounce vocabularies about *greetings* and *school* mentioned in lesson 1 to 2; 3. With the guidance and direction of the teacher, the students identify the true meaning and spelling of vocabularies.	10 minutes

	4. The teacher and the students complete lesson 1 to 2 gradually;	5 minutes
	Step 2. Questioning	
	1. The teacher guides students to ask questions about *greetings, and vocabularies that related to school*	
	2. The teacher gives students the opportunity to ask questions about things they do not understand from what they have done together.	20 minutes
	Step 3. Exploring	
	1. The teacher shows a random arrangement of letters in the game "Save Frog 1" and asks them to write the correct arrangement of letters in their notebook.	
	2. The teacher asks students to spell the words and to know the meaning of vocabularies;	15 minutes
	Step 4. Associating	
	1. The teacher invites students to translate a few sentences in English Vocabulary application by playing " Save Frog 1" game that relates to *greetings and school* and provokes them to make a list of nouns that they find in the sentences.	
	2. After playing the game, the teacher asks students to present.	10 minutes
	Step 5. Communicating	

	1. The teacher instructs some students to present their work to other students.	
Meeting 2	*Step 1. Observing* 1. The teacher displays level 1, lesson 3 to 4 in English Vocabulary application about *vocabularies that related to home and things I do* 2. The teacher guides/trains students to pronounce vocabularies about *vocabularies that related to home and things I do* mentioned in lesson 3 to 4; 5. With the guidance and direction of the teacher, the students identify the true meaning and spelling of vocabularies. 6. The teacher and the students complete lesson 3 to 4 gradually;	10 minutes
	Step 2. Questioning 1. The teacher guides students to ask questions about *vocabularies that related to home and things I do* 2. The teacher gives students the opportunity to ask questions about things they do not understand from what they have done together.	5 minutes
	Step 3. Exploring 1. The teacher shows a random arrangement of letters in the game	20 minutes

	"Save Frog 1" and asks them to write the correct arrangement of letters in their notebook. 3. The teacher asks students to spell the words and to know the meaning of vocabularies; **Step 4. Associating** 3. The teacher invites students to translate a few sentences in English Vocabulary application by playing " Save Frog 1" game that relates *to home and things I do* and provokes them to make a list of nouns that they find in the sentences. 4. After playing the game, the teacher asks students to present.	15 minutes
	Step 5. Communicating The teacher instructs some students to present their work to other students.	10 minutes
Meeting 3	**Step 1. Observing** 1. The teacher displays level 1, lesson 5 to 6 in English Vocabulary application about *vocabularies that related to places and the body* 2. The teacher guides/trains students to pronounce vocabularies about *vocabularies that related places and the body* mentioned in lesson 5 to 6;	10 minutes

	3. With the guidance and direction of the teacher, the students identify the true meaning and spelling of vocabularies.	
	4. The teacher and the students complete lesson 5 to 6 gradually;	
	Step 2. Questioning	5 minutes
	1. The teacher guides students to ask questions about *vocabularies that related to places and the body*	
	2. The teacher gives students the opportunity to ask questions about things they do not understand from what they have done together.	
	Step 3. Exploring	
	1. The teacher shows a random arrangement of letters in the game "Save Frog 1" and asks them to write the correct arrangement of letters in their notebook.	20 minutes
	2. The teacher asks students to spell the words and to know the meaning of vocabularies;	
	Step 4. Associating	
	1. The teacher invites students to translate a few sentences in English Vocabulary application by playing " Save Frog 1" game that relates *to places and the body* and provokes them to make a list of nouns that they find in the sentences.	15 minutes

	2. After playing the game, the teacher asks students to present.	
	Step 5. Communicating	
	1. The teacher instructs some students to present their work to other students.	10 minutes
Meeting 4	**Step 1. Observing**	10 minutes
	1. The teacher displays level 1, lesson 7 to 8 in English Vocabulary application about *vocabularies that related to activities and the seasons.*	
	2. The teacher guides/trains students to pronounce vocabularies about *vocabularies that related activities and the seasons* mentioned in lesson 7 to 8	
	3. With the guidance and direction of the teacher, the students identify the true meaning and spelling of vocabularies.	
	4. The teacher and the students complete lesson 7 to 8 gradually;	
	Step 2. Questioning	5 minutes
	1. The teacher guides students to ask questions about *vocabularies that related to activities and the seasons.*	
	2. The teacher gives students the opportunity to ask questions about things they do not understand from what they have done together.	

	Step 3. Exploring	20 minutes
	1. The teacher shows a random arrangement of letters in the game "Save Frog 1" and asks them to write the correct arrangement of letters in their notebook.	
	2. The teacher asks students to spell the words and to know the meaning of vocabularies;	
	Step 4. Associating	
	1. The teacher invites students to translate a few sentences in English Vocabulary application by playing " Save Frog 1" game that relates *to activities and the seasons* and provokes them to make a list of nouns that they find in the sentences.	15 minutes
	2. After playing the game, the teacher asks students to present.	
	Step 5. Communicating	
	The teacher instructs some students to present their work to other students.	10 minutes
CLOSING ACTIVITIES	1. Students make summary about vocabularies that have studied;	5 minutes
	2. Students express the difficulties and benefits activities during learning takes place;	
	3. The teacher gives feedback to students about the topics they have learned;	

	4. The teacher gives enrichment : (*please make a list of another vocabuaries that you can find at home and surroundings*) 5. Greetings	

I. Scoring Rubric

Analytic Rubric

Number Right Scoring, multiple choice tests have been scored using a conventional number right (NR) scoring method (Bereby-Meyer et al., 2002; Kurz, 1999). Correct answers are scored with a positive value, incorrect answers and absent or omitted answers with a value of zero. The sum of the scores for correct responses is the test score.

SCORE = NR x 5 points

Medan, 21 July 2020

Agreed by
English Teacher

Researcher

Melva Khairani

Lailatussifa Ritonga
NIM.03.04.16.20.96

Approved by
Headmaster of MTs Hifzhil Qur'an Medan

Dahrin Harahap, S.PdI, M.Si

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Class/Semester : VIII/I

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D. Learning Materials

- Stating and Asking the Existence of People/Things/Animals.

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F. Linguistic Element

- The expression with *greetings*

- Vocabulary: related to objects at class, school, house, the body and surroundings.

G. Text Structure

- How do you do.

- This is my classroom

- Our living room is very big

- Do you often go to the cinema?

- My teacher has brown eyes

H. Learning Method

- Scientific Method

I. Learning Resources

1. Media : English Book.

2. Tools/Materials : Whiteboard, Markers, and Exercise Book

J. Learning Resources

1. Student Book "When English Rings a Bell" Jakarta : Ministry of Education and Culture 2014.

K. Learning Steps

Activity	Activity Description	Time Allocation
Pra-Teaching and Learning Acivities *only in the Initial Activity	1. Students greet the teacher; 2. The teacher answers the student's greetings and asks the student's condition; 3. The teacher attends the presence of students;	5 minutes

	4. The teacher invites students to be grateful for the opportunity to be able to learn English; 5. The teacher gives apperception by giving a story and a few questions; 6. Students pay attention to the learning objectives conveyed by the teacher.	
CORE ACTIVITIES *Meeting 1*	***Step 1. Observing*** 1. The teacher teachs English Vocabulary about using *greetings, and vocabularies that related to school* 2. The teacher guides/trains students to pronounce vocabularies about *greetings* and *school* 3. With the guidance and direction of the teacher, the students identify the true meaning and spelling of vocabularies 4. The teacher and the students complete the vocabularies gradually	10 minutes
	Step 2. Questioning 1. The teacher guides students to ask questions about *greetings, and vocabularies that related to school* 2. The teacher gives students the opportunity to ask questions about things they do not understand from what they have done together.	5 minutes

	Step 3. Exploring	20 minutes
	1. The teacher writes some vocabularies related to *greetings and school* on the whiteboard	
	2. The teacher asks students to spell the words and to know the meaning of vocabularies	
	Step 4. Associating	15 minutes
	3. The teacher instructs all students to memorize all vocabularies that has been written on the whiteboard during 5 minutes	
	4. After time runs out, teacher asks all students one by one about vocabularies that have been memorized.	
	Step 5. Communicating	10 minutes
	1. The teacher instructs some students to present their work to other students.	
Meeting 2	**Step 1. Observing**	10 minutes
	1. The teacher teachs English Vocabulary *that related to home and things I do*	
	2. The teacher guides/trains students to pronounce vocabularies about *home and things I do*	
	3. With the guidance and direction of the teacher, the students identify the true meaning and spelling of vocabularies	

	4. The teacher and the students complete the vocabularies gradually	
	Step 2. Questioning	5 minutes
	1. The teacher guides students to ask questions about *vocabularies that related to home and things I do*	
	2. The teacher gives students the opportunity to ask questions about things they do not understand from what they have done together.	
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	1. The teacher instructs some students to present their work to other students.	

