

THE EFFECT OF ONLINE ENGLISH VOCABULARY GAME

TOWARD LEARNING ENGLISH VOCABULARY

(A Quasi-experimental quantitative study the Tenth Grade Students at SMAN 01
Semende Darat Laut in academic year 2023/2024)

THESIS

This Thesis is Submitted to Fulfill the Requirement
for 'Sarjana' Degree In English Language Education



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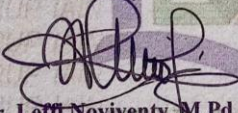
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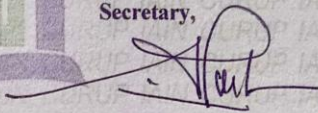
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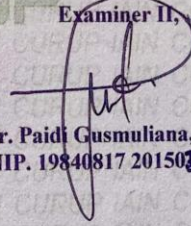

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PREFACE

Firstly, praise is due to Allah SWT the most merciful and the most beneficent for blessing and mercy who given to the researcher to finish this proposal successfully. Secondly, peace and salutation always be given to our prophet Muhammad SAW who has guided us from the darkness to brightness. This proposal entitled " **The Effect of Online English Vocabulary Game Towards Learning English Vocabulary** "

The purpose of writing this research proposal is to complete one of the requirements for the S-I English Tadris Study Program. The Faculty of Tarbiyah and Teacher training at The State Islamic Institute (IAIN) Curup. The researcher hopes that this proposal will be useful for readers and other interested parties , and can be used as a reference for future researchers.

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MOTTO

“ Maka sesungguhnya bersama kesulitan ada kemudahan. Maka apabila engkau telah selesai dari suatu urusan, tetaplah bekerja keras untuk urusan yang lain. Dan haya kepada TUHAN mu lah engkau berharap”

(QS. Al-Insyirah,6-8)

“ Dan apabila hambaKu bertanya padamu tentang aku, sungguh aku dekat”

(QS. Al-Balqarah :186)

“JADIKANLAH SOLAT DAN SABAR SEBAGAI PENOLONGMU”

(QS. Al Baqarah :45)

“ Awal bukanlah akhir, gagal di awal bukanlah akhir dari segalanya. Selagi kamu masih bisa bernafas, berarti perjuanganmu tidak akan berhenti. Semangat, jika orang lain bisa, maka kamupun bisa”

(Weni Puspitasari)

DEDICATION:

- ✓ I thankfull **Allah SWT**. Because without Allah, either I nor my goal would have been possible.
- ✓ My parents, who I consider to be my two worl angels, are greatly appreciated. **Mr. Fathulil Kirom**, my hero, who has always encouraged me to be strong woman. And my Pretty woman, my Wonder lady **Yulia Fitri** who constantly inspires me to be a strong, admirable woman. The best parents in the world are you.
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ABSTRACT

**WENI PUSPITASARI 2024 : The Effect of Online English Vocabulary Game
Toward Learning English Vocabulary (A
Quasi-Experimental Quantitative Study the
Tenth Grade Students at SMAN 01 Semende
Darat Laut in academic year 2023/2024)**

Advisor : Dr. Leffi Noviyenti, M. Pd

Co-advisor : Dr. Sakut Anshori, S.Pd., M. Hum

This study aimed to find the The Effect of Online English Vocabulary Game Toward Learning English Vocabulary. The goal of the research are to find out the students'english vocabulary before and after without using English Vocabulary in control class, to find out the students'english vocabulary before and after implemented English Vocabulary game in experiment class, and to find out significant between control class and experiment class after implemented English Vocabulary game on students' English vocabulary. This research used Quasi-Experimental method with quantitative aproach. Population in this research are 173 people/students with total sample 72 students in grade tenth. 36 students in experiment class and 36 students in Control class. The data collection used Pre-test and Post-test, with data analysis used T-Test. The result of this research shows that mean score in control class is 74,7 and mean score in experimental class is 82,01. Its mean that the is any significant effect and significant different beetwen class experiment and class control. It can be conclude that Online English Vocabulary learning is effective to improving the students english vocabulary of tenth grade students at SMAN 01 Semendo darat laut.

