



**THE EFFECT OF ABA *ENGLISH* APPLICATION ON THE  
STUDENTS' VOCABULARY MASTERY AT THE EIGHTH  
GRADE OF MTs SWASTA AL KHOIR MANANTI PADANG  
LAWAS**

**A THESIS**

*Submitted to the Faculty of Tarbiya and Teachers Training of State Islamic  
University of North Sumatera a Partial Fulfillment of the Requirements for the  
degree of Sarjana Pendidikan*

By:

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**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF TARBIYA AND TEACHERS TRAINING  
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA  
MEDAN  
2020**



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Skripsi ini yang berjudul "THE EFFECT OF ABA ENGLISH APPLICATION ON THE STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADE OF MTS SWASTA AL KHOIR MANANTI PADANG LAWAS" yang disusun oleh Siti Marjannah Nasution dan telah di munaqasyahkan dalam sidang Munaqasyah Sarjana Strata Satu (S.1) Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan pada tanggal:

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Assalamu'alaikum Warohmatullohi Wabarokatu setelah mengamati, membaca dan memberi beberapa saran perbaikan terhadap skripsi mahasiswa **A.n Siti Marjannah Nasution** dengan berjudul "The Effect of *ABA English* Application on the Students' Vocabulary Mastery at the Eighth Grade of MTs Swasta Al Khoir Mananti Padang Lawas.

Maka kami sebagai dosen pembimbing memutuskan bahwa skripsi ini sudah dapat diterima, dan dimunaqosyahkan pada sidang Munaqosyah di Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan.

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Dengan ini menyatakan bahwa skripsi yang saya serahkan ini merupakan benar-benar hasil karya sendiri, kecuali beberapa kutipan dari ringkasan-ringkasan di dalam penelitian ini yang merupakan semuanya sudah saya jelaskan sumbernya. Apabila di kemudian hari terbukti atau dapat di buktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang di berikan oleh Univeritas akan batal saya terima.

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Yang membuat pernyataan



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## ABSTRACT

**SITI MARJANNAH NASUTION. NIM. 03.04.1631.84. THE EFFECT OF ABA ENGLISH APPLICATION ON THE STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADE OF MTS SWASTA AL KHOIR MANANTI HUTARAJA TINGGI.**

*Skripsi*, Medan: Department of English Education, Faculty of Tarbiya Science and Teachers Training. State Islamic University of North Sumatera, Medan 2020.

**(Key word: ABA English Application, Vocabulary Mastery)**

*The aim of this study is to answer the following questions: when they taught with the ABA English Application without the ABA English Application, the students' report cards in vocabulary mastery are better. The subjects in this study were 25 students of Class VIII-B MTs Swasta Al-Khoir Mananti Padang Lawas. The results revealed that: ABA English Application shows that in test implementation, particularly in vocabulary mastery, the use of applications in learning can produce good scores. It can be seen from the grades of the students. The assessment of test outcomes focuses on the learners' vocabulary mastery of the students. The assessment of test results is focused on students' vocabulary mastery in the learners. The normality and homogeneity test was used for the interpretation of the requirements test, while the t-test formula was used for data analysis.*

*The authors continued after the data was analyzed; (1) The learning outcomes of students' understanding of new vocabulary using the ABA English application reached 80.24 and a standard deviation of 7.102. (2) The learning outcomes of students' understanding of new vocabulary obtained did not use the 68.4 application and the standard deviation of 6,244 t test values were 167.72 and  $t_{table}$  1.708. So, the  $t_{test}$  is higher than the  $t_{table}$ . So that, the alternative hypothesis ( $H_a$ ) proposed is accepted and zero ( $H_o$ ) is rejected. This means that both the use of the ABA English Application for student achievement in mastering new vocabulary based on the results of this study, the suggestion is that the ABA English application can be used as an alternative medium in learning to vocabulary mastery.*

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## CHAPTER I

### INTRODUCTION

This chapter presents Background of the Problem, The Identification of the Problem, The Limitation of the Problem, The Research Problem, The Objective of Study, and The Significance of the study.

#### **A. The Background of the Problem**

Vocabulary is one of the language components, such as in English and is based on a particular language. According to Thornbury although without grammar there is very little to convey, without vocabulary one cannot convey anything.<sup>1</sup> Based on this statement the vocabulary must first check the other aspects of the language such as grammar, writing, and reading, speaking and listening. The more vocabulary students master, the better they will have conversations in their own language.

In learning English, vocabulary plays an important role in all four English skills. In speaking and writing, vocabulary makes it easy for students to develop ideas to create writing that is attractive and easily understood by various ages. In reading vocabulary, it makes it easy for students to understand the text. In listening skills, vocabulary makes it easy for students to understand what the other person is saying, such as learning to listen to voice recordings during exams. Vocabulary

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<sup>1</sup> Scott Thornbury. (2002), *How to Teach Vocabulary*, Harlow: Pearson Education Ltd. p. 13.



should not be ignored by anyone learning a language. This means that vocabulary is one step to know a word, understand its meaning and use it in a sentence.

The objective of learning vocabulary for junior high school students must be able to understand and communicate with others in English. Depdiknas 2006 stated that junior high school students are expected to master 1500-5000 words to help them understand and use four language skills, such as writing, reading, speaking and listening.<sup>2</sup> In fact, the vocabulary mastery of grade VIII students at MTs Al Khoir Mananti Padang Lawas is only around 200-300 words. This can be proven by interviews with English teachers and lists of students' vocabulary that they get in the teaching and learning process in class. Then the number of vocabulary mastered by students is only limited to vocabulary that is often used in student life, both at school, or in the daily environment. So, the researcher concluded that the students' vocabulary was not yet developed. This is known when researchers have conversations with students. This situation reveals that the main problem with students' vocabulary mastery is still far from the expectations of students' vocabulary mastery in the eighth grade.

However, it turns out that based on the observations of researchers in class VIII MTs Al Khoir Mananti Padang Lawas, there were several obstacles in the vocabulary mastery among students. First, the interest to students in learning vocabulary is very low, because it is very difficult to learn according to them. Understand every new vocabulary, especially for verbs and nouns. Students always forget the meaning of the words. Second, most students' find it difficult to know

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<sup>2</sup> Kementerian Pendidikan dan Kebudayaan, (2017), *Syllabus Mata Pelajaran Bahasa Inggris SMP MTS*, Jakarta, p.4.

the meaning of the words that are saddened by the teacher. Then the researcher asked students to write down some of the vocabulary they knew without a dictionary, they only wrote two to five words that they knew, even the researchers wrote on the blackboard some new vocabulary and students found it very difficult to understand each meaning of the vocabulary. The important thing that researchers need to know is that students' knowledge of vocabulary is limited. Having a limited vocabulary, students will have difficulty mastering English language skills.

From this, the researcher can conclude that there are several factors that arise from this study. First, students have difficulty memorizing and understanding mastery of English Vocabulary. Second, students do not know how to classify a class of words, paragraphs, etc. Third, students have limited time to learn vocabulary in class. Fourth, students need interesting strategies and media in learning vocabulary mastery.

ABA English application is a game for the whole class that encourages students to study and review their vocabulary words. There are some reasons why researcher choose ABA English application as the media to improve their vocabulary mastery. First, ABA English application can be used as one of to review their vocabulary during the lesson. It can attract the students' attention and their involvement in the teaching and learning process. Second, students can learn how to work and cooperate as a group. Third, ABA English application can create an enjoyable environment. Students can enjoy fun and joyful learning. Fourth, ABA English application can help students revise their vocabulary and recalling something that happened in the game. It may help students remember the language connected with it.

Therefore, this research used a mobile learning application called *ABA English Application* as a possible solution to overcome these problems. Currently, there are many game-based learning applications that are effective for helping teachers and students in the process of teaching and learning languages, such as *Memrise*, *Duolingo* and *Hello English*. However, in this study, the researcher intends to use the *ABA English* application which focuses on teaching mastering a new vocabulary only in English through games as an alternative, and a new way to solve students' vocabulary problems, especially at MTs Al Khoir Mananti Padang Lawas. This application was chosen because there are still a few studies that use this application. In addition, this application is very simple and easy to use by students.

Based on the background description above, the researcher intends to conduct a research with the title “**THE EFFECT OF *ABA ENGLISH APPLICATION ON STUDENTS’ VOCABULARY MASTERY AT EIGHTH GRADE OF MTs AL KHOIR MANANTI PADANG LAWAS*”.**

### **B. The Identification of the Problem**

Based on the background of the problems above, the researcher identified the problem of the study as follows: 1) The students’ are difficult to memorizing and understanding of English Vocabulary mastery. 2) The students’ do not know how to classify the class of word, paragraph, etc. 3) The students’ have limited time to learn kinds of vocabulary in the classroom. 4) The students needed strategies and attractive media in learning vocabulary mastery, etc.

### **C. The Limitation of the Problem**

Based on the identification of the problems above, there are many factors that affect the students' vocabulary mastery including the *ABA English* application. *ABA English* application can improve students' vocabulary mastery. This causes students to understand various vocabulary automatically, then students' will form sszit into several sentences in various lessons and apply it in everyday life. Therefore, researchers only limit the process of using the *ABA English* application in students' learning vocabulary mastery.

### **D. The Research Problem**

Based on the Limitation of the problems above, the researcher formulated the problem into a research question as follows: "Is the students' taught by *ABA English* Application better then without *ABA English* Application?"

### **E. The Objective of Study**

The objective of the research can be stated as to find out whether the students' vocabulary mastery taught by *ABA English* Application is better than without *ABA English* Application.

### **F. The Significances of the Study**

The researchers hope that the results of this research can be useful for every aspect as follows; Theoretical Significance, this research is useful to mastering the theory of teaching vocabulary. Practical Significances; (a) For Students, the results of this study are expected to provide many benefits to improve the students' vocabulary mastery beneficial contribution to the second grade students of MTs Al

Khoir Mananti Padang Lawas. (b) For Teachers, this research can foster teacher's insight in creating creative teaching effective vocabulary mastery. In addition, if the use of *ABA English* application is effective to mastering of students' vocabulary, the teachers can use this application in their teaching and learning process. (c) Stakeholders, this study can overcome various student learning problems, improvement of concepts and various learning strategies or techniques can be produced by schools and disseminated to other schools in an effort to improve teaching English vocabulary mastery. (d) Other Researchers, It is expected that the result of this research can be provide useful information and references for another researchers who want to conduct any further research in the same field or different research.

## CHAPTER II

### LITERATURE REVIEW

This chapter presents Theoretical Framework, Relevant Study, Conceptual framework and Research hypothesis.

#### A. Theoretical Framework

##### 1. Vocabulary Mastery

There are many definitions of vocabulary proposed by some experts. It is very important for one to know what vocabulary is before discussing vocabulary mastery. Mastering a large number of vocabularies is very important for foreign language learners. Without mastering it, of course, foreign language learners will get some difficulties in developing the four language skills. Heritage stated the basic concept of vocabulary as the number of words used, understood, or the command of a particular person or group to build a huge vocabulary is an important part of language learning.<sup>3</sup> Vocabulary, meanwhile, is identified as a large number of words that students need to learn, not only memorizing the form of the words, but also understanding the meaning. Hiebert and Kamil has stated this, the generally vocabulary defined as knowledge of words or word meaning.<sup>4</sup> Furthermore, Barnhart also stated that vocabulary is a stock of words used by person, class of

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<sup>3</sup> John J. Pikulski and Shane Templeton, (2004). *Teaching and Developing Vocabulary: Key to Long-Term Reading Success*. USA: Houghton Mifflin Company, p.1.

<sup>4</sup> Hiebert and Kamil, (2005). *Teaching and Learning Vocabulary: Bringing Research to Practice*. New Jersey: Lawrence Erlbaum Associate, p. 3.

people, profession, and collection of list of words, usually in alphabetical order and predefined.<sup>5</sup>

In the language learning process, vocabulary is an essential component because it connects the four skills in language, there are; writing, reading, speaking, and listening altogether. According to Wallace “Learning a foreign language is basically learning a new vocabulary of that language. However, saying that someone speaks English often refers to how good the conversation is doing. To be able to participate in a conversation, one must, at least, understand the keywords (vocabulary) used in it”.

In addition, in Oxford Advanced Learner’s Dictionary, vocabulary defines as follow all words that a person know or uses, all words in a particular language, the word that people use when they are talking about particular subject, a list of words with their meanings, especially in a book for learning a foreign language.<sup>6</sup>

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

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ

كُنْتُمْ صَادِقِينَ ٣١

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<sup>5</sup> Cynthia A. Barnhart, (2008). *The facts on file student’s dictionary of American English*, p. 697.

<sup>6</sup> A.S Hornby, (2000). *Oxford Advanced Learner’s Dictionary*, Oxford: Oxford University Press, p. 1506.

Meanings:

“And Allah (**He**) taught Adam all the names, then presented them to the angels; then **He** said: Tell **Me** the names of those if you are right”.<sup>7</sup>

In Holy Al-Qur’an, vocabulary is mentioned in Al-Mujadalah verse 11:

يَأْتِيهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ  
وَإِذَا قِيلَ أَنْشُرُوا فَأَنْشُرُوا يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ  
وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ۝

Meanings: “O you who believe! When it is said to you, Make room in (your) assemblies, then make ample room, Allah will give you ample, and when it is said: Rise up, then rise up. Allah will exalt those of you who believe, and those who are given knowledge, in high degrees; and Allah is Aware of what you do”.