Meeting 3	Step 1. Observing	10 minutes
	1. The teacher teachs English Vocabulary *that related to places and the body*	
	2. The teacher guides/trains students to pronounce vocabularies about *places and the body*	
	3. With the guidance and direction of the teacher, the students identify the true meaning and spelling of vocabularies	
	4. The teacher and the students complete the vocabularies gradually	
	Step 2. Questioning	5 minutes
	1. The teacher guides students to ask questions about *vocabularies that related to places and the body*	
	2. The teacher gives students the opportunity to ask questions about things they do not understand from what they have done together.	
	Step 3. Exploring	20 minutes
	1. The teacher writes some vocabularies related to *places and the body* on the whiteboard	
	2. The teacher asks students to spell the words and to know the meaning of vocabularies	
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	Step 5. Communicating	10 minutes
	1. The teacher instructs some students to present their work to other students.	
Meeting 4	***Step 1. Observing***	10 minutes
	1. The teacher teachs English Vocabulary *that related to activities and the seasons.*	
	2. The teacher guides/trains students to pronounce vocabularies about *activities and the seasons*	
	3. With the guidance and direction of the teacher, the students identify the true meaning and spelling of vocabularies	
	4. The teacher and the students complete the vocabularies gradually	
	Step 2. Questioning	5 minutes
	1. The teacher guides students to ask questions about *vocabularies that related to activities and the seasons*	
	2. The teacher gives students the opportunity to ask questions about	

	things they do not understand from what they have done together.	
	Step 3. Exploring	20 minutes
	1. The teacher writes some vocabularies related to *activities and the seasons* on the whiteboard	
	2. The teacher asks students to spell the words and to know the meaning of vocabularies	
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	1. The teacher instructs some students to present their work to other students.	
CLOSING ACTIVITIES	1. Students make summary about vocabularies that have studied;	5 minutes
	2. Students express the difficulties and benefits activities during learning takes place;	
	3. The teacher gives feedback to students about the topics they have learned;	
	4. The teacher gives enrichment : (*please make a list of another*	

	vocabuaries that you can find at home and surroundings) 5. Greetings	

I. Scoring Rubric

 Analytic Rubric

Number Right Scoring, multiple choice tests have been scored using a conventional number right (NR) scoring method (Bereby-Meyer et al., 2002; Kurz, 1999). Correct answers are scored with a positive value, incorrect answers and absent or omitted answers with a value of zero. The sum of the scores for correct responses is the test score.

SCORE = NR x 5 points

Medan, 21 July 2020

Agreed by
English Teacher

Researcher

Melva Khairani

Lailatussifa Ritonga
NIM.03.04.16.20.96

Approved by
Headmaster of MTs Hifzhil Qur'an Medan

Dahrin Harahap, S.PdI, M.Si

APPENDIX II

The Instrument of Vocabulary Test

PRE-TEST

Name:
Class:
Direction: Choose the correct answer from option a,b,c, d (number 1-20).

1) Lina …… the match in Olympic Games. She is so sad.
a. won   c. jumped
b. lost   d. celebrated

2) I went to dentist yesterday because my ….. were in pain.
a. hands   c. teeth
b. fingers   d. ears

3) A: Can you help me?
   B: Yes, of course. What can I do for you?
   A: Please, ….. this bag to my room
   B: Yes, Sir.
a. bring   c. give
b. help   d. Has

4) This exercise was too ….. for me. I got score 100.
a. difficult   c. expensive
b. easy   d. high

5) Diana's barbie is broken. Diana is very …… now.
a. confuse   c. happy
b. sad   d. charm

6) The teacher's duty is to ….. the students in the school.
a. teach   c. make
b. play   d. work

7) Luna is celebrating her birthday. Now Luna feels ……
a. angry   c. easy
b. dusty   d. happy

8) Mia: Adi, your shoes are so fit in your …… .You look georgeus.
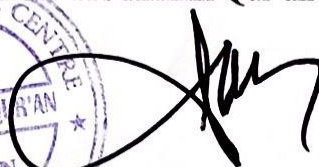   Adi: Thank you.
a. finger   c. hand
b. lip   d. feet

9) The clown is so …… . He makes all kids laugh and happy.
a. funny   c. noisy
b. quiet   d. disgusting

10) I am so hungry. So, I …… a meal
a. prepare   c. kick
b. walk   d. wear

11) Rina: I want to wear my white gown to Amanda's party. What do you think?
    Lisa: I think the red one is better.
    Rina: Ok. I will …… the red gown
a. wrap   c. wear
b. go   d. give

12) The carpet is …… . I want to clean it.
a. large   c. dirty
b. shiny   d. soft

13) Dika always studies well, so he is a ….. boy
a. diligent   c. friendly
b. careful   d. polite

14) We can find pearl in the …..
a. sea   c. ground

b. forest d. air

15) Katherine didn't study hard. He didn't ….. the exam.
a. study c. pass
b. give d. break

16) The gardener ….. the grass every Monday and Thursday.
a. cuts c. trains
b. plans d. comes

17) I can't hear anything since my …… are sick.
a. eyes c. nose
b. ears d. mouth

18) Sugar is ….. , but honey is sweeter than sugar.
a. salty c. sweet
b. small d. smooth

19) Kathy is a ….. . She teaches Math in our class. Every students love her.
a. kind teacher c.arrogant teacher
b. ugly teacher d. emotional teacher

20) Lili: Do you have a ….. ?
    Shopkeeper: Yes, we do. The fruit rack is right there.
a. persian cat c. running shoes
b. green apple d. drawing book

Answer Key of Pre-Test

1. B **11. C**

2. C **12. C**

3. A **13. A**

4. B **14. A**

5. B **15. C**

6. A **16. A**

7. D **17. B**

8. D **18. C**

9. A **19. A**

10. A **20. B**

POST-TEST

Name:

Class:

Direction: Choose the correct answer from option a,b,c, d (number 1-20).