Keywords : *English Vocabulary, Online Games, Online Vocabulary Game*

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CHAPTER 1

INTRODUCTION

A. Background of the Research

English becomes a crucial skill to acquire because English now can not be separated from our daily life. English has become an essential ability to learn since it cannot be isolated from our daily life. English is considered as both a tool of communication and a scientific language. English is widely used in a variety of media, including books, articles, commercials, television shows, and job postings that need English as a partner language. Thus, English is a language that is highly considered to be mastered because almost all aspects that exist now require English in it.

There are four basic abilities that may be learned in English: speaking, writing, reading, and listening. Aside from the four fundamental abilities, there are numerous components that must be addressed to enhance the capacity of four basic skills, namely grammar, pronunciation, and vocabulary. In English, the most important component is vocabulary mastery because by mastering vocabulary, people can be easy to communicate. As Thornburg said, people will still be able to speak without having to master grammar, but nothing will be said without mastering vocabulary.¹ As a result, vocabulary plays a critical role in students' ability to communicate in other languages, particularly English.

¹ Schott Thornburg, *How to Teach Vocabulary*, (Person educational Limited 2002), p. 13

In learning English, vocabulary is a crucial component of language acquisition that students must grasp before moving on to the other four fundamental abilities. One of the elements that links the four fundamental talents is vocabulary. When studying a foreign language, students can effectively communicate by becoming proficient in vocabulary. Vocabulary, in the opinion of Ramdhaniarti, is crucial for successfully conversing in a foreign language. It is imperative that students acquire a substantial vocabulary and comprehend their proper and accurate usage.²

Teaching vocabulary in senior high school can be said to be included in learning at a higher level. According to Kayi Aldar, learning vocabulary involves a variety of skills, such as understanding pronunciation, spelling, grammatical characteristics, connotations, morphological options, and semantic. English language learners may effectively expand their vocabulary when they get assisted.³ This is also corroborated by Lusiana and Barly's research, which discovered that grade 10 students in senior high school had intermediate English vocabulary levels based on the CEFR (Common European Framework of Reference for Languages) and utilized 3000 Longman Communication as a benchmark. Furthermore, the

² Tri Ramadhaniarti, *Teaching English Vocabulary Trough Game : Views From the Students*, (Universitas of Bengkulu : 2016), p. 382

³ Kay Aldar, H. *The TESOL Encickopedia of English Language Teaching*. (Scaffolding Vocabulary Development : 2018)

language indications they discovered included nouns, verbs, adjectives, and adverbs.⁴

Learning vocabulary does not only rely on memorizing but also requires methods on how to make learning vocabulary easier to remember, applied both in spoken and written communication. For English-language learners, learning vocabulary is considered boring and uninteresting when they just memorize and spell words every time.⁵ As a result, students confront a variety of challenges and difficulties, such as grasping the meaning of words. Most students struggle to understand the meanings of words. It will be difficult for students to comprehend the lesson, and they will feel disillusioned and unmotivated. Moreover, determining how to spell foreign words is a challenge. The students discovered various words and sounds that are similar in English, which may cause them to be confused about how to spell the right meaning. Students also have difficulty adapting to the usage of language. This is caused by students forgetting words that have been learned before, so they cannot construct sentences properly.

Therefore, to overcome those problems, the researcher has an overview of using technology in the learning process, which is computer-assisted language learning systems (CALL) or mobile-assisted language learning (MALL), where these systems can involve students more in the learning process, playing games,

⁴ Lusiana Sari R and Barli Bram, *Vocabulary Levels of English TextBook for Indonesian Senior High School Grade Ten*, (Curricula : Journal of Teaching and Learning, Vol. 5, No. 2, 2020), p. 77