In Holy Al-Qur’an, vocabulary is mentioned in Ibrahim verse 4:

وَمَا أَرْسَلْنَا مِنْ رَسُولٍ إِلَّا بِلِسَانِ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ اللَّهُ مَنْ يَشَاءُ وَيَهْدِي مَنْ  
يَشَاءُ وَهُوَ الْعَزِيزُ الْحَكِيمُ ۝

Meanings: “And we did not send any messenger but with the language of his people, so that he might explain to them clearly; then Allah makes whom He pleases err and He guides whom He pleases and He is the Mighty, the Wise”.

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<sup>7</sup> Shehnaz Shaikh and Kausar Khatri.(2007). The Glorious Quran. New Delhi: Alhuda Publications, p.7.



The researcher concludes on the grounds of the above verse that Allah taught the names from the time of Adam as a whole, which gave him the possible knowledge of the names or words used in life for the use of pointed objects or teaching functions. This verse states that Allah gives the human capacity to know the name or purpose and features of things, such as the wind and fire function, and so on. He is also gifted with the ability to communicate with other individuals.

Prophet Muhammad SAW said,

عَنْ خَارِجَةَ بْنِ زَيْدِ بْنِ ثَابِتٍ عَنْ أَبِيهِ زَيْدِ بْنِ ثَابِتٍ قَالَ أَمَرَنِي رَسُولُ اللَّهِ -صلى الله عليه وسلم- أَنْ أَتَعَلَّمَ لَهُ كَلِمَاتِ كِتَابِ يَهُودَ. قَالَ « إِنِّي وَاللَّهِ مَا آمَنْتُ بِيَهُودَ عَلَى كِتَابٍ ». قَالَ فَمَا مَرَّ بِي نِصْفُ شَهْرٍ حَتَّى تَعَلَّمْتُهُ لَهُ قَالَ فَلَمَّا تَعَلَّمْتُهُ كَانَ إِذَا كَتَبْتُ إِلَى يَهُودَ كَتَبْتُ إِلَيْهِمْ وَإِذَا كَتَبُوا إِلَيْهِ قَرَأْتُ لَهُ كِتَابَهُمْ. قَالَ أَبُو عِيسَى هَذَا حَدِيثٌ حَسَنٌ صَحِيحٌ

From Kharijah bin Zaid bin Thabit, from his father; Zaid bin Thabit, he said: "Rasulullah Sallallahu alaihi wa sallam told me to study - for him - the sentences (language) from the book (letter) of the Jews, he said:" By Allah, I do not feel safe from Jewish [betrayal] for my letter. "So in less than half a month I was able to master their language. When I have mastered it, then if it writing letters to Jews then I write to them. And when they wrote letters to him, I read them to him. "Abu Isa said this hadith is hasan sahih. [HR. At Tirmidhi no. 2933).

Hadith seeking other knowledge is mentioned about the virtue of studying science in Islam, Rasulullah SAW said:

وَمَنْ سَلَكَ طَرِيقًا يَلْتَمِسُ فِيهِ عِلْمًا سَهَّلَ اللَّهُ لَهُ بِهِ طَرِيقًا إِلَى الْجَنَّةِ

Meaning: "Whoever takes the path to seek knowledge, then Allah will make it easier for him the way to heaven." (HR. Muslim, no. 2699)

Therefore, Muslims should have the right intention in learning foreign languages, in order to avoid sins. This is as in the hadith of the Prophet Muhammad SAW;

عن عمر بن الخطاب - رضى الله عنه - قال سمعت رسول الله - صلى الله عليه وسلم - يقول «إنما الأعمال بالنيات, وإنما لكل امرئ ما نوى, فمن كانت هجرته إلى دنيا يصيبها أو إلى امرأة ينكحها فهجرته إلى ما هاجر إليه

From Umar bin Khathab said: "I heard Rosululloh say:" Verily, the deeds depend on the intention, and in fact each person depends on what he intends, so whoever migrates for Allah and His Messenger then the migration is for Allah and His Messenger, and whoever migrates to get to the world, he will get it or migrate for a woman, then he will marry her, so that migration depends on what he migrated for her". [HR. Bukhori 1, Muslim 1907).

It can be concluded from the above definition that vocabulary is the number of words, lists or groups of words a person knows or uses in a particular language. And it can be made into a phrase that makes it easy for someone to create an easy-to-understand communication method that can be used by that several people or groups.

Swannel defines mastery as comprehensive knowledge or use of a subject or instrument.<sup>8</sup> Meanwhile Porter states that mastery is learning or understanding something completely and having no difficulty in using it. Mastery is defined as the complete control of knowledge (Oxford Advanced Dictionary). This definition is supported by Hornby who defines mastery as skill or thorough knowledge. From these definitions, it comes to the conclusion that mastery means the competency to

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<sup>8</sup> Julia Swannel. 1992. The Oxford Modern English Dictionary. Oxford: Clarendon Press, p.656.

understand and apply something learnt. Vocabulary mastery is always being an essential part of English.<sup>9</sup>

Lewis and Hill say that vocabulary mastery is important for the students'. It is more than grammar for communication purpose, particularly in the early stage when students are motivated to learn the basic words. Without having proportional English vocabulary, students will get some difficulties in using English. Vocabulary mastery can be measured by the requirements of generalization (being able to define words) and application (selecting an appropriate use of it).<sup>10</sup> Vocabulary mastery is very important to build understanding of meaningful reference. John W. Shamrock states that: understanding the utterances of others requires us to make meaningful a string of sound that strikes our ears requires us to make inferences, using our knowledge of the situation and of language itself – it's sound, syntax, and semantics.<sup>11</sup>

Lehr & Osborn explain two kinds of vocabulary description as follows.<sup>12</sup> First, a word has two forms, oral and print (a) Oral vocabulary includes the words that are recognized and used in listening and speaking. (b) Print vocabulary includes the words that are recognized and used in reading and writing. Second, word knowledge is composed of two forms, (a) Receptive Vocabulary includes words that are recognized when we hear or see them. It is the ability to comprehend passive

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<sup>9</sup> A.S Hornby. 1984. Oxford Advanced Learner's Dictionary of Current English. London: Oxford University Press, p. 777.

<sup>10</sup> Michael and Hill, Jamie Lewis. 1997. Practical Techniques for Language Teaching. London: Commercial Colour Press, Plc

<sup>11</sup> John.W Shamrock. 1991. Physiology: The Science of Mind and Behaviour (3rded.). Dallas: Winc.Publisher. p. 298

<sup>12</sup> Masoumeh Rostami and Siros Izadpanah, (2017). *The Study of Vocabulary Awareness Effect on Intermediate Language Learners' Depth of Vocabulary Knowledge in Genuine Persian Text*. International Journal of English Linguistics. Vol. 7. No. 1, p 187.

vocabulary which is used in reading and listening context. (b) Productive vocabulary contains expressions that are heard as we speak or write, an active skill that is used in speech or writing.

In relation the various types of vocabulary available, Finocchiaro state in Hiebert and Kamil, there are two types of vocabulary.<sup>13</sup> (1) Active vocabulary consists of words that can be understood by students, can be pronounced correctly, and are used in speaking and writing, constructively. (2) Passive vocabulary consists of words that, when they appear in a sense, are known and understood by students and have never been used in English communication. When they hear or read it, they may comprehend it, but they do not use it in speaking or writing.

Meanwhile, based on Judy K. Montgomery: *The Bridge of Vocabulary*, there are kinds of vocabulary. (1) Writing Vocabulary is an involved, reading-equivalent vocabulary. The author explained the essence of his interpretation of a word and how to properly spell it and use it. (2) Reading Vocabulary is a type of passive vocabulary. The vocabulary we understand as we read the text are the Reading Vocabulary. There are many words we can read and understand that we do not use in our everyday lives. The individual may identify the shapes of letters and how they relate to each other and how they understand their numbers. (3) Speaking Vocabulary is a type of vocabulary that demonstrates the comprehension of words by an individual. Our speech repertoire is relatively limited: With both their discussions and orders, most adults only use 5,000 to 10,000 words. (4) Listening Vocabulary is a type of passive vocabulary. The terms we say and comprehend are

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<sup>13</sup> Hiebert and Kamil, Op.Cit, p. 167-169.

the language we listen to. The audience may correlate their interpretation with the words spoken. This degree of comprehension is reinforced by the meaning of words, intonation, and by gestures and facial movements whether there is eye interaction with the speaker.

There are two categories of terms of content and words of function.<sup>14</sup> (1) The content of words that are used in the main part of the vocabulary, including nouns, verbs, adjectives, adverbs, and some pronouns, is the first type. (2) The second category is the function of words which are included in the minor part of speech, including prepositions, conjunctions, interjections, particles, additions, articles, demonstratives and certain pronouns and adverbs. It can be inferred that the forms of vocabulary can be separated into two sections, namely word content and word feature, based on the above mentioned argument.

Based on this statement, vocabulary is also a major part of language.<sup>15</sup> So to support the interaction of speakers in communication, vocabulary is important because it can be used as a basic foundation for arranging new words into a good sentence sequence. By studying vocabulary, we can communicate with other people and convey the meaning of the conversation.

Graves stated that the importance of vocabulary for a language is<sup>16</sup> as follows; (1) Knowledge of vocabulary is one of the main factors to determine verbal ability, (2) Knowledge of vocabulary contributes to students' phonological

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<sup>14</sup> Laurel J. Brinton, (2000). *The Structure of Modern English: A Linguistic Introduction*, Volume 1. Amsterdam: John Benjamins Publishing Company, p. 118.

<sup>15</sup> James Coady and Thomas Huckin, (2003), *Second Language Vocabulary Acquisition: A Rationale for Pedagogy*, New York: Cambridge University Press, p. 5.

<sup>16</sup> Michael F. Graves, (2016), *The Vocabulary Book: Learning and Instruction Second Edition*, New York: Teachers College Press, p.2.

awareness, which basically contributes to vocabulary recognition; (3) Knowledge of vocabulary in elementary school "is a significant predictor of reading comprehension in junior and senior high school grades; (4) Vocabulary difficulties greatly affect the readability of recognizing the meaning and function of text, (5) Teaching vocabulary can improve reading comprehension for native speakers English, (6) Growing up in an environment that does not have foreign language skills can limit the vocabulary that children learn before starting school and make attaining adequate vocabulary a challenging task; (7) Students who do not live in an environment that does not use English tends to have a much smaller vocabulary than their classmates who live in the environment who have the ability to master foreign languages; (8)) Learning English vocabulary is one of the most important basics for English learners.

From statement above, vocabulary mastery can support written, reading, speaking and listening skills of empathy. Mastery of vocabulary also affects students' English learning process in class. Therefore, students must have adequate vocabulary mastery to be more alert, from one vocabulary to another. Vocabulary is the easiest aspect to learn in a second language and does not require formal attention in the learning process in the classroom, because it can be applied to everyday life as an easy way to remember new vocabulary that is obtained from somewhere.

The introduce students about vocabularies, teacher can choose the relevant topic to be studied. Allen also states that in teaching students the teacher should teach the students to recognize and understand the word in multiple context example; use the word in their speaking and writing; connect the word to their own

lives and offer examples of its correct and incorrect use; understand subtle shades in the word's meaning; and generate effective contexts to help others understand the word.<sup>17</sup>

Depending on their importance, frequency, and applicability in other contexts, teachers could teach words at different levels. Having enough vocabulary can make it easier for students to listen, speak, read and write. It also helps students to be able to easily generate language. When the teachers teach vocabulary, they probably face the problem from many factors related to the word and also the first language learners matches the second language learners.

Cameron exclaims about several principles of teaching vocabulary to young learners which are:<sup>18</sup>

1. Types of words that children find possible to learn with shift.
2. Vocabulary development is not just learning more words but it is also importance about expanding and depending word knowledge.
3. Word and words knowledge can be seen as being linked in network of meaning.
4. Basic level words are likely to be more appropriate for children or when learning vocabulary for new concept.
5. Children change in how they can learn words.

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<sup>17</sup> Allen, J. (2006). *Words, words, words: Teaching vocabulary in grades 4–12*. Portland: Stenhouse Publishers, p. 6.

<sup>18</sup> Cameron, L. (2001). *Teaching Language to Young learners*. United Kingdom: University Press, Cambridge, p. 81.

The place where EFL vocabulary is taught in the Indonesian country seems to be shifting in the curriculum. As can be seen by the improvements in the goals and strategies of teaching English in Indonesia, this is consistent with the current curriculum. The new curriculum, Curriculum 2013, stresses the growth of communication skills, covering socio-cultural skills, language skills, formulaic skills, discourse skills, interaction skills and strategic skills.<sup>19</sup>

But actually, there are still many students that haven't reached the level of the word yet. Nurweni found out if 2000 most frequent words and 808 academic words was reported to high school graduates as target words. An average, of the 2000 most common words, 324 subjects had 987 and 239 of the 808 scholarly words, for a total of 1226 words, the results of the study showed.

From the above statement, the researcher concluded that vocabulary is an important language component of words that have meaning and can be implemented by someone so that they can be used to communicate with others. In the spoken and written form, the language is used, the spoken form refers to the words used and understood in daily speaking and hearing, and the printed form refers to all the words used in reading and writing. In addition, seeing a word is divided into two types: receptive (listening and reading) and active (speaking and writing). Finally, there are two types of vocabulary, feature words and material words, as follows.