1) Today is Lina's birthday, we must ……… it.
a. won   c. jump
b. lost   d. celebrate

2) I try to …… all the new words.
a. remember   c. think
b. forget   d. throw

3) A: Can you help me?
B: Yes, of course. What can I do for you?
A: Please, …. a bottle of water at canteen
B: Yes, Sir.
a. bring   c. give
b. help   d. buy

4) This exercise was too ….. for me. I got low score.
a. difficult   c. expensive
b. easy   d. high

5) Diana gets new doll from her father. Diana is very …… now.
a. confuse   c. happy
b. sad   d. charm

6) You should put rubbish in the ……….
a. bottle   c. mug
b. waste basket   d. bowl

7) I always do homework with my ……
a. angry   c. classmate
b. bag   d. doll

8) Adi: Mia, the ring fits in your …… .You look beautiful.
a. finger   c. hand
b. lip   d. feet

9) The clown is so …… . He makes all kids laugh and happy.
a. funny   c. noisy
b. quiet   d. disgusting

10) Practice the dialogue with a …….
a. table   c. chair
b. pencil   d. partner

11) The manager …… his staff to sell out goods
a. commands   c. wear
b. goes   d. give

12) Excusme, may I ……., Sir?.
a. come in   c. play
b. angry   d. sleep

13) There are many books on this …..
a. floor   c. bookshelf
b. bed   d. chair

14) Do you ….. your teeth every day?
a. brush   c. draw
b. colour   d. sweep

15) I should go to …... to buy medicine.
a. cinema   c. drugstore
b. bakery   d. factory

16) I must send this letter. So I must go to……
a. store   c. post office
b. market   d. office

17) You should stop when the … turns red.
a. light   c. flaslight
b. lamp   d. traffic light

18) We often go to the …… to buy snacks.

a. canteen   c. bathroom
b. bedroom   d. classroom

19) Kathy is a ….. . She often angry in our class.
a. kind teacher   c. arrogant teacher

b. ugly teacher   d. emotional teacher

20) Teacher ask me to write in a ……..
a. notebook   c. paper
b. table   d. drawing book

Answer Key of Post-Test

1. D	11. A
2. A	12. A
3. D	13. C
4. A	14. A
5. C	15. C
6. B	16. C
7. C	17. D
8. A	18. A
9. A	19. D
10. D	20. A

APPENDIX III

The Name of Students

NO.	EXPERIMENTAL CLASS	CONTROLLED CLASS
1	M. Agus Sulaiman	Mirza Mahatir
2	M. Alika Fachri	Muhammad Abdillah
3	M. Arsyad Lubis	Muhammad amirul Faiz
4	M. Arya Dinata S	Muhammad Ammar Abdu Jabbar
5	M. Atril Rasya	Muhammad Azain Arafat
6	M. Fakhri	Muhammad Fatih Farhan
7	M. Farid Arafi Beruh	Muhammad Fitrah Gultom
8	M. Fauzan Azima	Muhammad Hafizh
9	M. Fauzi Triadi	Muhammad Harlan
10	M. Fawwaz Zuhairi	Muhammad Irham Al Fadly
11	M. Guntur Hadi Atmaja	Muhammad Luthfi
12	M. Haikal Al Bukhori Hrp	Muhammad Nabil Fawwaz
13	M. Irvan Al Varuq	Muhammad Raihan Murthada
14	M. Jehan Pratama	Muhammad Rifandi
15	M. Mora Hatimbulan Hsb	Muhammad Rizqullah Al- Akbar
16	M. Haris Pane	Muhammad Sultan Al Faizd
17	M. Radithya S	Muhammad Yusuf

18	M. Rezky Hanafi Lubis	Muslich Hadi
19	M. Ridwan Hafiz Hulu	Nabil At talah
20	M. Sagar Kurdowi Sinaga	Naqi Disan Pranajaya
21	M. Thobi Syahbana Saragih	Nur Ahmad Habiburrahman
22	M. Thoriq Rasyidin	Raafiqul syahid
23	M. Wafi Ar-Ridho	Ragil Farizi Ginting
24	Mahatma Arif Azis	Raihan Akbar S
25	Mahdy Zahy Silalahi	Raihan Teguh Prastyo

APPENDIX IV

The Score of Students' Vocabulary Test

A. Experimental Class

Students (N)	Pre-Test	Post-Test
S1	30	60
S2	30	65
S3	30	65
S4	35	70
S5	45	70
S6	45	70
S7	45	75
S8	45	75
S9	50	75
S10	50	75
S11	55	80
S12	55	80
S13	60	80
S14	60	80
S15	60	80
S16	60	85
S17	60	85
S18	65	85
S19	65	85
S20	70	90
S21	70	90
S22	70	90

S23	70	90
S24	75	95
S25	75	95

B. Control class

Students (N)	Pre-Test	Post-Test
S1	20	50
S2	30	55
S3	30	55
S4	35	60
S5	35	60
S6	35	60
S7	40	65
S8	40	65
S9	40	65
S10	40	65
S11	50	70
S12	50	70
S13	55	75
S14	55	75
S15	55	75
S16	60	80
S17	60	80
S18	65	80

S19	65	80
S20	65	80
S21	70	85
S22	70	85
S23	70	85
S24	75	90
S25	75	95

APPENDIX V

Frequency Distribution of Experimental Class and Controlled Class

A. Experimental Class

a. Pre-Test

Histogram

Mean = 55
Std. Dev. = 14.068
N = 25

b. Post-Test

Histogram

Mean = 79.6
Std. Dev. = 9.566
N = 25
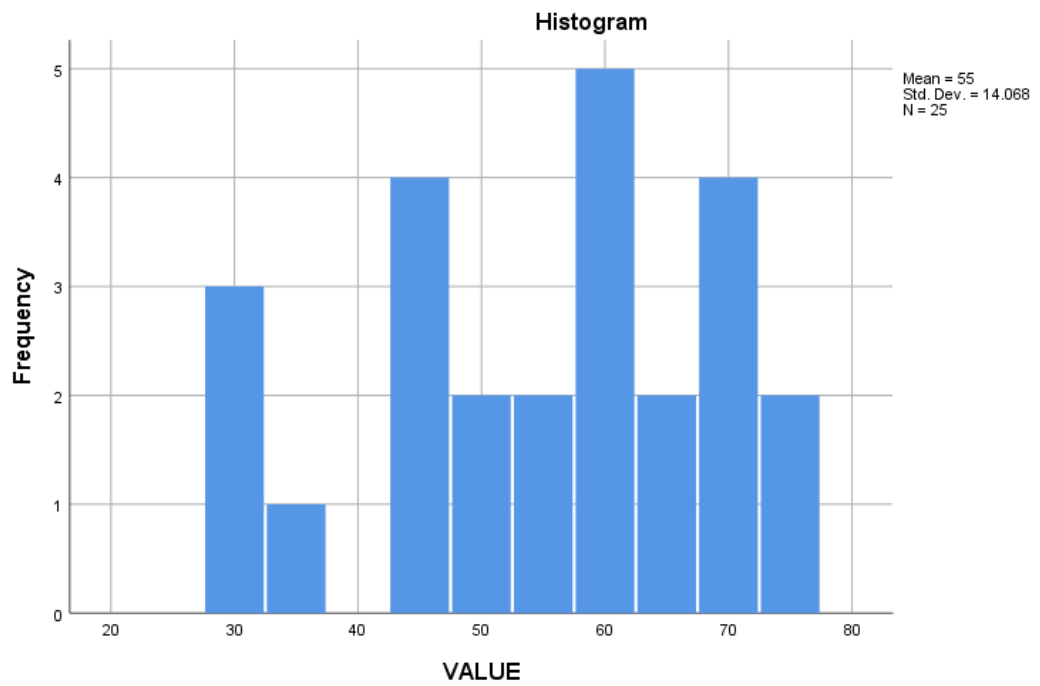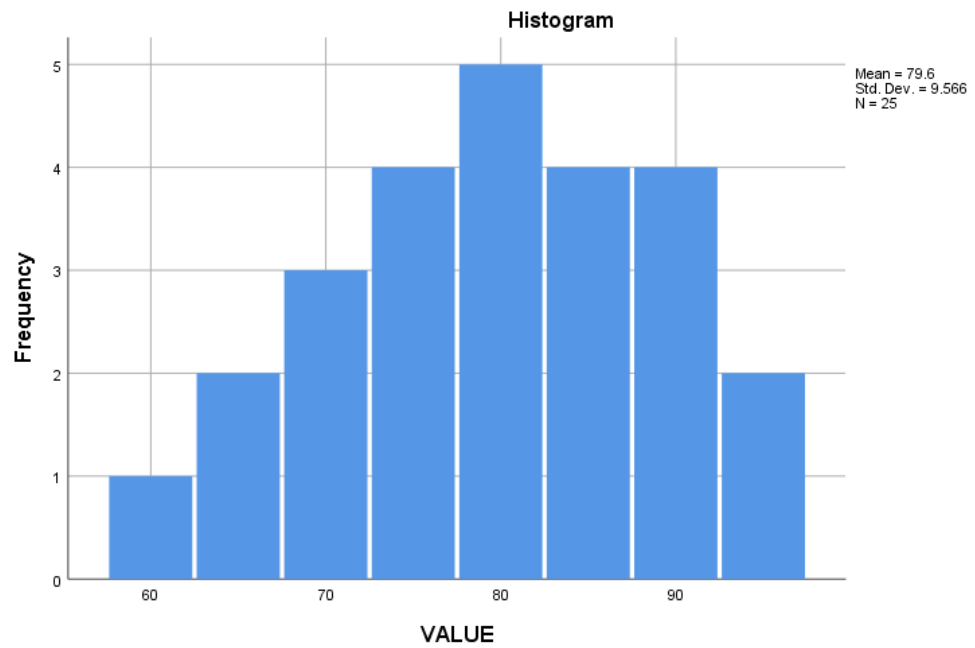
B. Control Class