⁵ Hamid Asraf et al. *The Impact of Online Games on Learning English Vocabulary by Iranian (Low-intermediate) EFL Learners*. (International Conference on Current Trends in ELT : 2014), p. 286

for example. Games can help make the teaching and learning process simpler to remember and employ, both in both written and spoken form. According to Wood's research, game-like formats may be more successful in grabbing learners' attention than conventional media, such as textbooks, when it comes to the use of learning games as a teaching tool.⁶

Therefore, it is anticipated that the integration of technology into the educational process could reduce or perhaps completely eliminate issues that are frequently encountered, such the fact that conventional methods of vocabulary instruction are mostly used by teachers and can be monotonous and uninspiring. In the course of teaching and learning, students will get disinterested and lethargic. Furthermore, word memorizing and pattern practice are common methods used to teach vocabulary. This suggests that teachers provide information in this way so that students may apply it, even when the material may be uninteresting. They also find it difficult to pick up new languages.⁷

Based on the reasoning above, a competent teacher must consider how to educate, the appropriate content, and how to apply enjoyable learning in the classroom. Being a creative teacher is one of the many methods to effectively present content when teaching English vocabulary. From how the teacher teach their student and how the teacher manage their students in the class. It can be

⁶ Florence W et all. *Online Vocabulary Games as a Tool for Teaching and Learning English Vocabulary*, (Educational Media Internasional : 2006), p. 234

⁷ Miftahul Jannah, Thesis : *"Using Games in Improving Students' Vocabulary"* (Jakarta : UIN Syarif Hidayatullah, 2011),p. 2

concluded that, the crucial elements of teaching and learning process are teaching strategy and management classroom of the teacher.⁸ According to Virginia French Allen, if a student does not sense a genuine desire to learn something, the teacher must generate that need.⁹ It means that the teachers are required to be able to teach this English subject as well as possible so that students who receive the learning process can understand the material well and can master English vocabulary.

As aforementioned, the researcher chooses to use a game system in learning English in an effort to increase English vocabulary. According to Julia Dobson, since playing a good language game can provide both fun and relaxation while being well within the parameters of language acquisition, it is a perfect way to break up the monotony of practicing in the classroom and maybe even accelerate the learning process.¹⁰

One game that can improve students' vocabulary is the English Vocabulary game. An English Vocabulary Game is a game that tells about a special game that contains information on how to learn vocabulary easily and is not boring. There are some reasons why the researcher chose the English vocabulary game: Teaching English using the English Vocabulary game could break the boredom of a language classroom because it provided well-designed materials that contained words, pictures, sounds of words, definitions, and examples of the use of each

⁸ Eka Apriani. *Utilizing Preservice English Teachers Strategies and Classroom Management at Junior High School in Rejang Lebong Regency*. (English Franca, 2017) Vol. 01, No. 02, p. 150

⁹ Virginia French Allen, *Techniques in Teaching Vocabulary*, (Oxford University Press 1983), p. 9

¹⁰ Julio Dobson, "Try One of My Games". Washington. D.C, p. 1

word in the sentences. Second, the English Vocabulary Game could increase students' passion and motivation for obtaining new vocabulary because this application provides some interesting quizzes.

This statements also supported by Rajayi and Poorahmadi who conducted research using the “Kik” application in improving student’s vocabulary scores. that we can play it on our respective mobile phones, it is not complicated and it will be very interesting because it can challenge students' curiosity by looking for new vocabulary that they will get by playing this game.¹¹ Ideally, if students can play a variety of English games, their vocabulary will grow.

Acording to Ramadhani, English Vocabulary can help improve students’ understanding and mastery vocabulary. In its use, it is not only in the form of test, this game also in the form of a flashcard so that students are more interested in learning vocabulary¹². That example, if the game makes every action exciting, students will be more excited about playing it. This can be tough since students must win games, but it can also be interesting because students like playing and communicating with one another. It also allows students to express their emotions.

Several studies have shown that the use of English Vocabulary game can help improve students ability to master vocabulary. For example, research

¹¹ Rajayi, S., Poorahmadi, M., & Poorahmadi, M. *The Impact of Teaching Vocabulary through “Kik” Application on Improving Intermediate EFL Learner’s Vocabulary Learning*. (International Journal of English Language Teaching, 2017), p, 22.