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<sup>19</sup> Adi Putra, Kristian, (2014), *The Implication of Curriculum Renewal on ELT in Indonesia*. Vol. 4 No.1 Parole. P. 67



## **2. ABA English Application**

### **a. Definition of ABA English Application**

“ABA English” is a language learning application for mobile devices which has been developed by ABA. *ABA English 4.0 was launched in 2013, adopting a free trial business model.* International expansion began and generated exponential growth in the number of students already in 2013: the student base grew eightfold in year one, bringing the number to nearly half a million. 2014 consolidated the new model: the year ended with 2.1 million students from 170 countries. The student base grew fourfold compared to the previous year.<sup>20</sup>

*In December 2015, ABA English won the Best Educational App Award granted by Reimagine Education, an initiative co-managed by The Wharton School and QS Quacquarelli Symonds.* These prestigious international awards are granted yearly in Philadelphia (USA) during a 3-day educational conference that brings together top level Ed-Tech academics, university leaders and entrepreneurs. The Reimagine Education awards are considered the “Oscars of education”.

*At the end of May 2016 the number of students crossed the 10 million mark. An agreement with Cambridge English was signed in May 2016 whereby ABA English has become the first entirely digital school to provide Cambridge exams and certificates.* Students learn vocabulary and grammar which is structured by Units. The Units cover grammar items and pragmatic issues. The pattern and structure of the Units is always the same, divided into 8 parts or activities. The full ABA English Course covers 6 levels stretched over 144 Units: Beginners (A1),

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<sup>20</sup> Ana Gimeno-Sanz, (2016). *The ABA Efficacy Study*. CAMILLE Research Group, Department of Applied Linguistics, p. 7.

Lower Intermediate (A2), Intermediate (B1), Upper Intermediate (B2), Advanced (B2-C1) and Business (C1).

### **b. The Principle of ABA English Application**

Clark and Mayer listed six principles of games: (1) Match game types to learning goals, The first principle that teaches goals or objectives must be the basis of every learning-based digital game. (2) build in proven instructional strategies, The second principle recommends the application of learning strategies that have been well researched. (3) make learning essential to game progress, The next principle regarding student learning during games must be parallel with the objectives of learning digital game based learning. for the sake of spending that we apply with the application that we have determined from the beginning of this research.<sup>21</sup>

### **c. The Design of ABA English Application**

Throughout all four aspects of language learning, *ABA English* covers: ABA Film, Speaking, and Video class (Grammar) and Vocabulary.<sup>22</sup> It uses interactive lessons with fun games and speaking exercises to add to the whole learning experience in various aspects. In addition, *ABA English* application offers unique and engaging contextual learning tools that take advantage of breaking news, sports and entertainment to help learners build their English vocabulary.

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<sup>21</sup> Clark, R. C., & Mayer, R. E, (2011). *E-Learning and the Science of Instruction*. San Fransisco: Pfeiffer, p. 381.

<sup>22</sup>Rafael Seiz - 2016 <http://www.abaenglish.com> Blog  
<http://www.abaenglish.com/blog/es/>



Figure 2.1 *ABA English Logo*

#### **d. The Procedure of Learning English through *ABA English***

The core teaching and learning in the *ABA English* application is very clear. The exercises detailed in the application and how many are the usual exercises. The teacher can choose a more specific topic from the lesson that fits the lesson plan or syllabus in general. Here, learning is built into one another so that learners are introduced to words and concepts at appropriate points in the application program. There are also explanations for each subject which the users can easily understand.

##### *a. Getting Started for ABA English*

1. Download and install the *ABA English* application on your smartphone's PlayStore
2. Create an account using your email, facebook or Google to "log in" as prompted by the instructions below and click "Yes".

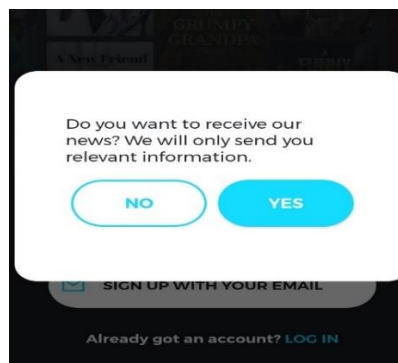
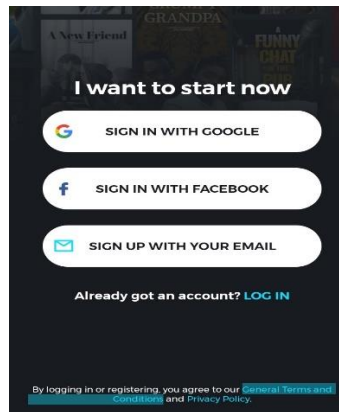


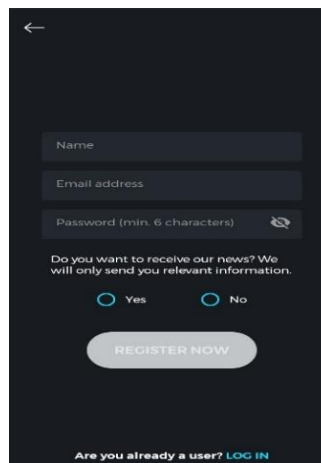
Figure 2.2 The intutions to make Account in *ABA English*

3. Continue to "create an account" and take the next steps as follows.

Step 1: The application requested what accounts could be used to learn English by the customer. Teachers and learners can click on the desired account in this report.



Step 2: This application requires an email and password for the security of *the ABA English* account on the used Android. In this study, teachers and students' simply follow step by step.



Done: Your account has been registered and this application allows you to access features to help you learn English.

## Daily Plan

Your daily exercises

UNIT 49  
MODAL VERBS

ABA Film

Listening

18 ⚡

BUSINESS

ABA Wishes for a Better Future

Grammar · Video

20 ⚡

LIFESTYLE

Meditation: Connecting with Nature

Grammar · Podcast

20 ⚡

MORE THAN WORDS

Breakfast

Vocabulary

7 ⚡

## Discover

### Topics

Business

Lifestyle

Personal

English Basics

Nature & Science

Entertainment

News & Trends

### Formats

Article

Lyrics

Podcast

Video

Book

Lesson

Master Class

Video

## ABAmoments®

a  
b  
c

More than words

Learn 10 words in 1 minute. Do you accept the challenge?

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Vocabulary
 1 min.
 4 / 236

Awesome people

Practice English while you read the story of personalities like Emma Watson or Paulo Coelho.

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Reading
 6 min.
 0 / 10



## Start Learning English with *ABA English* Application Feature

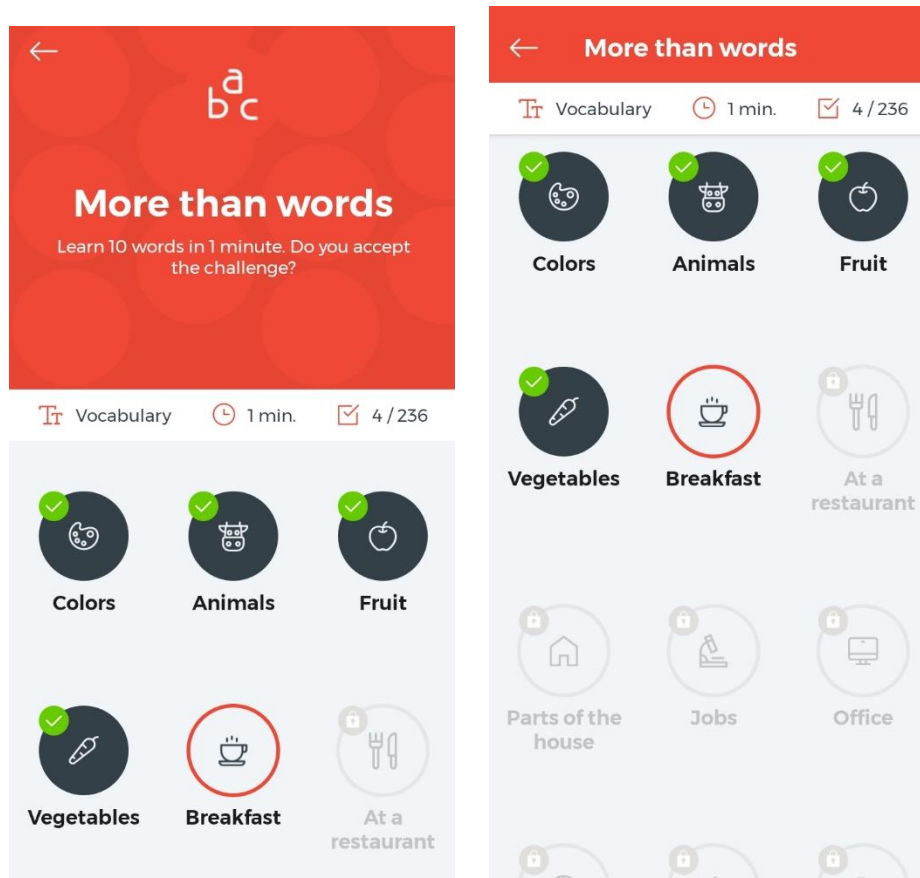


Figure 2.3 Main Feature in *ABA English*

Dockstader stated that in Yaumi, technology integration is defined as the effective and efficient use of computers in some general environment to enable students to learn how to apply computer skills in a way that they can easily understand.<sup>23</sup> Technology integration is concerned with the application of technology to create communication that is easy to understand between one another, the environment of interaction, culture, learning and teaching.<sup>24</sup> This supports

<sup>23</sup> Muhammad Yaumi. 2018. *Media & Teknologi Pembelajaran*. Jakarta: Kencana, p. 192.

<sup>24</sup> Spector, P. 2012. *Industrial and Organizational Psychology : Research and Practice*. New Jersey: John Wiley & Sons, Inc. P. 154

classroom learning by creating opportunities for students to complete assignments on technological media such as mobile phones or computers instead of using manual methods, such as writing on paper.

Since in this era technology is a tool that we must understand and we must be able to use properly, for example applied to student learning in class. In fact, all students must be obliged to use technology for every important lesson in the learning process. One of the beneficial lessons using technology is language learning. Dawson, Cavanaugh, and Ritzhaupt emphasize that by using computer or mobile phone technology, language classes become active places filled with meaningful assignments in which learners are responsible for their learning.<sup>25</sup> In the context of EFL, Fithriani stated that technology integration is increasingly being used in the EFL classroom environment in teaching various language learning skills.<sup>26</sup>

Technology integration has long been researched under several labels. Extensive Computer Assisted Language Learning (CALL) was first mentioned in the last quarter of the 20th century. As the term implies, CALL basically depends on the computer as a medium for sending applications.<sup>27</sup> Other related terms were coined later; Internet Assisted Language Learning (IALL), Web Enhanced Language Learning (WELL), Technology Enhanced Language Learning (TELL),

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<sup>25</sup> 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), 143159. <https://doi.org/10.1080/15391523.2008.10782526>

<sup>26</sup> Rahmah Fithriani, Tien Rafida and Amiruddin Siahaan. (2018). Integrating Online Blogging into EFL Writing Instruction : Exploring Students' Perceptions. *Advances in Social Science, Education and Humanities Research (ASSEHR)*: Atlantis Press, p.87.

<sup>27</sup> 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>

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.<sup>28</sup> MALL has unlocked latest trends in the world of CALL, because of easy accessibility and flexibility being offered to its users.

Technology development as happened in this era have been described in Holy Quran. In Al- Baqarah verse 164 Allah SWT says:

إِنَّ فِي خَلْقِ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافِ اللَّيْلِ وَالنَّهَارِ وَالْفُلْكِ الَّتِي تَجْرِي فِي الْبَحْرِ  
بِمَا يَنْفَعُ النَّاسَ وَمَا أَنْزَلَ اللَّهُ مِنَ السَّمَاءِ مِنْ مَّاءٍ فَأَحْيَا بِهِ الْأَرْضَ بَعْدَ مَوْتِهَا وَبَثَّ  
فِيهَا مِنْ كُلِّ دَابَّةٍ وَتَصْرِيفِ الرِّيْحِ وَالسَّحَابِ الْمُسَخَّرِ بَيْنَ السَّمَاءِ وَالْأَرْضِ لآيَاتٍ  
لِقَوْمٍ يَعْقِلُونَ<sup>١٦٤</sup>

Meaning:

“Most surely in the creation of the heavens and the earth and the alternation of the night and the day, and the ships that run in the sea with that which profits men, and the water that **Allah** sends down from the cloud, then gives life with it to the earth after its death and spreads in it all (kinds of) animals, and the changing of the winds and the clouds made subservient between the heaven and the earth, there are signs for a people who understand.”

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<sup>28</sup> 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>



In Ar-Rahman verse 33 Allah SWT says:

يَمْعَشَرَ الْجِنِّ وَالْإِنْسِ إِنْ أَسْتَطَعْتُمْ أَنْ تَنْفُذُوا مِنْ أَقْطَارِ السَّمَوَاتِ وَالْأَرْضِ فَانْفُذُوا لَآ

تَنْفُذُونَ إِلَّا بِسُلْطَانٍ ۝۳۳

Meanings; “O assembly of the jinn and the men! If you are able to pass through the regions of the heavens and the earth, then pass through; you cannot pass through but with authority”.

In Al-Anbiya verse 80 Allah SWT says:

وَعَلَّمْنَاهُ صَنْعَةَ لَبُؤِيسَ لَكُمْ لِيُحْصِنَكُمْ مِنْ بَأْسِكُمْ ۗ فَهَلْ أَنْتُمْ شَاكِرُونَ ۝۸۰

Meanings: “And we taught him the making of coats of mail for you, that they might protect you in your wars; will you then be grateful?”