    a. Pre-Test

Histogram

Mean = 51.4
Std. Dev. = 15.977
N = 25

    b. Post-Test

Histogram

Mean = 72.2
Std. Dev. = 11.909
N = 25
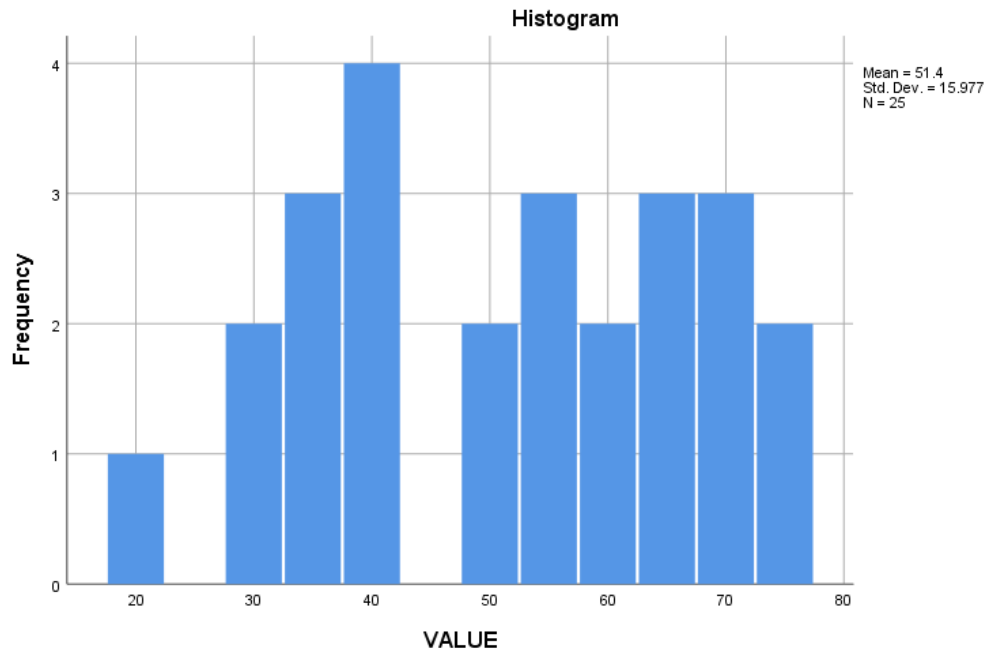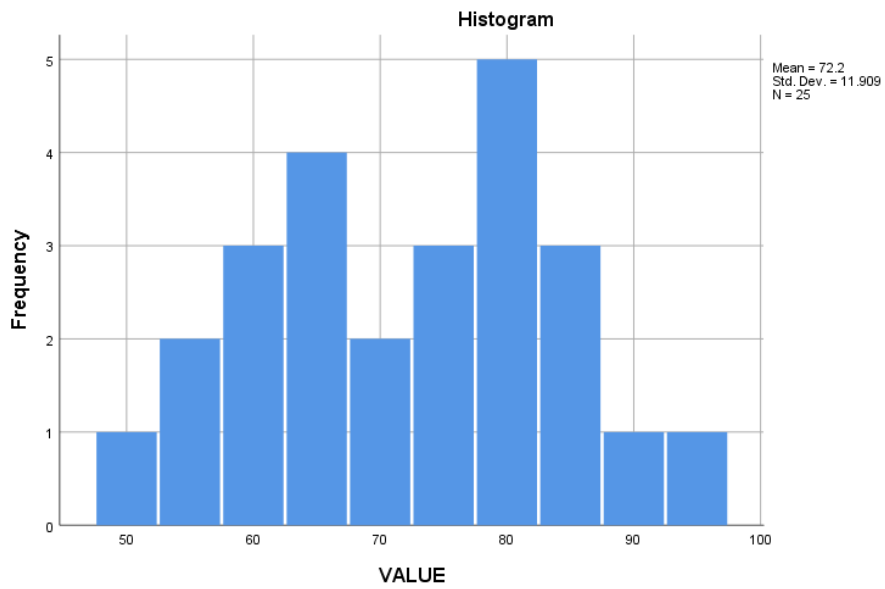
APPENDIX VI

T-Table

Titik Persentase Distribusi t (df = 41 – 80

Pr df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171

APPENDIX VII

Documentation

A.Picture

Picture 1. The researcher taught in experimental class by using *English Vocabulary* application

Picture 2. Photo together with English teacher and experimental class students

Picture 3. The researcher taught about the topic in controlled class by conventional method

Picture.4 Photo together with English teacher and controlled class students

B.The Sudents' result in doing the test

PRE-TEST

Name: Mr. Mirza

Class: VIII

Direction: Choose the correct answer from option a,b,c, d (number 1-25).

1) Lina ...... the match in Olympic Games. She is so sad.
   a. won   c. jumped
   b. lost   d. celebrated

2) I went to dentist yesterday because my ..... were in pain.
   a. hands   c. teeth
   b. fingers   d. ears

3) A: Can you help me?
   B: Yes, of course. What can I do for you?
   A: Please, ... this bag to my room
   B: Yes, Sir.
   a. bring   c. give
   b. help   d. Has

4) This exercise was too ..... for me. I got score 100.
   a. difficult   c. expensive
   b. easy   d. high

5) Diana's barbie is broken. Diana is very ...... now.
   a. confuse   c. happy
   b. sad   d. charm

6) The teacher's duty is to ..... the students in the school.
   a. teach   c. make
   b. play   d. work

7) Luna is celebrating her birthday. Now Luna feels ......
   a. angry   c. easy
   b. dusty   d. happy

8) Mia: Adi, your shoes are so fit in your ...... .You look georgeus.
   Adi: Thank you.
   a. finger   c. hand
   b. lip   d. feet

9) The clown is so .... He makes all kids laugh and happy.
   a. funny   c. noisy
   b. quiet   d. disgusting

10) I am so hungry. So, I ...... a meal .
   a. prepare   c. kick
   b. walk   d. wear

11) Rina: I want to wear my white gown to Amanda's party. What do you think?
   Lisa: I think the red one is better.
   Rina: Ok. I will ...... the red gown
   a. wrap   c. wear
   b. go   d. give

12) The carpet is .... I want to clean it.
   a. large   c. dirty
   b. shiny   d. soft

PRE-TEST

Name: M.Luthfi

Class: VIII-4

Direction: Choose the correct answer from option a,b,c, d (number 1-25).