¹² Ramadhani. F. R., *The Effect of Vocabulary Aplication in Teaching Students Vocabulary mastery*, (Jakarta : Journal English education, 2024), p. 30

conducted by Putri fitriah, in their research shows that using English Vocabulary game can improve students vocabulary learning and help the students to have a high interaction with english. And the use of English Vocabulary game also creates a new way of learning rather than only using a textbook.¹³ Another researcher from Laylatussarifa Ritongga. She also found that English Vocabulary game is effective to improving students' vocabulary. She also found that English Vocabulary game can be the central of language teacher's technique in learning English because of its intense and meaningful practice of language made. In this game, the students also did a lot of vocabulary exercises in class unconsciously because they thought they played game in English Vocabulary. It showed that the students were easy to actively participate in the game which has made them use the language and accordingly learn it. ¹⁴

Therefore, based on observations that have been carried out by the researcher at several schools, the researcher decided to take the object of research to be precise at SMAN 1 Semendo Darat Laut. This is taken from the results of observations made. The researcher found that the scores of tenth grade students who have taken daily tests, many students got the lowest scores with an average score of 42. Meanwhile, the highest score from students only reached an average

¹³ Putri. P, *The Effectiveness of Learn English Vocabulary Application in Enriching Students' Vocabulary Learning*, (Journal of Scientific, Research, Education, and Technology, 2023), Vol. 2 No. 2, p. 357

¹⁴ Laylatussarifa, R., *The Effect of English Vocabulary Application on the Students' Vocabulary Mastery at the Eighth Grade MTS Hifzhil Qur'an Medan*, Thesis, 2020, p. 55

of 70 scores. To find out whether the vocabulary of tenth students is high or low, the researcher conducted interviews with several students and carried out a test by trying students to write down or remember some of the Vocabulary mentioned in the lesson. Turned out that they did not remember or even recognize some of the vocabulary mentioned by the teacher. Thus, it can be concluded that the vocabulary of tenth grade students at SMAN 1 SDL was relatively low.

This is caused by several problems that researchers found, such as schools lacking teachers in teaching so that classroom teaching is less effective and many classes are empty, teaching strategies that are less interesting so that students' motivation in learning English is relatively low, which contributes to the low value of students' vocabulary in English. Therefore, the researcher conducted an experiment research to test whether learning vocabulary through online vocabulary games can affect students' vocabulary. As a result, the researcher investigated and researched on how to implement teaching using online vocabulary games as part of the learning process. So that, the title of this research is **The Effect of Online English Vocabulary Game Toward Learning English Vocabulary.**

B. Research Questions

The following research questions are based on the preceding research background:

1. How do the students' English vocabulary before and after without using English Vocabulary game in control class?

2. How do the students' English vocabulary before and after implemented English Vocabulary game in experimental class?
3. Is there any significant effect of students' English vocabulary between control class and experiment class?

C. Objective of the Research

The researcher developed the following research questions as the basis for the investigation's goal, which is to look into:

1. To find out how do the students' English vocabulary before and after without using English Vocabulary in control class
2. To find out how do the students' English vocabulary before and after implemented English Vocabulary game in experiment class
3. To find out whether is there any significant between control class and experiment class after implemented English Vocabulary game on students' English vocabulary

D. Significance of the Research

The researcher anticipates the following benefits of this research:

1. Theoretically:

The results of this research might serve as a source of knowledge or a guide for other studies on the same subject. Additionally, it serves as a helpful

tool for Kemendikbud, the Ministry of National Education and Culture, in creating textbooks that are more suited and culturally relevant for Indonesian students. It also helps reconstruct additional textbook evaluation standards by including cultural components.