This verse described about point of view from Islam about technology. The principles of technology development can be seen at this verse where Allah SWT will give higher degree for people who can develop the knowledge include technology. Technology is one of result from the people who want to develop their knowledge. It means that technology is significant part in human life.<sup>29</sup>

In the story of Isro 'and Mi'roj there are also signs to transportation technology. Where when this story was told to humans at that time, the majority of people laughed at Rosululloh SAW and accused him of being crazy. Because the journey from Mecca to Yerusalem at that time when accompanied by the fastest camel

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<sup>29</sup> Haris Budiman, (2017), Peran Teknologi Informasi dan Komunikasi dalam Pendidikan, *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, Volume 8, No. 1. P. 31-43

vehicle still required 2 months to travel back and forth. But the Prophet Muhammad SAW admitted to doing it in less than one night. Even though this is not impossible if we pay attention to the speed of the vehicle being ridden by Rosululloh SAW, namely Buroq:

ثُمَّ أُتِيْتُ بِدَابَّةٍ أَبْيَضَ يُقَالُ لَهُ الْبُرَاقُ فَوْقَ الْجِمَارِ وَدُونَ الْبَغْلِ يَقَعُ خَطْوُهُ عِنْدَ أَقْصَى طَرْفِهِ فَحَمَلْتُ عَلَيْهِ ثُمَّ انْطَلَقْنَا حَتَّى أَتَيْنَا السَّمَاءَ الدُّنْيَا

"Then I was approached by an animal called a Buroq, which was taller than a donkey but shorter than Buroq, whose every footstep was as far as the eye could see. I was carried on it, then we left until we came to the heaven of the world'. (Narrated by Ahmad, Al-Bukhori, Muslim and others).

The hadith above indicates the existence of transportation technology with super speed, both land and air vehicles, such as supersonic aircraft, challenger planes and others.

حدثنا جرير عن الأعمش عن ثابت بن عبيد قال قال زيد بن ثابت قال لي رسول الله صلى الله عليه وسلم تحسن السريانية إنها تأتيني كتب قال قلت لا قال فتعلمها فتعلمتها في سبعة عشر يوما

Meaning: "Having told us Jarir from Al A'masy from Thabit bin Ubaid said, Zaid bin Thabit said," Rasulullah sallallahu 'alaihi wasallam asked me:' Do you speak Syriac? 'I replied,'You can't. ' He said: 'Learn!' So I learned it in just seventeen days. "(AHMAD - 20605) [3]

It should be noted, that using a foreign language for the purposes of learning, preaching and tabligh if it is deemed necessary includes following the Prophet's instructions and in fact this is one of the methods of teaching the Prophet SAW in learning. Then, it is also necessary to add that at present, knowledge of foreign (Western) languages is the key to exploring natural sciences, and it has become a necessity for us to interact with foreign nations and European nations. This is for

the progress of the ummah (Islam) itself. In addition, foreign languages have also become the key to getting to know each other (between nations), and it is a must so that humans (Muslims) feel safe in obtaining their rights when they interact with foreign nations.

لَا تَزُولُ قَدَمُ ابْنِ آدَمَ يَوْمَ الْقِيَامَةِ مِنْ عِنْدِ رَبِّهِ حَتَّى يُسْأَلَ عَنْ خَمْسٍ، عَنْ عُمُرِهِ فِيْمَ أَفْنَاهُ، وَعَنْ شَبَابِهِ فِيْمَ أَبْلَاهُ، وَمَالِهِ مِنْ أَيْنَ اكْتَسَبَهُ وَفِيْمَ أَنْفَقَهُ، وَمَاذَا عَمَلَ فِيْمَا عَلِمَ

The Meanings: "The feet of the son of Adam will not move on the Day of Resurrection from the side of his Rabb until asked about five things: about his age for what he spent, about his youth for what he used, where did he get his wealth and where he distributed it, and whether the knowledge has been practiced. " (Hasan: HR. At-Tirmidzi no. 2416)

From the above definition, the researcher concludes that technology integration is how technology is used to mastering certain fields, in this study is education. The effective application of technology in the education system and the use of technology in the teaching and learning process are basically the idea of technology integration.

#### **e. Advantages and Disadvantages of ABA English Application**

Why have more than 25 million people chosen ABA English Application to learn English? Because there are several advantages to learning to use the ABA English Application, they are; (1) This application is different from the rest because it follows a new didactic approach. (2) You learn in a fun and enjoyable way. (3) They feel accompanied because we offer support whenever they need it. (4) As students move through the process, the results of their learning are evident. (5) The

some students have tried learning English with other application, but ABA English Application has proven to be the most comprehensive.

The advantages of using the ABA English applications, they are; (1) There are several levels that allow us to be asked to pay or can't go offline. So, research on ABA English applications is often not in demand by researchers, even indeed there has been research on these applications. to make it easier for believers and believers to use this fun application.

## **B. Relevant Study**

A study done by Ana Gimeno-Sanz entitled '*The ABA Efficacy*' Study ABA English 1.0 was founded in 2007 by Severo Figarola. It was the result of 4 years of development by a multinational team of philologists, linguists and IT experts who were given a dual goal: to develop a course with an excellent teaching methodology and to ensure that studying would be fun. It was created to provide high-quality English language learning via the internet. 2012 was devoted to defining, creating and developing the new website, a new campus and updated content. Much of the new course's audio-visual content, such as the high-quality short films, video classes, etc. Is particularly innovative and distinctive.<sup>30</sup>

A study done by Rafael Seiz, entitled '*ABA English App Mobile language learning application for iOS and Android*', The ABA English App is an example of good practice in the delivery of language learning courseware in a MALL (Mobile Assisted Language Learning) environment. The learning materials it contains

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<sup>30</sup> Ana Gimeno-Sanz, (2016). *The ABA Efficacy Study*. CAMILLE Research Group, Department of Applied Linguistics, hal. 7/

perfectly meet the requirements of the self-study of English on the go at the different levels of the CEFRL. If we compare this app with other similar applications on the market, the ABA English App is a comprehensive resource without the limitations of other apps in terms of efficient language learning content. It is strong both pedagogically and from a technical standpoint. It provides extensive practice of oral skills, grammar and vocabulary in a contextualized way, through the use of videos that illustrate common daily situations. On the debit side of the app, there is the repetitive format of many of its exercises and drills, which lack communicative practice.

A study done by Sandy Yuanita about *The Use of Applications in the process of learning English in the thesis also said that teaching with the application of one of the media that is good enough for students in the era of technology 4.0*. In this research the researcher chose SMK Negeri1 Karang Anyar because researcher wanted to observe one of the major in the school, namely is Tourism major especially in terms of the implementation of speaking skills using the Hello English application. The Tourism major in this school is engaged in the ability of tour guide, business travel, and hospitality. All students of Tourism major are required to be able to have brave mentality, master the material in tourism that is taught and have a good speaking skill especially in English.

### **C. Conceptual Framework**

*ABA English* is an English learning media application that is played on a cellphone or computer. The features in this application are based on educational games that can enrich students' vocabulary in interesting ways. This application is

also close to student life where cellphones and humans cannot be stored at this time. Thus, by using this program, learners can learn not only at school, but also at home.

Vocabulary mastery using the *ABA English* application is better than students in the era of 4.0 can not be separated from the so-called mobile phone better known as Android. To overcome this problem, English teachers in schools must have innovative ways to help students manage vocabulary in English and make them interested in learning it. One effective way to attract students' attention in learning and mastering words is to use media in teaching. Life today, fun, and close to students is the media that has the best characteristics that must be approved by the teachers. One of the media that fulfills these characteristics is the game application media called *ABA English*.

After that, the teacher can see how the vocabulary mastery of students who use *ABA English* applications with students who do not use tools/applications similar to *ABA English*. We can get more specific evidence such as students who are in pesantren, because almost every pesantren is very unlikely to use android in the pesantren environment.

From the explanation above, researchers believe that the use of *ABA English* in learning will make students better with the *ABA English* Application for without the *ABA English* Application. To make the conceptual framework simpler, the following draft can be used:

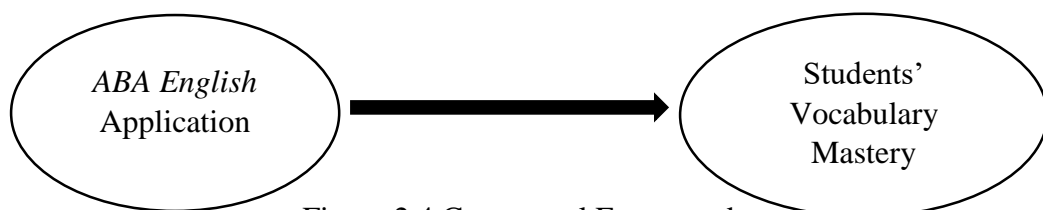


Figura 2.4 Conceptual Framework

Based on the framework of the above concept we will get that in learning English especially vocabulary mastery should use a media that is suitable for activities that are liked by students, for example is an application on Android because in reality in the 4.0 era it is very rare to find students or children who do not know the name of a pool called. well as teachers we must also be able to read the situation in every activity of our children or students.

The researcher can concluded that the use of the ABA English application is one of the innovations that must be done in learning vocabulary mastery, because vocabulary is the determinant of us being fluent or good at making communication in English. and several studies that researchers have read that have proven a lot of the use of applications that are fun and make feedback on children to be more motivated and motivated in mastering a foreign language.

#### **D. Research Hypothesis**

Based on the conceptual framework above, the researcher issued a hypothesis for this research as follows: Is the students' taught by ABA English Application better then without ABA English Application.

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter present Place and Time of the Study, Population and Sample, Research Method, Research Procedure and Data Analysis.

#### A. Place and Time of the Study

This study was conducted at MTs Swasta Al Khoir Mananti. It is located in Jl. Lintas Riau Km. 40, Mananti Village, Hutaraja Tinggi sub-district, Padang Lawas district, North Sumatera. This study was conducted in tens meetings at the school.

#### B. Population and Sample

##### a. Population

Population is all the subject of the research.<sup>31</sup> The population of the research is the eighth grade of MTs Al Khoir Mananti Padang Lawas. The number of the population are 192 students that consist of the 6 classes.

**Table 3.1**

**The Population of the Study**

No.	Class	Number of Students
1.	VIII-A	23
2.	VIII-B	25
3.	VIII-C	25
4.	VIII-D	21
<b>Totals</b>		94

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<sup>31</sup> Suharsimi Arikunto, (2012). *Prosedur Penelitian*, Jakarta: PT. Rineka Cipta, p. 108.



### b. Sample

The sample is a part of the population's total.<sup>32</sup> In this chance, by using cluster random sampling, the researcher divide the population into two classes. Research teams provided 2 classes as a sample when doing research. While using a lottery technique, the sample is taken randomly. It was done by writing in the slip of paper in the box by each class. It was done by writing in the slip of paper in the box by each class. The box was shaken, and we took two slips of paper. Two VIII-B classes consisting of 25 students taught vocabulary using *ABA English* application and VIII-C consisting of 25 students taught vocabulary without using *ABA English* application were the result of sampling. So total sample was 50 students.

**Table 3.2**

#### **The Sample of the Study**

<b>No</b>	<b>Population</b>	<b>Sample</b>
1.	VIII-B	25
2.	VIII-C	25
<b>Total</b>		<b>50</b>

### C. Research Method

The kinds of this research is experimental research. In this study the writer gave an application to this subject, while the others were not given the application used in the previous class to determine whether there was an effect of using the

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<sup>32</sup> Sudjana, (1997). *Metode Statistika*. Bandung: Tarsito, p. 6.

application in both classes. "Experimental research which aims to determine there is no effect of the treatment applied to experimental subjects.

This study was divided into two groups, one group functioned as an experimental group that was given vocabulary treatment using the *ABA English* application and the other group as a control group that was given treatment without using the ABA English application. Even though this group was treated differently, the material giving, the length of time and the lecturers were exactly the same, see the table below:

**Table 3.2**

**The Sample of the Study**

<b>Class</b>	<b>Group</b>	<b>Step I</b>	<b>Step II</b>
VIII-B	Experimental group	Treat by using <i>ABA English</i> Application	Test
VIII-C	Control group	Treat without <i>ABA English</i> Application	Test

**D. Research Procedure**

**a. Treatment**

In this context the researcher will conduct treatment using a game method that is in accordance with students' abilities. In the Experimental group class will be tested using the ABA English Application from the 2nd to the 10th meeting, while in the Control class will not use the ABA English Application.

Both of classes will receive different treatment from the researcher. In class VIII-C, the researcher will use conventional method in teaching and learning process without using application as a media. Meanwhile, the researcher will use ABA English application in teaching and learning process as an innovative media in class VII-B.

#### **b. Posttest**

The last is the post-test category. After the teacher facilitates communication to treatment, the post test will be conducted to test the development between the experimental and control classes. The study gave tests to students in the experimental and control classes in this last meeting. A pre-test is the way to ask. In analyzing and increasing increasing vocabulary mastery in students.

### **E. Instrument of the study**

#### **a. Conceptual Definition**

In science, instruments may be viewed as methods, such as assessments and questionnaires. This instrument is used to calculate social or natural events in the analysis method to gather knowledge.<sup>33</sup> The researcher selected the test in this analysis as an instrument to assess the vocabulary mastery of students. The explanation for selecting the test is that in this type of study, it is a type of vocabulary test that is easy to analyze and designed for.

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<sup>33</sup> Sugiyono. (2018). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*. Bandung :Alfabeta. P.305.

### **b. Operational Definition**

The instrument that will be used in this study is a written test, using pretest and posttest in the experimental class and the control class. The post-test topics are about the verbs and adjectives they often use in the daily lives of students. Experiments and controls will teach using different methods, students in the Vocabulary learning experiment class using ABA English Applications while students in the control class studying Vocabulary do not use the ABA English Application.