1) Lina ...... the match in Olympic Games. She is so sad.
   a. won   c. jumped
   b. lost   d. celebrated

2) I went to dentist yesterday because my ..... were in pain.
   a. hands   c. teeth
   b. fingers   d. ears

3) A: Can you help me?
   B: Yes, of course. What can I do for you?
   A: Please, ... this bag to my room
   B: Yes, Sir.
   a. bring   c. give
   b. help   d. Has

4) This exercise was too ..... for me. I got score 100.
   a. difficult   c. expensive
   b. easy   d. high

5) Diana's barbie is broken. Diana is very ...... now.
   a. confuse   c. happy
   b. sad   d. charm

6) The teacher's duty is to ..... the students in the school.
   a. teach   c. make
   b. play   d. work

7) Luna is celebrating her birthday. Now Luna feels ......
   a. angry   c. easy
   b. dusty   d. happy

8) Mia: Adi, your shoes are so fit in your ...... .You look georgeus.
   Adi: Thank you.
   a. finger   c. hand
   b. lip   d. feet

9) The clown is so .... He makes all kids laugh and happy.
   a. funny   c. noisy
   b. quiet   d. disgusting

10) I am so hungry. So, I ...... a meal .
   a. prepare   c. kick
   b. walk   d. wear

11) Rina: I want to wear my white gown to Amanda's party. What do you think?
   Lisa: I think the red one is better.
   Rina: Ok. I will ...... the red gown
   a. wrap   c. wear
   b. go   d. give

12) The carpet is .... I want to clean it.
   a. large   c. dirty
   b. shiny   d. soft

PRE-TEST

Name: Muhammad AGUS SULaiman

Class: √ III-3

Direction: Choose the correct answer from option a,b,c, d (number 1-25).

1) Lina ...... the match in Olympic Games. She is so sad.
a. won   c. jumped
b. lost   d. celebrated

2) I went to dentist yesterday because my ..... were in pain.
a. hands   c. teeth
b. fingers   d. ears

3) A: Can you help me?
   B: Yes, of course. What can I do for you?
   A: Please, ... this bag to my room
   B: Yes, Sir.
a. bring   c. give
b. help   d. Has

4) This exercise was too ..... for me. I got score 100.
a. difficult   c. expensive
b. easy   d. high

5) Diana's barbie is broken. Diana is very ...... now.
a. confuse   c. happy
b. sad   d. charm

6) The teacher's duty is to ..... the students in the school.
a. teach   c. make
b. play   d. work

7) Luna is celebrating her birthday. Now Luna feels ......
a. angry   c. easy
b. dusty   d. happy

8) Mia: Adi, your shoes are so fit in your ...... .You look georgeus.
   Adi: Thank you.
a. finger   c. hand
b. lip   d. feet

9) The clown is so .... He makes all kids laugh and happy.
a. funny   c. noisy
b. quiet   d. disgusting

10) I am so hungry. So, I ...... a meal .
a. prepare   c. kick
b. walk   d. wear

11) Rina: I want to wear my white gown to Amanda's party. What do you think?
    Lisa: I think the red one is better.
    Rina: Ok. I will ...... the red gown
a. wrap   c. wear
b. go   d. give

12) The carpet is .... I want to clean it.
a. large   c. dirty
b. shiny   d. soft

PRE-TEST

Name: Muhammad Jehan Pratama

Class: VIII - 3

Direction: Choose the correct answer from option a,b,c, d (number 1-25).

1) Lina ...... the match in Olympic Games. She is so sad.
a. won   c. jumped
b. lost   d. celebrated

2) I went to dentist yesterday because my ..... were in pain.
a. hands   c. teeth
b. fingers   d. ears

3) A: Can you help me?
   B: Yes, of course. What can I do for you?
   A: Please, ... this bag to my room
   B: Yes, Sir,
a. bring   c. give
b. help   d. Has

4) This exercise was too ..... for me. I got score 100.
a. difficult   c. expensive
b. easy   d. high

5) Diana's barbie is broken. Diana is very ...... now.
a. confuse   c. happy
b. sad   d. charm

6) The teacher's duty is to ..... the students in the school.
a. teach   c. make
b. play   d. work

7) Luna is celebrating her birthday. Now Luna feels ......
a. angry   c. easy
b. dusty   d. happy

8) Mia: Adi, your shoes are so fit in your ...... .You look georgeus.
   Adi: Thank you.
a. finger   c. hand
b. lip   d. feet

9) The clown is so .... He makes all kids laugh and happy.
a. funny   c. noisy
b. quiet   d. disgusting

10) I am so hungry. So, I ...... a meal .
a. prepare   c. kick
b. walk   d. wear

11) Rina: I want to wear my white gown to Amanda's party. What do you think?
    Lisa: I think the red one is better.
    Rina: Ok. I will ...... the red gown
a. wrap   c. wear
b. go   d. give

12) The carpet is .... I want to clean it.
a. large   c. dirty
b. shiny   d. soft

PRE-TEST

Name: M. Thobi. Syahbana. SARAGIH
Class: VIII-3
Direction: Choose the correct answer from option a,b,c, d (number 1-25).

1) Lina …… the match in Olympic Games. She is so sad.
a. won
b. lost
c. jumped
d. celebrated

2) I went to dentist yesterday because my ….. were in pain.
a. hands
b. fingers
c. teeth
d. ears

3) A: Can you help me?
   B: Yes, of course. What can I do for you?
   A: Please, ….. this bag to my room
   B: Yes, Sir.
a. bring
b. help
c. give
d. Has

4) This exercise was too ….. for me. I got score 100.
a. difficult
b. easy
c. expensive
d. high

5) Diana's barbie is broken. Diana is very …… now.
a. confuse
b. sad
c. happy
d. charm

6) The teacher's duty is to ….. the students in the school.
a. teach
b. play
c. make
d. work

7) Luna is celebrating her birthday. Now Luna feels ……
a. angry
b. dusty
c. easy
d. happy

8) Mia: Adi, your shoes are so fit in your …… .You look georgeus.
   Adi: Thank you.
a. finger
b. lip
c. hand
d. feet

9) The clown is so …… . He makes all kids laugh and happy.
a. funny
b. quiet
c. noisy
d. disgusting

10) I am so hungry. So, I …… a meal .
a. prepare
b. walk
c. kick
d. wear

11) Rina: I want to wear my white gown to Amanda's party. What do you think?
    Lisa: I think the red one is better.
    Rina: Ok. I will …… the red gown
a. wrap
b. go
c. wear
d. give

12) The carpet is …… . I want to clean it.
a. large
b. shiny
c. dirty
d. soft

PRE-TEST

Name: M. HAIKAL-AL Bukhori HRP
Class: VIII-3
Direction: Choose the correct answer from option a,b,c, d (number 1-25).

1) Lina …… the match in Olympic Games. She is so sad.
a. won
b. lost
c. jumped
d. celebrated

2) I went to dentist yesterday because my ….. were in pain.
a. hands
b. fingers
c. teeth
d. ears

3) A: Can you help me?
   B: Yes, of course. What can I do for you?
   A: Please, ….. this bag to my room
   B: Yes, Sir.
a. bring
b. help
c. give
d. Has

4) This exercise was too ….. for me. I got score 100.
a. difficult
b. easy
c. expensive
d. high

5) Diana's barbie is broken. Diana is very …… now.
a. confuse
b. sad
c. happy
d. charm

6) The teacher's duty is to ….. the students in the school.
a. teach
b. play
c. make
d. work

7) Luna is celebrating her birthday. Now Luna feels ……
a. angry
b. dusty
c. easy
d. happy

8) Mia: Adi, your shoes are so fit in your …… .You look georgeus.
   Adi: Thank you.
a. finger
b. lip
c. hand
d. feet

9) The clown is so …… . He makes all kids laugh and happy.
a. funny
b. quiet
c. noisy
d. disgusting

10) I am so hungry. So, I …… a meal .
a. prepare
b. walk
c. kick
d. wear

11) Rina: I want to wear my white gown to Amanda's party. What do you think?
    Lisa: I think the red one is better.
    Rina: Ok. I will …… the red gown
a. wrap
b. go
c. wear
d. give

12) The carpet is …… . I want to clean it.
a. large
b. shiny
c. dirty
d. soft

PRE-TEST

Name: Raja Pardomuan Situmorang
Class: VIII 3
Direction: Choose the correct answer from option a,b,c, d (number 1-25).