2. Practically:

a. Teachers

The purpose of the research is to provide additional materials on cultural content in textbooks and to help teachers choose acceptable textbooks.

b. Students

Students can take benefit from using the research's findings to better understand cultural traits. Students' cultural sensibilities will be heightened by the reread material, and their comprehension will improve with additional knowledge.

c. Book Publisher

This research can serve as an extra source of information for book publishers when creating and releasing textbooks with culturally appropriate material for students.

d. School

In light of the cultural material the textbook contains, the school can utilize this research as a guidance when selecting the textbook to be used.

e. Other Researcher

Lastly, the results can serve as a guide for researchers in the future who want to carry out comparable studies using other sources.

E. Operational of Definition

1. Vocabulary

In addition to being the foundation for other language abilities like speaking, writing, reading, and listening, vocabulary is an essential part of language mastery. Students will find it challenging to read, write, listen, and express themselves if they have a limited vocabulary. When they have to talk to someone else, their issues will get worse. Schott Thornbury has provided an explanation of this in his book "How to Teach Vocabulary." He claimed that when one's vocabulary is restricted, it might be difficult to find the perfect word to convey the desired message. This example demonstrates how crucial vocabulary is to learning English as it affects all four abilities.¹⁵

¹⁵ Zulfikri Betyar Rasuan, *Teaching Vocabulary Mastery by Using Systematic Game*, (Jurnal Tarbawi : IAIN Syaikh Abdurrahman Sidik Bangka Belitung, 2017), p. 197

2. English Vocabulary game

A Visual App game called English Vocabulary was made available online and launched on March 22, 2017. Start by learning fundamental words and subjects in the Learn English Vocabulary game, then add new terms every day. The flashcard, test, and listening assignment elements allow you to review new words and subjects.

F. Delimitation of the Research

For the purpose of this research, the researcher employed two groups, with one designated as the experimental class and the other as the control class which are often utilized as a comparison pair. While the control group employed the traditional approach with an ice-breaking game as a comparison, the experimental group utilized an online game named English Vocabulary game as a learning medium.

G. Hypothesis

A hypothesis is a presumption on the anticipated correlation between phenomena. A hypothesis furthermore offers a temporary resolution to the research topic. The hypothesis is presented in this manner:

H0: There is no significant impact using Online English Vocabulary game towards learning Vocabulary.

H1: There is significant impact using Online English Vocabulary game towards learning Vocabulary.

CHAPTER II

LITERATURE REVIEW

A. Review Related Literature

1. Learning English Vocabulary in Senior High School

a. The Nature of Vocabulary

Language learning is inextricably linked to vocabulary acquisition. Vocabulary helps the speaker convey their thoughts, ideas, and feelings via conversation. Vocabulary is the most significant component of language since it influences all four language skills: listening, speaking, reading and writing. Learning vocabulary is essential for language acquisition, whether it is a first, second, or foreign language.¹⁶

Vocabulary is an effective transporter of meaning. Recognizing the communicative potential of vocabulary, a student may fairly seek to gain a working grasp of a broad. Furthermore, Averil claimed that vocabulary is an essential component of language. The more words students know and can use, the more effectively they can communicate in a variety of settings.¹⁷

¹⁶ Marianne Celc e-Murcia, *Teaching English as a Second or Foreign Language*, (USA: educational journal, 2001), p. 285.

¹⁷ Averil Coxhead, *Essentials of Teaching Academic Vocabulary*, (USA: Houghton Mifflin Company, 2006), p. 1.

Furthermore, vocabulary is essential for both the system and the usage of language. The words we say are written and organized into sentences and other grammatical structures. Ordinary users consider words to be language. For example, they are more accessible and reflect the entire culture, and they adjust faster to societal changes than other components of language.¹⁸ Being able to learn or be given a great number of words is the ability to master vocabulary. The ability to learn or be given a vast number of words is known as mastering vocabulary. We may comprehend the meaning of words in context by learning and acquiring new vocabulary. It can help us determine the equivalency of the second language to the native tongue and prevent errors in language recognition when using dictionaries.