### **c. Specification of Vocabulary Test**

The researcher will give post-test to samples related to vocabulary test. It consists of 60 multiple choice questions for each test and is rewritten in a paper test so students do the test without using a cellphone. After this test is conducted students will learn more about where to understand about vocabulary, then the researcher will provide treatments that suit the needs of the sample. The test that will be used in the questions will be discussed in the table below:

**Table 3.2**

**The Specification of Vocabulary Test**

<b>No.</b>	<b>Specification of Vocabulary Test</b>	<b>Question</b>
1.	Noun	15
2.	Adjective	15
3.	Adverb	15
<b>Total</b>		45

So, the researcher will make a test from the description above, as in accordance with school procedures and student learning plans in testing students' vocabulary mastery. then the researcher can conclude that the specification of the questions to be made randomly in order to make children better remember and master the vocabulary provided by the teacher, researcher or application used during the teaching and learning process or in everyday life, for Android's positive interpretation of students and useful.

#### **d. Calibration**

Validity refers to the degree of which one tests what it must calculate. To achieve the validity by changing the face and contract validity checks the test with SKKD (*Standar Kompetensi dan Kompetensi Dasar*). “validity” is a noun , while valid is an adjective. For example a test is called valid if the test can precisely measure what is being measured.<sup>34</sup>

The validity can calculated using the product moment formula as shown in following formulas:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

$r_{xy}$  = Validity coefficient of the test

$\sum x$  = Sum of the score of each test number

$\sum y$  = Sum of total score

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<sup>34</sup>Suharimi Arikunto. (1993). *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara.P.56.

$N$  = Number of students

$\sum x^2$  = Quadrate sum of score of each test number

$\sum y^2$  = Quadrate sum of total score

Reliability is a mandatory characteristic of any good test, so that all valid tests must be reliable as a test first.<sup>35</sup> Then in order for the test to be reliable, an analytic scale was used as a written assessment of students. Several things are analyzed, such as material, organization, terminology, use of languages, and mechanics.

To get reliability of the test, the researchers used Kuder Richardson KR.20 formula as follows:

$$r = \frac{2 \cdot r}{1 + r}$$

$r$  = Validity of the test

The criteria for the reliability coefficient as the following:

0,800-1,000 = Excellent

0,600-0,800 = High

0,400-0,600 = Sufficient

0,000-0,400 = Low

## **F. Validity of Treatment**

### **1. Internal Validity**

Internal validity refers to the conclusion about whether the observed changes in the dependent variable were caused by the independent variable in a particular research study rather than by some extraneous factors. Internal validity is fundamentally a matter of control. Appropriate control design is a matter of finding

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<sup>35</sup> *Ibid.* p. 44

ways to eliminate extraneous variables that could lead to alternative interpretations and thus lower internal validity. Anything that contributes to design control contributes to internal validity.

## **2. External Validity**

External validity is how to represent the extent to which study results can be generalized or applied to others or seeing that Campbell and Stanley (quoted in Vane & Michael) have identified 4 factors that can influence the external validity of a study, namely interaction, pretesting, setting, and multiple treatments. . External validity refers to the degree to which the findings of a study can be generalized to other subjects, settings, and treatments. Every single study should be carried out in a specific subject group with the chosen measuring instrument and under conditions that are in some way unique. The researcher wants the research results to provide information about a broader range of subject areas, conditions, and operations than is actually being investigated. In order to generalize from what is observed to what is not, researchers need to assess how well the sample of events actually studied represents the larger population whose results are generalized. To the extent that influences about causal relationships resist changes in subject, setting, and treatment, experiments have external validity.

## **G. The Technique of Data Analysis**

Descriptive predictive processing methods are the type of data analysis used by researchers in this study. Descriptive statistics are statistics used to interpret data, according to Sugiyono, by explaining the data gathered without attempting to draw

general assumptions or generalizations.<sup>36</sup> There are several steps, as the formula follows, to prove this theory. The data analysis technique used by researchers in this study is descriptive statistical analysis techniques. According to Sugiyono, descriptive statistics are statistics used to analyze data by describing the data that has been collected without intending to make general conclusions or generalizations.<sup>37</sup> There are several stages to prove this hypothesis, as follows the formula.

#### **a. Normality test**

Sudjana state, the normality test was carried out to determine whether the population and research sample were normally distributed or not. This test is used using the Liliefors test.

#### **b. Homogeneity Test**

Arikunto state, the homogeneity test is done to test the similarity of variance. The homogeneity test used is the largest variance way compared to the smallest variance, with the following steps.<sup>38</sup>

#### **a. Hypothesis Testing**

To test hypothesis whether the truth is acceptable or not, use in this study with a real level of  $\alpha$  is 0, 05 of the formula is follows:

Alternative selection of t-test

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<sup>36</sup> *Ibid*, p. 446

<sup>37</sup> *Ibid*, p. 446

<sup>38</sup> Suharimi Arikunto, (2010). *Metode Penelitian Kualitatif*. Jakarta: Bumi Aksara, p.32



If the data comes from a homogeneous population ( $\sigma_1 = \sigma_2$  and  $\sigma$  unknown), then the t test formula is used:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

with  $S^2 = \frac{(n_1 - 1) S_1^2 + (n_2 - 1) S_2^2}{n_1 + n_2 - 2}$  If the data comes from a non-homogeneous

population ( $\sigma_1 \neq \sigma_2$  and  $\sigma$  unknown), then the t test formula is used:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Information:

t = Wide area achieved

n1 = Many students in the experimental group sample

n2 = Many students in the control group sample

S1 = Standard deviation experimental group

S2 = Standard deviation of the control group

$\bar{X}_1$  = Average student scores of the experimental group

$\bar{X}_2$  = Average students score of control group

## 2. Statistical Hypothesis

Testing criteria are: accept  $H_0$  so  $t_{count} < t_{table}$  with  $dk = (n_1 + n_2 - 2)$  with opportunities  $(1 - \alpha)$  and the real level  $\alpha = 0,05$ . For other t prices  $H_0$  rejected or received  $H_a$ .

$H_0$  accepted if price  $t_{count} < t_{table}$  and  $H_a$  rejected.

$H_a$  accepted if price  $t_{count} > t_{table}$  and  $H_0$  rejected.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter presents Research Findings and Discussion.

#### A. Research Findings

##### 1. Description of the Data

The research was conducted from September 8<sup>th</sup> 2020 to October 7<sup>th</sup> 2020. The researcher analyzed quantitative data. The data were obtained by giving tests to the experimental class and the control class after being given different treatments from the two classes. The subjects of this study were divided into two classes. They are the experimental class (VIII-B) and the control class (VIII-C).

Data of the students' vocabulary mastery was taken from the test result which has given to 50 students MTs Swasta Al-Khoir Mananti: 25 students from VIII-B as experiment class and 25 students from VIII-C as control class. Here the score that showed the result test for experiment class (VIII-B) which taught by using ABA English Application and control class (VIII-C) taught without ABA English Application.

##### a. The Students' Mastery in Vocabulary Taught by Using ABA English Application

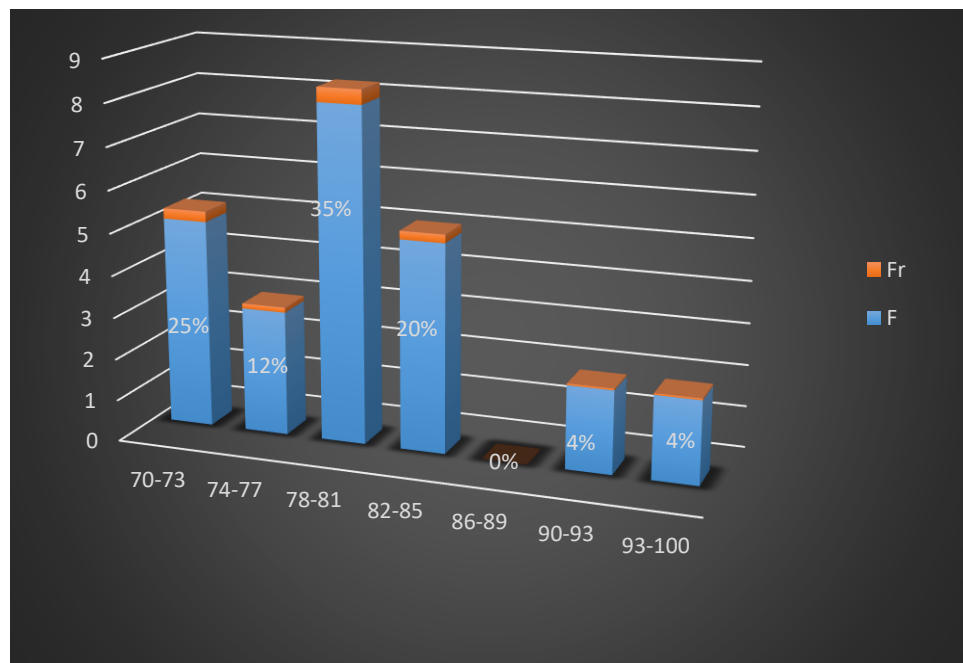
After analyzing the data through statistical descriptions, it was found that students who were taught using the ABA English application obtained a score range of 70 to 100, the mean post-test was 80.24, the post-test standard deviation was 7.102, the lowest post-test score was 70 and the highest score is 95 (see Appendix VI).

**Table 4.1**  
**The Frequency Distribution of the Experimental Class**

No.	Interval Class	F	F <sub>r</sub>
1.	70-73	5	25%
2.	74-77	3	12%
3.	78-81	8	35%
4.	82-85	5	20%
5.	86-89	0	0%
6.	90-93	2	4%
7.	93-100	2	4%
<b>Jumlah</b>		<b>25</b>	<b>100%</b>

The histogram of the students' Vocabulary Mastery that were taught by using ABA English application can be showed in the following figure:

**Figure 2**  
**The Histogram of the Experimental Class**



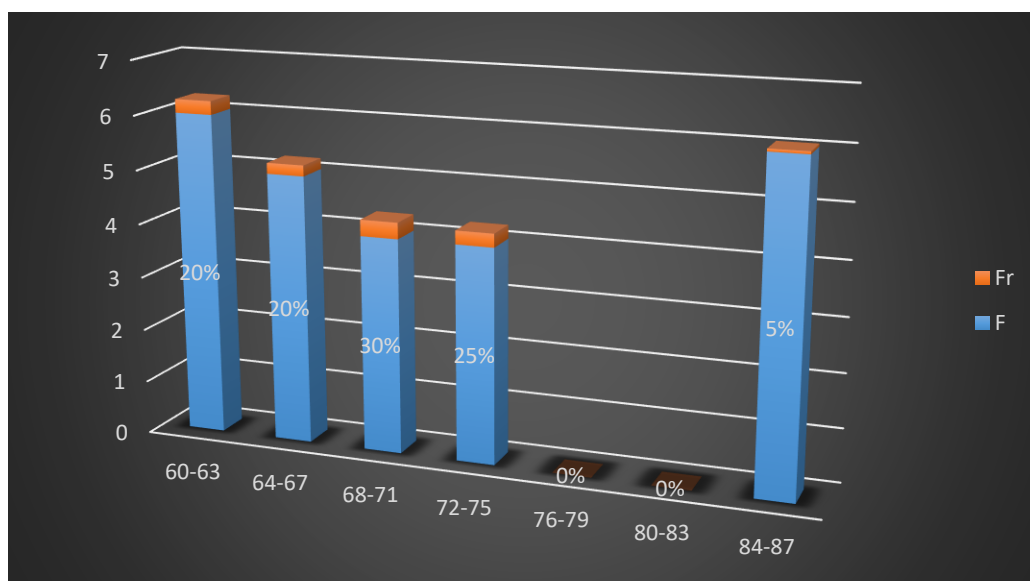
b. The Students' Mastery in Vocabulary Taught without ABA English Application

After analyzing the data through statistical descriptions, the results showed that students who were taught without the ABA English Application obtained a score range of 70 to 100, mean post-test 68.4, standard deviation post-test 6.244, the lowest post-test score was 60 and the highest score was 85 (see Appendix VII).

**Table 4.2**  
**The Frequency Distribution of the Control Class**

<b>No.</b>	<b>Interval Class</b>	<b>F</b>	<b>Fr</b>
1.	60-63	6	20%
2.	64-67	5	20%
3.	68-71	4	30%
4.	72-75	4	25%
5.	76-79	0	0%
6.	80-83	0	0%
7.	84-87	6	5%
<b>Jumlah</b>		<b>25</b>	<b>100%</b>

**Figure 3**  
**The Histogram of the Control Class**



## 2. Analysis Requirement Testing

The researcher explained in this operation about vocabulary. The researcher asks students to name some of the vocabulary they know and use on a daily basis, so that they can understand new words. The purpose of this activity is to measure students' vocabulary skills.

After implementing the test, the student's vocabulary results assessment test. From the results of calculating the mean, variant, standard deviation, the mean standard error of the students' vocabulary mastering scores are used as follows:

### a. Normality Testing

The normality test was used to assess whether or not the data are normal, and the findings of the normality test are listed below as follows. (See Appendix VIII and IX)

**Table 4.3**  
**Normality Testing**

No.	Data	N	A	L <sub>obs</sub>	L <sub>table</sub>	Conclusion
1.	Experimental Class	25	0.05	0.629	0.1772	Normal
2.	Control Class	25	0.05	0.425	0.1772	Normal

From the table above, it can be seen that  $L_o =$  significant **0.629** and  $L_t =$  **0.1772**. It can be concluded that the data distribution is normal. So, it can be concluded that the data on student' vocabulary mastery is **Normal**.