1) Today is Lina's birthday, we must .... it.
a. won   c. jump
b. lost   ✗ celebrate

2) I try to ...... all the new words.
a. remember   ✗ think
b. forget   d. throw

3) A: Can you help me?
    B: Yes, of course. What can I do for you?
    A: Please, ... a bottle of water at canteen
    B: Yes, Sir.
a. bring   c. give
b. help   d. buy

4) This exercise was too ..... for me. I got low score.
✗ difficult   c. expensive
b. easy   d. high

5) Diana gets new doll from her father. Diana is very ...... now.
a. confuse   ✗ happy
b. sad   d. charm

6) You should put rubbish in the ....
a. bottle   c. mug
✗ waste basket   d. bowl

7) I always do homework with my ......
a. angry   ✗ classmate
b. bag   d. doll

8) Adi: Mia, the ring fits in your ...... .You look beautiful.
    Mia: Thank you.
a. finger   ✗ hand
b. lip   d. feet

9) The clown is so .... He makes all kids laugh and happy.
✗ funny   c. noisy
b. quiet   d. disgusting

10) Practice the dialogue with a ....
✗ table   c. chair
b. pencil   d. partner

11) The manager ...... his staff to sell out goods
a. commands   c. wear
b. goes   ✗ give

12) Excusme, may I ...., Sir?.
✗ come in   c. play
b. angry   d. sleep

65

PRE-TEST

Name: MUHAMMAD HARIS PANE
Class: VIII-3
Direction: Choose the correct answer from option a,b,c, d (number 1-25).

1) Today is Lina's birthday, we must .... it.
a. won   c. jump
b. lost   ✗ celebrate

2) I try to ...... all the new words.
✗ remember   c. think
b. forget   d. throw

3) A: Can you help me?
    B: Yes, of course. What can I do for you?
    A: Please, ... a bottle of water at canteen
    B: Yes, Sir.
a. bring   c. give
b. help   ✗ buy

4) This exercise was too ..... for me. I got low score.
a. difficult   c. expensive
✗ easy   d. high

5) Diana gets new doll from her father. Diana is very ...... now.
a. confuse   ✗ happy
b. sad   d. charm

6) You should put rubbish in the ....
a. bottle   c. mug
b. waste basket   ✗ bowl

7) I always do homework with my ......
a. angry   c. classmate
✗ bag   d. doll

8) Adi: Mia, the ring fits in your ...... .You look beautiful.
    Mia: Thank you.
a. finger   ✗ hand
b. lip   d. feet

9) The clown is so .... He makes all kids laugh and happy.
✗ funny   c. noisy
b. quiet   d. disgusting

10) Practice the dialogue with a ....
a. table   c. chair
b. pencil   ✗ partner

11) The manager ...... his staff to sell out goods
✗ commands   c. wear
b. goes   d. give

12) Excusme, may I ...., Sir?.
✗ come in   c. play
b. angry   d. sleep

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PRE-TEST

Name: M. Wan Aridho

Class: VIII - 3

Direction: Choose the correct answer from option a,b,c, d (number 1-25).

1) Today is Lina's birthday, we must ……… it.
a. won   c. jump
b. lost   (d.)celebrate

2) I try to …… all the new words.
(a.)remember   c. think
b. forget   d. throw

3) A: Can you help me?
    B: Yes, of course. What can I do for you?
    A: Please, …. a bottle of water at canteen
    B: Yes, Sir.
a. bring   c. give
b. help   (d.)buy

4) This exercise was too ….. for me. I got low score.
a. difficult   (c.)expensive
b. easy   d. high

5) Diana gets new doll from her father. Diana is very …… now.
a. confuse   c. happy
(b.)sad   d. charm

6) You should put rubbish in the ………
a. bottle   (c.)mug
b. waste basket   d. bowl

7) I always do homework with my ……
a. angry   (c.)classmate
b. bag   d. doll

8) Adi: Mia, the ring fits in your …… .You look beautiful.
(a.)finger   c. hand
b. lip   d. feet

9) The clown is so ……. . He makes all kids laugh and happy.
(a.)funny   c. noisy
b. quiet   d. disgusting

10) Practice the dialogue with a …….
a. table   c. chair
b. pencil   (d.)partner

11) The manager …… his staff to sell out goods
(a.)commands   c. wear
b. goes   d. give

12) Excusme, may I ……, Sir?.
(a.)come in   c. play
b. angry   d. sleep

PRE-TEST

Name: M Radithya. S.

Class: VIII 3

Direction: Choose the correct answer from option a,b,c, d (number 1-25).

1) Today is Lina's birthday, we must ……… it.
a. won   c. jump
b. lost   (d.)celebrate

2) I try to …… all the new words.
(a.)remember   c. think
b. forget   d. throw

3) A: Can you help me?
    B: Yes, of course. What can I do for you?
    A: Please, …. a bottle of water at canteen
    B: Yes, Sir.
a. bring   c. give
b. help   (d.)buy

4) This exercise was too ….. for me. I got low score.
a. difficult   c. expensive
b. easy   d. high

5) Diana gets new doll from her father. Diana is very …… now.
a. confuse   (c.)happy
b. sad   d. charm

6) You should put rubbish in the ………
a. bottle   c. mug
(b.)waste basket   d. bowl

7) I always do homework with my ……
a. angry   (c.)classmate
b. bag   d. doll

8) Adi: Mia, the ring fits in your …… .You look beautiful.
(a.)finger   c. hand
b. lip   d. feet

9) The clown is so ……. . He makes all kids laugh and happy.
(a.)funny   c. noisy
b. quiet   d. disgusting

10) Practice the dialogue with a …….
a. table   c. chair
b. pencil   (d.)partner

11) The manager …… his staff to sell out goods
(a.)commands   c. wear
b. goes   d. give

12) Excusme, may I ……, Sir?.
(a.)come in   c. play
b. angry   d. sleep

PRE-TEST

Name: M. FACHREZA Rahman

Class: VIII-3

Direction: Choose the correct answer from option a,b,c, d (number 1-25).

1) Today is Lina's birthday, we must ……… it.
a. won   c. jump
b. lost   d. celebrate

2) I try to …… all the new words.
a. remember   c. think
b. forget   d. throw

3) A: Can you help me?
   B: Yes, of course. What can I do for you?
   A: Please, …. a bottle of water at canteen
   B: Yes, Sir.
a. bring   c. give
b. help   d. buy

4) This exercise was too ….. for me. I got low score.
a. difficult   c. expensive
b. easy   d. high

5) Diana gets new doll from her father. Diana is very …… now.
a. confuse   c. happy
b. sad   d. charm

6) You should put rubbish in the ……….
a. bottle   c. mug
b. waste basket d. bowl

7) I always do homework with my ……
a. angry   c. classmate
b. bag   d. doll

8) Adi: Mia, the ring fits in your …… .You look beautiful.
a. finger   c. hand
b. lip   d. feet

9) The clown is so …… . He makes all kids laugh and happy.
a. funny   c. noisy
b. quiet   d. disgusting

10) Practice the dialogue with a …….
a. table   c. chair
b. pencil   d. partner

11) The manager …… his staff to sell out goods
a. commands   c. wear
b. goes   d. give

12) Excusme, may I ……., Sir?.
a. come in   c. play
b. angry   d. sleep

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PRE-TEST

Name: M. Sultan. Alfaidz

Class: VIII-4.

Direction: Choose the correct answer from option a,b,c, d (number 1-25).

1) Today is Lina's birthday, we must ……… it.
a. won
b. lost
c. jump
d. celebrate

2) I try to …… all the new words.
a. remember
b. forget
c. think
d. throw

3) A: Can you help me?
   B: Yes, of course. What can I do for you?
   A: Please, …. a bottle of water at canteen
   B: Yes, Sir.
a. bring
b. help
c. give
d. buy

4) This exercise was too ….. for me. I got low score.
a. difficult
b. easy
c. expensive
d. high

5) Diana gets new doll from her father. Diana is very …… now.
a. confuse
b. sad
c. happy
d. charm

6) You should put rubbish in the ………
a. bottle
b. waste basket
c. mug
d. bowl

7) I always do homework with my ……
a. angry
b. bag
c. classmate
d. doll

8) Adi: Mia, the ring fits in your …… .You look beautiful.
   Mia: Thank you.
a. finger
b. lip
c. hand
d. feet

9) The clown is so …… . He makes all kids laugh and happy.
a. funny
b. quiet
c. noisy
d. disgusting

10) Practice the dialogue with a …….
a. table
b. pencil
c. chair
d. partner

11) The manager …… his staff to sell out goods
a. commands
b. goes
c. wear
d. give

12) Excusme, may I ……., Sir?.
a. come in
b. angry
c. play
d. sleep

PRE-TEST

Name: amiRuL mu'minin

Class: VIII 4

Direction: Choose the correct answer from option a,b,c, d (number 1-25).