Some of the words used are as follows: helping us acquire a variety of meanings in varying degrees. Understanding different words' lexical meanings and other sorts or degrees of meaning—words that are listed and defined in a dictionary, for example—is not limited to comprehending the essential meanings found in a language's symbols and devices.¹⁹

¹⁸ Suzanne Romaine, *The Cambridge History of the English Language*, Vol. IV (Cambridge: UK, 1998), p. 57

¹⁹ Charles C. Fries, *Teaching and Learning English as Foreign Language*, (Michigan; 1970), p. 18.

Furthermore, a strong vocabulary foundation enables students to communicate their thoughts properly. With a large vocabulary, students will be able to grasp reading materials, listen to others, respond, speak effectively, and write about many themes. On the other, if students do not understand the meaning of the words used by individuals who address them, they will be unable to join in conversation, convey thoughts, or request information.

There are several strong arguments in favor of carefully developing the vocabulary-related aspects of language instruction. Initially, it is imperative that students have a firm grasp of the language's high frequency phrases before moving on to the less frequent vocabulary, as a diversified vocabulary offers widely disparate learning outcomes. The sequence in which vocabulary is delivered in most language training courses also contributes to making vocabulary acquisition harder than it needs to be. Within a lexical set, constituents, synonyms, and opposites are grouped to create courses. It is simple to prevent interference that throws learners off-target. Third, the proper design of vocabulary and other skill exercises may significantly improve vocabulary learning chances and quality.²⁰

²⁰ Paul Nation, (1994), *New Ways in Teaching Vocabulary*, Alexandria: TESOL, p. 20.

Learners of Indonesian have several issues while attempting to acquire vocabulary in a target language, such as English. Their inability to utilize their newly acquired vocabulary for communication stems from their failure to comprehend the connection between the vocabulary word's function and the new language they have learnt. Words are grouped using functional categories using a concept called part of speech. In this sense, the purpose of a word in language determines how it is classified. Nouns have distinct purposes and might appear in particular locations inside a phrase.

Students may experience difficulty when acquiring vocabulary. Some of the most common causes of this condition are:²¹

1) Pronunciation

According to findings, difficult-to-pronounce words are harder to learn. Words with unusual sounds, such as regular and truck for Japanese speakers, are likely to be difficult to learn.

2) Spelling

Words with silent letters, such as foreign, listen, climbing, honest, etc., are especially challenging.

²¹ Scott Thornbury, *How to Teach Vocabulary*, (Essex: Longman, Pearson Education, 2002), pp. 27—28.

3) Length and complexity

Long words appear to be no harder to learn than short ones. However, as a general rule, high frequency words in English are short, so the student is more likely to come across them, which improves their learning capacity.

4) Grammar

The word's grammar is also challenging, especially if it differs from its original language counterpart.

5) Meaning

Learners are more prone to misinterpret two terms whose meanings overlap. For example, you cook breakfast and arrange an appointment, but you also do cleaning and fill out a questionnaire.

6) Range, connotation and idiomatic

Words that may be employed in a variety of settings are often seen as easier than synonyms with a restricted range.

Learning vocabulary is one of the most challenging aspects of learning a language, despite its apparent simplicity. It is because acquiring vocabulary entails more than just learning the meaning of each word. When students acquire vocabulary, they will also learn about word usage,

pronunciation, grammatical rules, and so on. As a result, students typically struggle to understand the vocabulary.

b. How to Teach Vocabulary

The foundation of communication is vocabulary. People will not be able to take part in the discourse if they do not understand the meaning of the important terms used by those who address them. They must be able to develop words that accurately represent their meaning if they wish to ask questions or express thoughts. Learning vocabulary is therefore essential to become proficient in a second or foreign language. Teachers are expected to possess certain approaches while teaching vocabulary, with the goal of familiarizing students with new terms so they can grasp them with ease.

In addition to making it easier for students to understand new terms, the strategies also serve to keep instructional activities interesting for the students and prevent monotony. According to Harmer, the following resources can be used to assist explain new vocabulary:²²

1. Realia

The usage of actual items in the classroom is referred to by this term. Hence, it is simple to explain the terms "book," "pencil," and "chair" to students by demonstrating a book, a ruler, or some chalk. For

²² Jeremy Harmer, *The Practice of Language Teaching*, (London: Longman, 1983), pp. 85—86 .

certain single words, this is obviously sufficient, but the usage of realia is restricted to items that are readily obtained from the classroom.