**b. Homogeneity Testing**

**Table 4.4**  
**Homogeneity Testing**

Data	F <sub>obs</sub>	F <sub>table</sub>	Conclusion
Experimental Class	9.36	1.679	Homogenous
Control Class			

From the data above  $F_{obs} = 9.36$  compared to  $F_{table}$  is determined to be real  $\alpha = 0.05$  and the same numerator  $dk = N-1 = 25-1$  which has a numerator of 24, the denominator  $df = n-1 (25-1 = 24)$ . Then F table can be calculated  $F (0.05 = 1.679)$ .

So  $F_{obs} < F_{table}$  or  $(9.36 < 1.679)$  so it can be concluded that the variant is homogeneous.

### 3. Hypothesis Testing

Data	T <sub>obs</sub>	T <sub>table</sub>	Conclusion
Experimental Class	167.72	1.708	There is significant effect of using <i>ABA English</i> Application on the students' Vocabulary mastery
Control Class			

The results of this research hypothesis can be seen from the table below: From the above calculations it can be seen that  $t_{obs} = 167.72$  and  $t_{table} = 1.708$ ,  $t_{obs} > t_{table}$ . This means that the hypothesis is accepted at a significant level of 0.05. The meaning of this result is that students taught using the ABA English application are better than those without the ABA English application. After the scores were calculated, I found that in his study the  $t_{obs}$  were higher than the  $t_{table}$ . This can be seen as follows:

$$t_{obs} > t_{table} (\alpha = 0.05) \text{ with } df \ 25$$

$$167.72 > 1,708$$

The results above indicate that the alternative hypothesis ( $H_0$ ) is rejected.

(See Appendix XI)

## **B. Discussion**

The results showed that using the ABA English Application is better than using the ABA English Application, it can train students to see more new vocabulary to master vocabulary. With their own abilities, students can understand new vocabulary. It also has evidenced by the results of the post test. This shows that the students' vocabulary mastery gets the effect of ABA in the English application applied in the experimental class. In addition, these results are also supported by research conducted prior research "The use of applications in the learning process of English in the thesis is also said that teaching with the application of one medium is good enough for students in the era of technology 4.0 in class ten students at SMK Negeri 1 Karang. Anyar ", Sandy Yuanita found that the results show that there are several research findings that can be drawn. First, the use of android applications in learning can be applied at various times in the class. Second, students who have high locus of control have more new vocabulary mastery skills both students have a low locus of control. Third, there is an interaction between the method used and the locus of control of students in vocabulary mastery: (1) use of the ABA English application more effective than not using the ABA English application in teaching vocabulary for students who have high locus of control.

From the description above, the research shows that the effect of using ABA in English on vocabulary mastery of student achievement is better for teaching those who teach without ABA in English applications. Student grades improve and students are more enthusiastic about understanding new words. Student motivation changed after the researcher used the ABA English application. The ABA English application



shows a simple concept that allows students to understand new vocabulary and relate their knowledge to the text.

The Students who are more interested in the ABA English application and students also actively ask questions and provide opinions. Most of the students were able to improve their grades. The results above, the ABA English application can affect students' understanding of new vocabulary. In the control class, researchers found problems when researchers worked on the same material but without application, students did not understand the vocabulary they had just learned and made them unable to understand the text, not knowing what they were reading. But there was a little problem playing the game in the experimental class, it was about timing. Time is not enough, researchers and students lose track of time when using the ABA English application.

Finally, students who are taught using the ABA English application get higher achievement than students who teach without the ABA English application.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

After conducting experimental research with the post-test results of the eighth grade students of MTs Swasta Al-Khoir Mananti Padang Lawas, the researcher found that students who were taught with the ABA English application got higher results than students taught without the ABA English application. This can prove that the value obtained from the experimental class is higher than the control class. The post-test results of both the experimental class and the control class were carried out after the treatment. Based on these data, it can be shown that there is an English ABA application that is better not to use the English ABA application in learning different vocabulary mastery between the experimental class and the control class. Researchers found a significant effect with  $t_{count}$  and  $t_{table}$  tests to determine whether the use of ABA English was effective on students' vocabulary mastery. The conclusion of this total chapter can be interpreted that the mastery of new vocabulary students who are better taught by using the ABA English application does not use the ABA English application, especially for eighth grade students of MTs Swasta Al-Khoir Mananti Padang Lawas.

#### B. Suggestions

On this occasion the researcher wanted to provide input to the public who benefited from this research. Researchers suggest to.

1. The head of MTs Swasta Al-Khoir in Mananti Village, provides teacher support teaching better, especially English teachers and complete facilities

respectively the learning process and provide directions to the English teacher about what is there several English ready methods suitable for students.

2. English Teacher at MTs Swasta Al-Khoir Mananti village, for teaching and giving motivation of students to study hard, and to use effective strategies in English teaching and learning process.
3. The results of this study are subject matter which can be largely and deeply developed by adding other variables or by increasing the sample.

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## **Appendix I**

### **LESSON PLAN**

#### **(Experimental Class)**

<b>School</b>	: MTs Swasta Al-Khoir Mananti
<b>Subject</b>	: English
<b>Class /Semester</b>	: VIII/I
<b>Topic</b>	: Introduce, identify the name of objects, rooms, and shapes in the house.( This is my world)
<b>Time Allocation</b>	: 4 x 35 minute

#### **A. CORE COMPOTENCE**

- KI.1 Respect and appreciate the teachings of the religion they hold.
- KI.2 Respect and appreciate honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment in the reach of relationships and their existence.
- KI.3 Understanding and applying knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related to phenomena and events visible to the eye.
- KI.4 Processes, presents, and makes sense in the realm of concrete (using, decomposing, assembling, modifying, and making) and abstract domains (writing, reading, calculating, drawing, and composing) in accordance with what is learned at school and other similar sources in point of view / theory.

## B. BASIC COMPETENCE

Basic Competence	Competency Achievement Indicators
3.5 Understanding the social functions, text structure, and linguistic elements of oral and written texts to ask questions and mention public buildings that are close to students' daily lives.	3.5.1 Listening or reading expressions or words used to ask questions and mention public buildings that are close to students' daily lives. 3.5.2 Identify expressions used to ask questions and mention public buildings that are close to students' daily lives.
4.5 Composing oral and writing texts to name objects that are close to the daily lives of students with correct linguistic elements and in context	4.6.1 Identifying the name of the object, room, and shape in the house. 4.6.2. Imitate phrases to mention the names of objects, rooms, and shapes in the house. 4.6.3 Make short conversations that use phrases to name objects, rooms, and shapes in the house. 4.6.4 Using text structures and linguistic elements to name objects, rooms, and shapes in a home. 4.6.4 Do the conversation to mention the names of objects, rooms, and shapes in the house.

## C. Learning Materials

### I. Social function

Introduce, identify the name of objects, rooms, and shapes in the house.

### II. Text structure

a. A nice bedroom, a wide living room, a tall wardrobe, etc.

b. It has 3 floors, the color of the walls is blue. There are 10 rooms, etc.

### III. Linguistic elements

- (1) Name of objects in the home environment: table, pillow, toy, mug, book shelf, etc.
- (2) The mention of singular nouns with and the, and plural (-s).
- (3) Noun phrases such as: big house, tall wardrobe, comfortable bed, etc.
- (4) The pronouns it, they, this, that, those, these.
- (5) The phrase There is / are ..., Are there ...?
- (6) Verbs that refer to very common and related actions in simple present tense: be, have, go, play, get, take, and so on.

### IV. Topics

Objects and public spaces in the house, by giving examples of honest behavior, discipline, confidence, responsibility, and cooperation.

#### D. Learning Methods

Scientific Method

#### E. Media, Tools, and Learning Resources

##### 1. Media

The ABA English Application

##### 2. Tools

Markers, White board, mobile phones.

##### 3. Learning Resources

- a. Student Book “English On Sky 2 Kelas VII”

### **Steps of Learning Activities**

#### 1) First meeting

##### **1. Introduction (10 minutes)**

- 1) The teacher gives a greeting;
- 2) The teacher checks the attendance of students;
- 3) The teacher prepares students psychologically and physically to participate in the learning process;
- 4) The teacher provides contextual student learning motivation according to the benefits and application of teaching materials in daily life, by providing examples and comparisons of local, national and international;



- 5) The teacher suggests the relationship between the information to be learned and previous knowledge;
- 6) The teacher shall clarify the learning goals or essential competences to be attained;
- 7) The teacher shall convey, according to the syllabus, the scope of the content and the definition of activities.

## **2. Core activities (60 minutes)**

### *Step Observing*

1. The teacher displays English 1 in the ABA application about words and phrases.
2. The teacher guides/trains students to say the noun referred to in English 1
3. Students correctly define the meaning and spelling of nouns with instruction and direction from the instructor.
4. The teacher and students are steadily finishing English 1;

### *Step Questioning*

1. The instructor directs students to ask tough questions about vocabulary.
2. The instructor allows the student the opportunity to ask questions about activities that have been done together that they do not know what they are.

### *Step Exploring*

1. The teacher shows the game about the vocabulary that is in the review and answers in groups

### *Step Associating*

1. In *ABA English* application, the instructor invites students to translate a few sentences relating to nouns and cause them to list the nouns they find on the sentence.
2. The teacher asks students to take part after playing.

### *Step Communicating*

1. The teacher instructs several students to present their work to other students.

### **3. Closing (10 minutes)**

- 1) Students and teachers reflect on learning activities and their benefits.
- 2) Students and teachers provide feedback on the process and learning outcomes.
- 3) Learners pay attention to information about planned learning activities for the next meeting.
- 4) Students and teachers say goodbye.

### **2) Second meeting**

#### **1. Introduction (10 minutes)**

- 1) The teacher gives a greeting
- 2) The teacher checks the attendance of students;
- 3) The teacher prepares students psychologically and physically to participate in the learning process;
- 4) The teacher provides contextual student learning motivation according to the benefits and application of teaching materials in daily life, by providing examples and comparisons of local, national and international;
- 5) The teacher proposes The link between previous knowledge and the content to be learned;
- 6) The teacher shall clarify the learning goals or essential competences to be attained;
- 7) The instructor shall express, according to the syllabus, the nature of the subject and the definition of activities.

#### **2. Core activities (60 minutes)**

##### *Step Observing*

1. In the *ABA English* application for terms and phrases, the teacher demonstrates English 2;
2. The teacher guides/trains students to tell the noun in English 2 listed;
3. Students correctly define the meaning and spelling of nouns with instruction and direction from the instructor.
4. The tutor and students are steadily finishing English 1;

### *Step Questioning*

1. The teacher directs students to ask tough questions about vocabulary.
2. The teacher allows the student the opportunity to ask questions about activities that have been done together that they do not know what they are.

### *Step Exploring*

1. The teacher shows the game about the vocabulary that is in the review and answers in groups

### *Step Associating*

1. In *ABA English* application, the instructor invites students to translate a few sentences relating to nouns and cause them to list the nouns they find on the sentence.
2. The teacher asks students to take part after playing.

### *Step Communicating*

1. The teacher instructs several students to present their work to other students.

## **3. Closing (10 minutes)**

- 1) Students and teachers reflect on learning activities and their benefits.
- 2) Students and teachers provide feedback on the process and learning outcomes.
- 3) Learners pay attention to information about planned learning activities for the next meeting.
- 4) Students and teachers say goodbye.

### **i. Assesment Instrument**

#### **1. Knowledge**

- a. Assessment technique : Written test
- b. forms of assesment : Multiple choice
- c. Instrument form : Choose the best answer by writing

**ii. Skill**

A. Assessment Techniques : Written Test and Quiz

B. Forms of Assessment : Oral and Written Test

C. Assessment Instrument :

1. Indicators : Identify about Nouns, Adjective, Adverb  
Assesment technique : Short answer
2. Indicators : Respond about Nouns, Adjective, Adverb
3. Assesment technique : Multiple Choice

## Appendix II

### LESSON PLAN

#### (CONTROL Class)

<b>School</b>	: MTs Swasta Al-Khoir Mananti
<b>Subject</b>	: English
<b>Class /Semester</b>	: VIII/I
<b>Topic</b>	: Introduce, identify the name of objects, rooms, and shapes in the house.
<b>Time Allocation</b>	: 4 x 35 minute

#### A. CORE COMPOTENCE

- KI.1 Respect and appreciate the teachings of the religion they hold.
- KI.2 Respect and appreciate honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment in the reach of relationships and their existence.
- KI.3 Understanding and applying knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related to phenomena and events visible to the eye.
- KI.4 Processes, presents, and makes sense in the realm of concrete (using, decomposing, assembling, modifying, and making) and abstract domains (writing, reading, calculating, drawing, and composing) in accordance with what is learned at school and other similar sources in point of view / theory.

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4.5 Composing oral and writing texts to name objects that are close to the daily lives of students with correct linguistic elements and in context	4.6.1 Identifying the name of the object, room, and shape in the house. 4.6.2. Imitate phrases to mention the names of objects, rooms, and shapes in the house. 4.6.3 Make short conversations that use phrases to name objects, rooms, and shapes in the house. 4.6.4 Using text structures and linguistic elements to name objects, rooms, and shapes in a home. 4.6.4 Do the conversation to mention the names of objects, rooms, and shapes in the house.

## C. Learning Materials

### I. Social function

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### II. Text structure

- a. A nice bedroom, a wide living room, a tall wardrobe, etc.
- b. It has 3 floors, the color of the walls is blue. There are 10 rooms, etc.