1) Today is Lina's birthday, we must ……… it.
a. won
b. lost
c. jump
d. celebrate

2) I try to …… all the new words.
a. remember
b. forget
c. think
d. throw

3) A: Can you help me?
   B: Yes, of course. What can I do for you?
   A: Please, …. a bottle of water at canteen
   B: Yes, Sir.
a. bring
b. help
c. give
d. buy

4) This exercise was too ….. for me. I got low score.
a. difficult
b. easy
c. expensive
d. high

5) Diana gets new doll from her father. Diana is very …… now.
a. confuse
b. sad
c. happy
d. charm

6) You should put rubbish in the ………
a. bottle
b. waste basket
c. mug
d. bowl

7) I always do homework with my ……
a. angry
b. bag
c. classmate
d. doll

8) Adi: Mia, the ring fits in your …… .You look beautiful.
   Mia: Thank you.
a. finger
b. lip
c. hand
d. feet

9) The clown is so …… . He makes all kids laugh and happy.
a. funny
b. quiet
c. noisy
d. disgusting

10) Practice the dialogue with a …….
a. table
b. pencil
c. chair
d. partner

11) The manager …… his staff to sell out goods
a. commands
b. goes
c. wear
d. give

12) Excusme, may I ……., Sir?.
a. come in
b. angry
c. play
d. sleep

Left Column

PRE-TEST

Name: Mirza M
Class: VIII-4
Direction: Choose the correct answer from option a,b,c, d (number 1-25).

1) Today is Lina's birthday, we must .... it.
a. won   c. jump
b. lost   d. celebrate

2) I try to ...... all the new words.
a. remember   c. think
b. forget   d. throw

3) A: Can you help me?
   B: Yes, of course. What can I do for you?
   A: Please, ... a bottle of water at canteen
   B: Yes, Sir.
a. bring   c. give
b. help   d. buy

4) This exercise was too ..... for me. I got low score.
a. difficult   c. expensive
b. easy   d. high

5) Diana gets new doll from her father. Diana is very ...... now.
a. confuse   c. happy
b. sad   d. charm

6) You should put rubbish in the ....
a. bottle   c. mug
b. waste basket   d. bowl

7) I always do homework with my ......
a. angry   c. classmate
b. bag   d. doll

8) Adi: Mia, the ring fits in your ...... .You look beautiful.
   Mia: Thank you.
a. finger   c. hand
b. lip   d. feet

9) The clown is so .... He makes all kids laugh and happy.
a. funny   c. noisy
b. quiet   d. disgusting

10) Practice the dialogue with a ......
a. table   c. chair
b. pencil   d. partner

11) The manager ...... his staff to sell out goods
a. commands   c. wear
b. goes   d. give

12) Excusme, may I ...., Sir?.
a. come in   c. play
b. angry   d. sleep

Score: 95

Right Column

PRE-TEST

Name: M. amirul Fais

Class: VIII 4

Direction: Choose the correct answer from option a,b,c, d (number 1-25).

1) Lina ...... the match in Olympic Games. She is so sad.
(a) won   c. jumped
b. lost ✓   d. celebrated

2) I went to dentist yesterday because my ..... were in pain.
a. hands   c. teeth ✓
b. fingers   (d) ears

3) A: Can you help me?
   B: Yes, of course. What can I do for you?
   A: Please, ... this bag to my room
   B: Yes, Sir.
(a) bring   c. give
b. help   d. Has

4) This exercise was too ..... for me. I got score 100.
a. difficult   c. expensive
b. easy ✓   d. high

5) Diana's barbie is broken. Diana is very ...... now.
a. confuse   c. happy
b. sad ✓   d. charm

6) The teacher's duty is to ..... the students in the school.
a. teach ✓   c. make
b. play   d. work

7) Luna is celebrating her birthday. Now Luna feels ......
a. angry ✓   c. easy
b. dusty   d. happy ✓

8) Mia: Adi, your shoes are so fit in your ...... .You look georgeus.
   Adi: Thank you.
a. finger   c. hand
b. lip ✓   d. feet ✓

9) The clown is so .... He makes all kids laugh and happy.
a. funny ✓   c. noisy
b. quiet ✓   d. disgusting

10) I am so hungry. So, I ...... a meal .
a. prepare ✓   c. kick
b. walk ✓   d. wear

11) Rina: I want to wear my white gown to Amanda's party. What do you think?
    Lisa: I think the red one is better.
    Rina: Ok. I will ...... the red gown
a. wrap   c. wear ✓
(b) go   d. give

12) The carpet is .... I want to clean it.
a. large   c. dirty ✓
b. shiny   d. soft ✓

PRE-TEST

Name: Mhd - Arthar Abdul Jabbar

Class: VIII - 4

Direction: Choose the correct answer from option a,b,c, d (number 1-25).

1) Lina ...... the match in Olympic Games. She is so sad.
a. won   c. jumped
b. lost ✗   d. celebrated

2) I went to dentist yesterday because my ..... were in pain.
a. hands   c. teeth ✓
b. fingers   d. ears ✗

3) A: Can you help me?
   B: Yes, of course. What can I do for you?
   A: Please, ... this bag to my room
   B: Yes, Sir.
a. bring ✗   c. give
b. help   d. Has

4) This exercise was too ..... for me. I got score 100.
a. difficult   c. expensive
b. easy ✗   d. high

5) Diana's barbie is broken. Diana is very ...... now.
a. confuse   c. happy
b. sad ✗   d. charm

6) The teacher's duty is to ..... the students in the school.
a. teach ✗   c. make
b. play ✗   d. work

7) Luna is celebrating her birthday. Now Luna feels ......
a. angry   c. easy
b. dusty   d. happy ✗

8) Mia: Adi, your shoes are so fit in your ...... .You look georgeus.
   Adi: Thank you.
a. finger   c. hand
b. lip ✓   d. feet ✗

9) The clown is so .... He makes all kids laugh and happy.
a. funny ✗   c. noisy
b. quiet ✓   d. disgusting

10) I am so hungry. So, I ...... a meal .
a. prepare ✗   c. kick
b. walk ✓   d. wear

11) Rina: I want to wear my white gown to Amanda's party. What do you think?
    Lisa: I think the red one is better.
    Rina: Ok. I will ...... the red gown
a. wrap   c. wear ✓
b. go ✗   d. give

12) The carpet is .... I want to clean it.
a. large   c. dirty ✗
b. shiny   d. soft ✓

PRE-TEST

Name: M AkmUr HB

Class: VIII - 3

Direction: Choose the correct answer from option a,b,c, d (number 1-25).