2. Pictures

Given their numerous applications, pictures are unquestionably useful for language teachers. Images may help students understand vocabulary terms. Teachers might utilize markers, pencils, rulers, and books on the whiteboard or chalkboard, or they can project magazine images of buses, trains, trucks, and bicycles onto cardboard. To explain the meaning of a statement, such as "There are three people in the classroom," the teacher may provide a wall picture depicting three persons in the space.

3. Mime, action, and gesture

It is frequently hard to convey the meaning of grammar and words using realia or pictures. Mime is perhaps a better way to explain a certain activity. Gestures are helpful for denoting that something is being spoken about the past or for explaining terms like "from," "to," etc. (the teacher gestures rearward over his shoulder).

4. Contrast

A visual feature alone may not always be adequate to communicate meaning, therefore contrast might be employed. Thus, the meaning of full is best understood in the context of empty, large in the context of little, and so on.

5. Enumeration

The term vegetable is tough to describe graphically. However, the teacher quickly names (or enumerates) a number of veggies, the message will be evident. The same is true for words like "clothes."

6. Explanation

Explaining the meaning of vocabulary items may be as difficult as explaining grammatical rules. When providing such explanations, it is critical to give information regarding when the item can be utilized. meaning example, just stating that mate is a term meaning friend is insufficient unless you clarify that it is colloquial informal English that should only be used in specific contexts.

7. Translation

For many years, translation fell out of favor and was considered a sin. Constant translation by the teacher might hinder students' learning as they prefer to utilize the target language rather than their own.

Nonetheless, it seems ridiculous not to translate if it might save you a lot of time. If the students don't understand a word and the teacher can't figure out how to explain it, he can rapidly translate it. Translation appears to be a beneficial metric when employed sparingly, but it should be utilized

with caution. These tools and measures may be useful in clarifying the meaning of a word or sentence.

c. Measuring English Vocabulary

Size of vocabulary has an important role in research, diagnosis, and planning. Without knowing where students are at in their vocabulary growth, it is hard to design a sensible vocabulary development program. Exams on vocabulary primarily aim to evaluate word production and comprehension in written and spoken communication. There are two main categories of vocabulary tests: breadth and depth of knowledge.

In contrast to depth, which considers the quality of a learner's vocabulary knowledge (i.e., how well specific terms are comprehended), breadth of knowledge is described by Freebody as the amount of a learner's vocabulary (i.e., how many words are known).²³ A vocabulary breadth test includes a large number of words that must be covered, as well as a brief answer to each word assessed. If it concentrates on vocabulary depth, it can only include a few words because it generally deals with word testing in context and usage, as well as word use in various scenarios.

²³ Anderson, R. C., & Freebody, P. *Vocabulary knowledge*. In J. Guthrie (Ed.), *Comprehension and Teaching: Research Reviews*. (Newark, DE: International Reading Association, 1981) p.77

The Vocabulary Size Test was created by Nation to provide a comprehensive, accurate, and dependable evaluation of a learner's vocabulary size. This helps students assess how close they are to obtaining a vocabulary that is sufficient for completing receptive tasks like reading (novels, newspapers), speaking, and listening. Information on the word sizes needed to complete certain types of receptive tasks To achieve this, students' vocabulary has to consist of more than 8,000 word families, according to Nation. It is important to aim for 8,000 word families in order to handle a wide range of complex written and spoken texts.²⁴ The Nation findings also show the vocabulary sizes needed to cover different sorts of content with a 98% coverage rate. Effective autonomous understanding is possible after a learner has completed 98% of the material.