### **III. Linguistic elements**

- (1) Name of objects in the home environment: table, pillow, toy, mug, book shelf, etc.
- (2) The mention of singular nouns with and the, and plural (-s).
- (3) Noun phrases such as: big house, tall wardrobe, comfortable bed, etc.
- (4) The pronouns it, they, this, that, those, these.
- (5) The phrase There is / are ..., Are there ...?
- (6) Verbs that refer to very common and related actions in simple present tense: be, have, go, play, get, take, and so on.

### **IV .Topics**

Objects and public spaces in the house, by giving examples of honest behavior, discipline, confidence, responsibility, and cooperation.

#### **D. Learning Methods**

Scientific Method

#### **E. Media, Tools, and Learning Resources**

1. Media  
ABA English Application.
2. Tools  
Markers, white board, mobile phones.
3. Learning Resources
  - b. Student Book “English On Sky 2 Kelas VII”

#### **F. Steps of Learning Activities**

##### **1) First meeting**

##### **1. Introduction (10 minutes)**

- 1) The teacher gives a greeting;
- 2) The teacher checks the attendance of students;
- 3) The teacher prepares students psychologically and physically to participate in the learning process;

- 4) The teacher provides contextual student learning motivation according to the benefits and application of teaching materials in daily life, by providing examples and comparisons of local, national and international;
- 5) The teacher proposes The link between previous knowledge and the content to be learned;
- 6) The teacher shall clarify the learning goals or essential competences to be attained;
- 7) The instructor shall express, according to the syllabus, the nature of the subject and the definition of activities.

## **2. Core activities (60 minutes)**

### *Step observing*

1. On page 59 of this is my country, the teacher displays the front image
2. The instructor guides/trains students to explain what things they see on page 59 in the image;
3. The students recognize the true meaning and spelling of the items with the teacher's guidance and guide.

### *Step Questioning*

1. The teacher guides students to actively ask questions about noun phrase and pronoun

### *Step Exploring*

1. The instructor demands that students work in groups;
2. In the box on page 60, the teacher asked students to figure out the noun phrase and pronoun.
3. In completing the assignment, the instructor directs students;
4. To read the noun phrase and pronoun they have found, the teacher directs the students;
5. The instructor asks students to consider the details they get from the game.



### *Step Associating*

1. The teacher divides the class into four group parameters, and one noun and noun phrase subject is given to each group;
2. The students were asked by the teachers to pick out 10 noun phrases based on the group of criteria they chose;

### *Step Communicating*

1. The teacher instructs some students to present other students with their work;
2. Other students are asked by the teacher to listen and comment;
3. The teacher confirms the comments and accuracy of the sentences of the students.

## **3. Closing (10 minutes)**

- 1) Students and teachers reflect on learning activities and their benefits.
- 2) Students and teachers provide feedback on the process and learning outcomes.
- 3) Learners pay attention to information about planned learning activities for the next meeting.
- 4) Students and teachers say goodbye.

## **2). Second meeting**

### **1. Introduction (10 minutes)**

- 1) The teacher gives a greeting
- 2) The teacher checks the attendance of students;
- 3) The teacher prepares students psychologically and physically to participate in the learning process;
- 4) The teacher provides contextual student learning motivation according to the benefits and application of teaching materials in daily life, by providing examples and comparisons of local, national and international;
- 5) The teacher proposes the relationship between prior knowledge and the material to be learned;

- 6) The teacher shall clarify the learning goals or essential competences to be attained;
- 7) The teacher conveys the scope of the material and the description of activities according to the syllabus.

## **2. Core activities (60 minutes)**

### *Step observing*

1. On page 73-74, the teacher displays dialogues.
2. The teacher guides/trains students in the lesson to pronounce singular, plural and phrasing;
3. The students identify the true meaning and spelling of the singular, plural and phase with the teacher's guidance and guide.

### *Step Questioning*

1. The teacher guides students to actively ask questions about singular, plural and phrase. Contained in page 75-76 that they do not know such as meaning, function and usage.

### *Step Exploring*

1. The teacher asks students for group work;
2. Students are asked by the teacher to figure out the difficult words from the dialogues;
3. The teacher asks students to read the words they have found that are difficult;
4. The teacher asks students to conclude the teaching process with the information they obtain.

### *Step Associating*

1. The teacher demands that students work in pairs;
2. The teacher asks students to compose a brief singular, plural and word dialogue;
3. The teacher encourages the students to complete the assignment.

### *Step Communicating*

1. Some students are instructed by a teacher to illustrate their conversation in front of the class;
2. Other students are asked by the teacher to listen and comment;
3. The teacher confirms the comments and accuracy of the sentences of the students.

### **3. Closing (10 minutes)**

- 1) Students and teachers reflect on learning activities and their benefits.
- 2) Students and teachers provide feedback on the process and learning outcomes.
- 3) Learners pay attention to information about planned learning activities for the next meeting.
- 4) Students and teachers say goodbye.

### **Assessment:**

#### **i. Knowledge**

1. Assessment Techniques : Written
2. Forms of Assessment : Multiple Choice
3. Instrument form : Choose the best answer by writing

#### **iii. Skill**

- A. Assessment Techniques : Written Test and Quiz
- B. Forms of Assessment : Oral and Written Test
- C. Assessment Instrument :
  1. Indicators : Identify about Nouns, Adjective, Adverb
  2. Assessment technique : Short answer
  3. Indicators : Respond about Nouns, Adjective, Adverb
  4. Assessments technique: Multiple Choice

### Appendix III

Name: .....

Class: .....

Date: .....

Choose the best answer by writing A, B, C, or D on your answers sheet. Keep the question sheets clean.

#### Post Test

My school is green and clean. There are many big trees which make the air become very clean and fresh. The area of my school is around 1000 meter square, surrounded by bushes and fences. In my school there are 30 buildings which consist of 21 classrooms, 2 teacher rooms, science laboratory, a language laboratory, toilets, multimedia room and a hall.

In the school entrance there's this security post where all the securities are staying. There is also a fountain and a small garden with colorful flowers.

1. What is the condition of the school?
  - a. **Green and clean**
  - b. Dirty and brown
  - c. Flood and black
  - d. Dry and clean
2. How many building in the school?
  - a. 32 building
  - b. **30 buildings**
  - c. 2 buildings

- d. 21 buildings
3. How long area of the school?
  - a. 10000 meters square
  - b. **1000 meters square**
  - c. 100 meter square
  - d. 10 meters square
4. How many classroom of the school?
  - a. **21**
  - b. 23
  - c. 2
  - d. 30
5. What are first found when we enter the school?
  - a. **The Security Post**
  - b. Toilets
  - c. Classroom
  - d. Hall

#### Translate to Indonesia-English! 6-10

6. (ada banyak monyet)
  - a. There is a monkey
  - b. There are a monkey
  - c. **There are monkeys**
  - d. There is monkeys
7. (ada sebuah balon)
  - a. **There is a balloon**
  - b. There are a balloons
  - c. There is a balloons
  - d. There is balloon
8. (ada banyak mobil)
  - a. **There are a cars**
  - b. There is a car

- c. There are a car  
d. There is a cars
9. (ada sebuah jeruk)  
**a. There is an orange**  
b. There are an oranges  
c. There is orange  
d. There are oranges
10. (ada banyak komputer)  
**a. There are computers**  
b. There is computer  
c. There are computer  
d. There is computers
14. A good-looking lady (young)  
a. a young lady good looking  
**b. a good looking young lady**  
c. a young good looking lady  
d. a young good lady looking
15. A classic house (wonderful)  
**a. a wonderful classic house**  
b. a classic house wonderful  
c. a classic wonderful house  
d. a house wonderful classic
16. A black car (new)  
a. a black new car  
**b. a new black car**  
c. a new car black  
d. a black car new

**Put the adjective(s) in brackets into the correct position as the examples below. (11-16)**

11. A beautiful dress (Italian)  
**a. a beautiful Italian dress**  
b. a beautiful dress Italian  
c. a Italian beautiful dress  
d. a dress beautiful dress
12. An Indian song (new)  
**a. an new Indian song**  
b. an Indian new song  
c. an song Indian new  
d. an Indian new song
13. A rare ring (silver)  
**a. a rare silver ring**  
b. a rare ring silver  
c. a silver ring rare  
d. a ring silver rare

**Use correct personal pronouns. See the words in brackets.17-20**

Example: \_\_\_ often reads books.

(Lisa)

Answer: She often reads books.

17. \_\_\_ are watching TV. (my mother and I)  
**a. We**  
b. You  
c. They  
d. She
18. \_\_\_ has got a brother. (diana)  
a. He  
b. You  
**c. She**  
d. I

19. \_\_\_ is riding his bike. (tom)
- a. **He**
  - b. You
  - c. She
  - d. I
20. \_\_\_ are in the garden. (the flowers)
- a. We
  - b. You
  - c. **They**
  - d. His
21. A school is the place where students ... with their teachers.
- a. Teach
  - b. Work
  - c. Play
  - d. **Study**
22. Bunga is celebrating her birthday. Now Bunga feels .....
- a. **Happy**
  - b. Easy
  - c. Angry
  - d. Hungry
23. Intan : Amir, your new shoes are good and really fit in your ..... . You look charming and cool. Amir: Thank you Nita.
- a. Body
  - b. **Feet**
  - c. Finger
  - d. Hand
24. There is a clown in my friend's birthday party. He is very ... . He makes all children laugh and happy.
- a. Angry
  - b. Noisy
  - c. **Funny**
  - d. Quiet
25. My little sister and brother are very hungry, so I ..... lunch for them.
- a. **Prepare**
  - b. Wear
  - c. Throw
  - d. Kick
26. Thomas ..... The competition in a National Olympiad. He looks very happy.
- a. Jumped
  - b. Lost
  - c. Celebrated
  - d. **Won**
27. My younger brother went to dentist two days ago because his ..... were in pain.
- a. **Teeth**
  - b. Ears
  - c. Hands
  - d. Fingers
28. Fena : Can you lend me a hand?  
Rissa : Yes, of course. What can I help you?  
Fena: Please, ..... these textbooks to my office.

- Rissa : Yes sure, Sir.
- a. Put
  - b. Give
  - c. Bring**
  - d. Read
29. The exam was too ..... for her. She got an A!
- a. Easy**
  - b. Expensive
  - c. Difficult
  - d. High
30. Tina's bicycle is broken. Tina is really ..... now.
- a. Charm
  - b. Happy
  - c. Sad**
  - d. Confused
31. My sister is a nurse. She works in Anak Bunda Hospital. She ..... every patient there.
- a. Sees
  - b. Thinks
  - c. Ignores
  - d. Helps**
32. John: French Fries and fried chicken are my favorite foods.
- Vira: Yes, I like them too. These French Fries and fried chicken are very ... .
- a. Salty
  - b. Sour
  - c. Delicious**
  - d. Bitter
33. You can find .... in your kitchen.
- a. Pillow
  - b. Stove**
  - c. Television
  - d. Sofa
34. My mother is a tailor. She sews and makes ... .
- a. Books
  - b. Foods
  - c. Chairs
  - d. Clothes**
35. My father always reads ..... every morning in living room.
- a. Newspaper**
  - b. Radio
  - c. Computer
  - d. Television
36. The gardener that works at my school ... the grass and plants a very beautiful flower every Friday.
- a. Throws
  - b. Plants
  - c. Cuts**
  - d. Goes
37. My friend's ..... are sick, so he cannot hear anything well.
- a. Cheeks
  - b. Nose
  - c. Eyes

- d. Ears**
38. Candy is ... , but honey is sweeter than candy.
- a. Sweet**
- b. Salty
- c. Sour
- d. Smooth
39. Danu is a ... . He teaches Biology in our class. Every student loves him.
- a. Selfish teacher
- b. Kind teacher**
- c. Emotional teacher
- d. Arrogant teacher
40. Ahmad : Do you have a ..... ?  
Shopkeeper : Of course, we do.  
You can find it in the book section over here.
- a. Football shoes
- b. Black pen
- c. Red apples
- d. Drawing book**
41. Dina : I will wear my white and blue dress to Frieda's birthday party. What do you think?  
Vina : In my opinion, the pink one is better for you.  
Dina : Really? Okay I will ..... the pink dress.
- a. Go
- b. Lose
- c. Hang
- d. Wear**
42. The classroom looks very ... . The students should clean it soon before the teacher comes.
- a. Dirty**
- b. Tidy
- c. Shiny
- d. Rough
43. Dino : When do you usually get up in the morning?  
Alden : .....
- a. I have breakfast with my family
- b. I get up at 5 a.m.**
- c. I go to bed
- d. I am sleepy
44. Aulia : Drake, where do you want to go?  
Drake : I want to ..... to Europe with my parents and siblings.
- a. walk
- b. stay
- c. run
- d. move**
45. Linda did not study hard, so she did not ... the exam.
- a. study
- b. pass**
- c. break
- d. go



## Appendix IV

### The List of Post-Test Scores of Experiment Class

<b>NO</b>	<b>The Initial of Students Post</b>	<b>Test</b>
1.	DAM	70
2.	IB	75
3.	KA	95
4.	MP	80
5.	MGP	75
6.	MRM	70
7.	MU	75
8.	MZA	70
9.	NB	78
10	PS	73
11.	PA	85
12.	RA	80
13.	RM	85
14.	RS	81
15.	SN	83
16.	WL	83
17.	MK	81
18.	RH	79
19.	AJ	90
20.	AN	90
21.	IA	78
22.	MF	83
23.	MR	73
24.	RS	79
25.	MA	95

## Appendix V

### The List of Post-Test Scores of Control Class

<b>NO</b>	<b>The Initial of Students Post</b>	<b>Test</b>
1.	ATS	75
2.	FR	60
3.	KA	65
4.	IH	60
5.	HSS	70
6.	NH	60
7.	DA	70
8.	AS	85
9.	HFH	80
10	AHI	65
11.	AIS	65
12.	IH	70
13.	IPI	60
14.	HH	75
15.	KPS	65
16.	LM	70
17.	RA	65
18.	SA	70
19.	HD	75
20.	AF	70
21.	NA	65
22.	IN	65
23.	RS	70
24	LK	65
25.	SL	70

## Appendix VI

### The Calculation of Mean and Standard Deviation (Experimental Class)

No.	Score ( $x_i$ )	$f_i$	$f_i x_i$	$x_i^2$	$f_i x_i^2$
1.	70	3	210	-10.24	61.44
2.	73	2	146	-7.24	28.96
3.	75	3	225	-5.24	31,44
4.	78	2	156	-2.24	8,96
5.	79	2	158	-1.24	4,96
6.	80	2	160	-0.24	0,96
7.	81	2	162	0.76	3,04
8.	83	3	249	2.76	16,56
9.	85	2	170	4.76	19,04
10.	90	2	180	9.76	39,04
11.	95	2	190	14.76	59,04
	<b>Totals</b>	<b>25</b>	<b>2006</b>	<b>5924</b>	<b>27344</b>

Based on the data above, the result of  $f_i x_i^2$  is **27344** and  $f_i x_i$  is **2006**. And

the following is the mean, variant and standard deviation calculation.