1) Lina …… the match in Olympic Games. She is so sad.
a. won   c. jumped
~~b. lost~~   d. celebrated

2) I went to dentist yesterday because my ….. were in pain.
a. hands   ~~c. teeth~~
b. fingers   d. ears

3) A: Can you help me?
   B: Yes, of course. What can I do for you?
   A: Please, ….. this bag to my room
   B: Yes, Sir.
~~a. bring~~   c. give
b. help   d. Has

4) This exercise was too ….. for me. I got score 100.
a. difficult   ~~c. expensive~~
b. easy   d. high

5) Diana's barbie is broken. Diana is very …… now.
~~a. confuse~~   c. happy
b. sad   d. charm

6) The teacher's duty is to ….. the students in the school.
a. teach   ~~c. make~~
b. play   d. work

7) Luna is celebrating her birthday. Now Luna feels ……
a. angry   c. easy
b. dusty   ~~d. happy~~

8) Mia: Adi, your shoes are so fit in your …… .You look georgeus.
   Adi: Thank you.
a. finger   ~~c. hand~~
b. lip   d. feet

9) The clown is so …… . He makes all kids laugh and happy.
a. funny   c. noisy
b. quiet   ~~d. disgusting~~

10) I am so hungry. So, I …… a meal .
a. prepare   ~~c. kick~~
b. walk   d. wear

11) Rina: I want to wear my white gown to Amanda's party. What do you think?
   Lisa: I think the red one is better.
   Rina: Ok. I will …… the red gown
a. wrap   c. wear
~~b. go~~   d. give

12) The carpet is …… . I want to clean it.
a. large   c. dirty
~~b. shiny~~   d. soft

PRE-TEST

Name: MUHAMMAD ALIQA FACHRI

Class: VIII - 3

Direction: Choose the correct answer from option a,b,c, d (number 1-25).

1) Lina …… the match in Olympic Games. She is so sad.
a. won   c. jumped
~~b. lost~~   d. celebrated

2) I went to dentist yesterday because my ….. were in pain.
a. hands   ~~c. teeth~~
b. fingers   d. ears

3) A: Can you help me?
   B: Yes, of course. What can I do for you?
   A: Please, ….. this bag to my room
   B: Yes, Sir.
a. bring   ~~c. give~~
b. help   d. Has

4) This exercise was too ….. for me. I got score 100.
a. difficult   c. expensive
~~b. easy~~   d. high

5) Diana's barbie is broken. Diana is very …… now.
a. confuse   c. happy
~~b. sad~~   d. charm

6) The teacher's duty is to ….. the students in the school.
a. teach   c. make
~~b. play~~   d. work

7) Luna is celebrating her birthday. Now Luna feels ……
a. angry   c. easy
b. dusty   ~~d. happy~~

8) Mia: Adi, your shoes are so fit in your …… .You look georgeus.
   Adi: Thank you.
a. finger   c. hand
b. lip   ~~d. feet~~

9) The clown is so …… . He makes all kids laugh and happy.
~~a. funny~~   c. noisy
b. quiet   d. disgusting

10) I am so hungry. So, I …… a meal .
a. prepare   c. kick
~~b. walk~~   d. wear

11) Rina: I want to wear my white gown to Amanda's party. What do you think?
   Lisa: I think the red one is better.
   Rina: Ok. I will ……the red gown
a. wrap   c. wear
b. go   ~~d. give~~

12) The carpet is …… . I want to clean it.
a. large   ~~c. dirty~~
b. shiny   d. soft

PRE-TEST

Name: M. LUTHFI
Class: VIII-4

Direction: Choose the correct answer from option a,b,c, d (number 1-25).

1) Today is Lina's birthday, we must .... it.
a. won   c. jump
b. lost   d. celebrate

2) I try to ...... all the new words.
a. remember   c. think
b. forget   d. throw

3) A: Can you help me?
   B: Yes, of course. What can I do for you?
   A: Please, ... a bottle of water at canteen
   B: Yes, Sir.
a. bring   c. give
b. help   d. buy

4) This exercise was too ..... for me. I got low score.
a. difficult   c. expensive
b. easy   d. high

5) Diana gets new doll from her father. Diana is very ...... now.
a. confuse   c. happy
b. sad   d. charm

6) You should put rubbish in the ....
a. bottle   c. mug
b. waste basket   d. bowl

7) I always do homework with my ......
a. angry   c. classmate
b. bag   d. doll

8) Adi: Mia, the ring fits in your ...... .You look beautiful.
   Mia: Thank you.
a. finger   c. hand
b. lip   d. feet

9) The clown is so .... He makes all kids laugh and happy.
a. funny   c. noisy
b. quiet   d. disgusting

10) Practice the dialogue with a ....
a. table   c. chair
b. pencil   d. partner

11) The manager ...... his staff to sell out goods
a. commands   c. wear
b. goes   d. give

12) Excusme, may I ...., Sir?.
a. come in   c. play
b. angry   d. sleep

APPENDIX VIII

Curriculum Vitae

Data Pribadi

Nama   : Lailatussifa Ritonga

NIM   : 03.04.16.2096

Tempat/ Tanggal Lahir   : Medan, 27 Juni 1998

Jenis Kelamin   : Perempuan

Fakultas/ Prodi   : Ilmu Tarbiyah dan Keguruan/ Pendidikan Bahasa
Inggris

Agama   : Islam

Tinggi/ Berat Badan   :155/ 49

Golongan Darah   : O

Kewarganegaraan   : Indonesia

Alamat Rumah   : Jl. Abadi No,2 Pulo Brayan Bengkel, Medan
Timur, Medan, Sumatera Utara

E-mail   : lailatusyifa06@gmail.com

Pendidikan

SD   : SD SWASTA YOS SUDARSO

SLTP   : MTsN 3 Medan

SLTA   : MAN 1 Medan

Perrguruan Tinggi   : Universitas Islam Negeri Sumatera Utara (UINSU)

APPENDIX IX

Research Permission and Research Response Letter

Nomor   : B-8168/ITK/ITK.V.3/PP.00.9/07/2020   22 Juli 2020
Lampiran : -
Hal   : Izin Riset

Yth. Bapak/Ibu Kepala MTS HIFZHIL QUR'AN MEDAN

Assalamulaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	: **Lailatussifa Ritonga**
NIM	: **0304162096**
Tempat/Tanggal Lahir	: **Medan, 27 Juni 1998**
Program Studi	: **Pendidikan Bahasa Inggris**
Semester	: **VIII (Delapan)**
Alamat	: **jln.abadi no.2 Pulo brayan bengkel Kelurahan pulo brayan bengkel Kecamatan medan timur**

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MTS HIFZHIL QUR'AN MEDAN, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

THE EFFECT OF ENGLISH VOCABULARY APPLICATION ON THE STUDENTS' VOCABULARY MASTERY AT EIGHT GRADE MTS HIFZHIL QUR'AN MEDAN

Demikian kami sampaikan, atas bantuan dan kerjasamannya diucapkan terima kasih.

Medan, 22 Juli 2020
a.n. DEKAN
Wakil Dekan Bidang Akademik dan Kelembagaan

Digitally Signed

Drs. RUSTAM, MA

مدرسة الثانوية حفظ القرآن

YAYASAN ISLAMIC CENTRE SUMATERA UTARA
MADRASAH TSANAWIYAH HIFZIL QUR'AN MEDAN
NSM: 121212710066   NPSN: 60727938

Jl. Willem Iskandar / Selamat Ketaren Medan 20222 Telp. 061 - 6627322 - 6627332

SURAT KETERANGAN
Nomor : 124/ MTs/YIC-SU/VI/2020

Madrasah Tsanawiyah Hifzhil Qur'an Yayasan Islamic Centre Sumatera Utara, dengan ini menerangkan bahwa :

Nama	:	LAILATUSSIFA RITONGA
NIM	:	0304162096
Sem	:	III/Pendidikan Bahasa Inggris

Benar nama tersebut di atas telah melaksanakan **Riset** mulai dari tanggal 28 Februari s/d 13 Maret 2020 pada Madrasah Tsanawiyah Hifzhil Qur'an Yayasan Islamic Centre Sumatera Utara untuk keperluan penyusunan Skripsi S1 yang bersangkutan dengan judul :

"THE EFFECT OF ENGLISH VOCABULARY APPLICATION ON THE STUDENTS'VOCABULARY MASTERY AT EIGHT GRADE MTS HIFZIL QURA'N MEDAN ".

Demikian surat keterangan ini kami perbuat dengan sebenarnya untuk dapat dipergunakan sebagai mana mestinya.

Medan, 21 Juli 2020
Kepala Madrasah,

DAHRIN HARAHAP, S. Pd I