#### a. Mean ( $\bar{x}$ )

$$\begin{aligned}\bar{x} &= \frac{\sum f_i x_i}{\sum f_i} \\ &= \frac{2006}{25} \\ &= 80.24\end{aligned}$$

#### b. Variant ( $S^2$ )

$$\begin{aligned}S^2 &= \frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)} \\ &= \frac{25 \times 27344 - (2006)^2}{600} \\ &= \frac{679588}{600} \\ &= 1132.64\end{aligned}$$

#### c. Standard Deviation

Deviation standard was found by drawing root of variants that was  $\sqrt{1132.64} = 7,102$

## Appendix VII

### The Calculation of Mean and Standard Deviation (Control Class)

No.	Score ( $x_i$ )	$f_i$	$f_i x_i$	$x_i^2$	$f_i x_i^2$
1.	60	4	240	-12,5	100
2.	65	8	520	65	1040
3.	70	8	560	70	1120
4.	75	3	225	75	450
5.	80	1	80	80	160
6.	85	1	85	85	170
	<b>Totals</b>	<b>25</b>	<b>1710</b>	<b>3875</b>	<b>3040</b>

Based on the table above, the result of  $f_i x_i^2$  is **3040** and  $f_i x_i$  is **1710**. And

the following is the mean, variant and standard deviation calculation.

#### a. Mean ( $\bar{x}$ )

$$\begin{aligned}\bar{x} &= \frac{\sum f_i x_i}{\sum f_i} \\ &= \frac{1710}{25} \\ &= 68,4\end{aligned}$$

#### b. Variant ( $S^2$ )

$$\begin{aligned}S^2 &= \frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)} \\ &= \frac{25 \times 3040 - (1710)^2}{600} \\ &= \frac{72580}{600} \\ &= 120,96\end{aligned}$$

#### c. Standard Deviation

Deviation standard was found by drawing root of variants that was

$$\sqrt{120,96} = 6.244$$

## Appendix VIII

**Table Normality Data Post Test of the Experimental Class**

No.	A2B1	A1B2 <sup>2</sup>	F	Z <sub>i</sub>	F <sub>zi</sub>	S <sub>zi</sub>	F <sub>zi</sub> -S <sub>zi</sub>
1.	70	4900	3	-5.68	6.734	0.04	-0.039
2.	70	4900		-5.68	6.734	0.08	-0.079
3.	70	4900		-5.68	6.734	0.12	-0.119
4.	73	5329	2	-2.68	0.003	0.16	-0.156
5.	73	5329		-2.68	0.003	0.2	-0.196
6.	75	5625	3	-0.68	0.248	0.24	0.008
7.	75	5625		-0.68	0.248	0.28	-0.031
8.	75	5625		-0.68	0.248	0.32	-0.071
9.	78	6084	2	2.32	0.989	0.36	0.629
10.	78	6084		2.32	0.989	0.4	0.589
11.	79	6241	2	3.32	0.999	0.44	0.559
12.	79	6241		3.32	0.999	0.48	0.519
13.	80	6400	2	4.32	0.999	0.52	0.479
14.	80	6400		4.32	0.999	0.56	0.439
15.	81	6561	2	5.32	0.999	0.6	0.399
16.	81	6561		5.32	0.999	0.64	0.359
17.	83	6889	3	7.32	1	0.68	0.32
18.	83	6889		7.32	1	0.72	0.28
19.	83	6889		7.32	1	0.76	0.24
20.	85	7225	2	9.32	1	0.8	0.2
21.	85	7225		9.32	1	0.84	0.16
22.	90	8100	2	14.32	1	0.88	0.12
23.	90	8100		14.32	1	0.92	0.08
24.	95	9025	2	19.32	1	0.96	0.04
25.	95	9025		19.32	1	1	0
<b>Mean</b>	<b>80.24</b>	<b>144384</b>	<b>25</b>			<b>L<sub>0</sub></b>	<b>0.629</b>
<b>SD</b>	<b>7.102</b>					<b>L<sub>t</sub></b>	<b>0.1772</b>

From the data above, it can be shown that the Liliefors Observation or  $L_o =$

0,629 with  $n = 25$  and a real level  $\alpha = 0.05$  from the list critical value of Liliefors

table,  $L_t = 0.1772$ , it can be concluded that the data distribution was normal, because

$L_o (0.629) < L_t (0.1772)$ .

## Appendix IX

**Table Normality Data Post Test of the Control Class**

No.	A2B1	A1B2 <sup>2</sup>	F	Z <sub>i</sub>	F <sub>zi</sub>	S <sub>zi</sub>	F <sub>zi</sub> -S <sub>zi</sub>
1.	60	3600	4	-8.4	2.232	0.04	-0.04
2.	60	3600		-8.4	2.232	0.08	-0.08
3.	60	3600		-8.4	2.232	0.12	-0.12
4.	60	3600		-8.4	2.232	0.16	-0.16
5.	65	4225	8	-3.4	0.003	0,2	-0.199
6.	65	4225		-3.4	0.003	0.24	-0.239
7.	65	4225		-3.4	0.003	0.28	-0.279
8.	65	4225		-3.4	0.003	0.28	-0.279
9.	65	4225		-3.4	0.003	0.36	-0.359
10.	65	4225		-3.4	0.003	0.4	-0.399
11.	65	4225		-3.4	0.003	0.44	-0.439
12.	65	4225		-3.4	0.003	0.48	-0.479
13.	70	4900	8	1.6	0.945	0.52	0.425
14.	70	4900		1.6	0.945	0.56	0.385
15.	70	4900		1.6	0945	0.6	0.345
16.	70	4900		1.6	0.945	0.64	0.305
17.	70	4900		1.6	0.945	0.68	0.265
18.	70	4900		1.6	0.945	0.72	0.225
19.	70	4900		1.6	0.945	0.76	0.185
20.	70	4900		1.6	0.945	0.8	0.145
21.	75	5625	3	6.6	1	0.84	0.16
22.	75	5625		6.6	1	0.88	0.12
23.	75	5625		6.6	1	0.92	0.08
24.	80	6400	1	11.6	1	0.96	0.04
25.	85	7225	1	16.6	1	1	0
<b>Mean</b>	<b>68.4</b>	<b>117900</b>	<b>25</b>			<b>L<sub>o</sub></b>	<b>0.425</b>
<b>SD</b>	<b>6.244</b>					<b>L<sub>t</sub></b>	<b>0.1772</b>

From the data above, it can be shown that the Liliefors Observation or  $L_o =$

0,425 with  $n = 25$  and a real level  $\alpha = 0.05$  from the list critical value of Liliefors table,

$L_t = 0.1772$ , it can be concluded that the data distribution was normal, because  $L_o$

$(0.425) < L_t (0.1772)$ .

## Appendix X

### The Calculation of Homogeneity Testing

$$F_{\text{obs}} = \frac{S_1^2}{S_2^2}$$

Where:  $S_1^2$  = the biggest variant

$S_2^2$  = the smallest variant

Based on the variants of both simplest of post-test found that:

$$S_{2\text{ex}} = 1132.64 \quad N=25$$

$$S_{2\text{co}} = 120.96 \quad N=25$$

So:

$$F_{\text{obs}} = \frac{1132.64}{120.96} = 9.36$$

From data above  $F_{\text{obs}} = 9.36$  is compared with  $F_{\text{table}}$  is determined at real  $\alpha = 0,05$  and the same numerator  $dk = N-1 = 25-1$  that was exist numerator 24, the denominator  $df = n-1$  ( $25-1= 24$ ). Then  $F_{\text{table}}$  can be calculated  $F(0.05= 1.679)$ .

So  $F_{\text{obs}} < F_{\text{table}}$  or ( $9.36 < 1.679$ ) so it can be concluded that the variant is homogenous.

## Appendix XI

### Hypothesis Testing

$\bar{X}$  = average value of sample group owning highest

$\bar{X}$  = average value of sample group owning lowest score

S = Merger deviation

$$S^2 = \frac{(n_1-1) S_1^2 + (n_2-1) S_2^2}{n_1 + n_2 - 2}$$

$$n_1 = 25$$

$$n_2 = 25$$

$$\bar{X}_1 = 80.24$$

$$\bar{X}_2 = 68.4$$

$$(S_1^2) = 1132.64$$

$$(S_2^2) = 120.96$$

$$S^2 = \frac{(25-1) 1132.64 + (25-1)120.96}{25 + 25 - 2}$$

$$S^2 = \frac{(24) (1132.64) + (24) (120.96)}{25 + 23}$$

$$S^2 = \frac{27183.36 + 2903.04}{48}$$

$$S^2 = \frac{30086.4}{48} = 626.8$$

$$S = \sqrt{626.8} = 25.035$$



$$t \frac{\overline{X}_1 - \overline{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} =$$

$$t \frac{80.24 - 68.4}{25.035 \sqrt{\frac{1}{25} + \frac{1}{25}}}$$

$$t \frac{80.24 - 68.4}{25.035 \sqrt{\frac{1}{25} + \frac{1}{25}}}$$

$$t \frac{11.84}{25.035 \sqrt{0.08}}$$

$$t \frac{11.84}{25.035 (0.282)} = 167.72$$

The results of this research hypothesis can be seen from the table below:  
 From the above calculations it can be shown that  $t_{\text{obs}} = 167.72$  and  $t_{\text{table}} = 1.708$ ,  $t_{\text{obs}} > t_{\text{table}}$ . This means that it is accepted at a significant level of 0.05. The meaning of this result is that students' who were tau. After the scores were calculated, the researcher was found that in his study the  $t_{\text{obs}}$  were higher than  $t_{\text{table}}$ . This can be shown as follows:

$$t_{\text{obs}} > t_{\text{table}} (\alpha = 0,05) \text{ with df } 25$$

$$167.72 > 1.708$$

From the result above, it showed that the alternative hypothesis ( $H_0$ ) was rejected.

## Appendix XII

### Research Documentations







KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
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Nomor : B-10178/ITK/ITK.V.3/PP.00.9/08/2020

08 September 2020

Lampiran : -

Hal : Izin Riset

**Yth. Bapak/Ibu Kepala MTS Swasta Al Khoir Menanti**

*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 : Siti Marjannah Nasution  
NIM : 0304163184  
Tempat/Tanggal Lahir : Pagaran Dolok, Sosa Jae, 18 Desember 1997  
Program Studi : Pendidikan Bahasa Inggris  
Semester : IX (Sembilan)  
Alamat : Pagaran Dolok, Sosa Jae Kecamatan Hutaraja Tinggi

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MTS Swasta Al Khoir Menanti, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

***The Effect of ABA English Application on Students' Vocabulary Mastery at Seventh Grade at MTs Al Khoir Menanti***

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

Medan, 08 September 2020  
a.n. DEKAN  
Ketua Program Studi Pendidikan  
Bahasa Inggris



*Digitally Signed*

**Dr. Sholihatul Hamidah Daulay, S.Ag,**  
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**YAYASAN PENDIDIKAN HAJI KHOIRUDDIN SIREGAR**  
**PONDOK PESANTREN AL-KHOIR**  
**MADRASAH TSANAWIYAH SWASTA AL-KHOIR**

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Nomor : 016/MTsS/AL-K/X/2020  
Prihal : **Selesai Melaksanakan Penelitian.**

Yth, Dekan Fakultas Tarbiyah dan Keguruan  
Universitas Islam Negeri Sumatera Utara Medan  
di Medan

Dengan Hormat,

Sehubungan telah selesainya melaksanakan penelitian pada tanggal 08 September s/d 07 Oktober 2020 di Madrasah Tsanawiyah Swasta Mananti dalam rangka penulisan Skripsi, dengan judul '*The Effect of ABA English Application on Student' Vocabulary Mastery at seven Grade at MTsS Al-Khoir Mananti*' Di Madrasah Stanawiyah Swasta Al- Khoir Padang Lawas Sumatera Utara', Kami memberikan keterangan kepada :

Nama : **Siti Marjannah Nasution**  
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Program Studi : Pendidikan Bahasa Inggris  
Jenjang Pendidikan : Program Sarjana (S1) Fakultas Tarbiyah dan Keguruan  
Universitas Islam Negeri Sumatera Utara Medan

Demikianlah surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Mananti  
Pada Tanggal : 08 Oktober 2020  
Kepala MTsS Al-Khoir



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## BIOGRAPHY



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