Knowledge of written word form, the link between form and meaning, as well as to a lesser degree, concept knowledge are evaluated on the test. Although the term under test is only found in one non-defining context, the test assesses a highly contextualized understanding of the word. The test's purpose and limitations must be understood by the users. It assesses vocabulary knowledge that is written responsive, which is essential for reading. It does not evaluate the breadth of vocabulary needed for speaking and writing, only for listening. Furthermore, although while

²⁴ Nation., I. S. P.. *Learning Vocabulary in Another Language*. New York: Cambridge University Press,2001.

vocabulary size plays a significant role in reading, it is only one aspect of reading abilities, therefore it cannot be used as a gauge of reading proficiency. The test assesses receptive vocabulary size, thus the results do not provide much information about how well a test taker may utilize these words in writing and speaking.

Based on Read and Chapelle's notion, the Vocabulary Size test is a multiple-choice, discrete, selective, and partly context-independent vocabulary test. Testing up to the twentieth thousand word level, the test is available in both bilingual and monolingual versions. The best translation or interpretation for each word is requested to be selected by test takers from four possibilities. You can take the test electronically or in hard copy.²⁵

Focusing on the most important words and testing them exclusively is another method for evaluating vocabulary. Gaining greater testing capacity and maybe obtaining more precise assessments of learners' knowledge is possible while concentrating on a smaller collection of words. The 2,000-word level and University Word List tests were assessed in many iterations by Beglar and Hunt. They generated two 27-item

²⁵ Read, J., & Chapelle, C.A., *A framework for second language vocabulary assessment*. Language Testing, (2001) p.32.

parallel versions after testing the first 72-item pools with native Japanese speakers and selecting the top 54 items for each test.²⁶

2. Online Vocabulary Game

Many learners of English as a second language find vocabulary research tedious since they must recall unfamiliar terms and spellings in order to complete several tasks.²⁷ Learners find it challenging to participate in such memory and vocabulary tasks. To address the issue, computer-assisted language learning systems (CALL) or mobile assistant language learning (MALL) frequently employ multimedia to better engage students in the learning process.²⁸

Another common method for engaging learners in language acquisition is through game play. Many of today's children are addicted to using gadgets for playing online games. which means that almost all students play online games in their daily lives²⁹. Not only as entertainment in their spare time, but playing online games can also provide some knowledge without them realizing it. According to Prensky, there are twelve reasons why games involve people. To

²⁶ Beglar, D., & Hunt, A. *Revising and validating the 2000 word level and the university word level vocabulary tests. Language Testing*, (1999), p. 131-162.

²⁷ Nguyen, T. T. H. & Khuat, *The effectiveness of learning vocabulary through games*, (Asian EFL Journal Quarterly, 2003), p. 5

²⁸ Heidemann, A. *The visualization of foreign language vocabulary in CALL, Duisburg Papers on Research in Language and culture*, p. 28

²⁹ Ruly Morganna, et al. *Parenting Styles in Dealing with Children's Online Gaming Routines*. (Ilkogretim Online - Elementary Education Online, 2021), p. 45

mention a few, games drive players (to attain goals), gratify ego (when winning), provide enjoyment and excitement, and stimulate imagination (to solve the game).³⁰ Meanwhile, according to Foreman, the utilization of interactive games influences learning modalities.³¹

Students now have access to online games because to the development of new computerized and net-based technologies like the internet. In order to actively engage in interactive games, learners may easily establish a connection to the internet and sign up for a variety of online games. Computers are used in almost every part of daily life, and the internet has developed into a useful information source. Computers are used in almost every field of life, and the internet has become an important information source. With a computer and internet connection, it will be easier for them and they can search for any information online in search results.³² Children have greater comfort levels with computers, the internet, and its multimedia features than adults do, whether they are using them at home or at work.³³

This is why schools should use them as much as possible to improve student success. Thus, the primary goal of the current research is to investigate

³⁰ Prensky, M. *Digital game-based learning* (New York, McGraw-Hill, 2001).

³¹ Foreman, etc all. *Game-based learning: how to delight in the 21st century*, (EDUCAUSE review, 2004). p. 50

³² Eka Apriani. *A New Literacy : The Role of Technology to Develop Student's Character*. (Ta'dib: Journal of Islamic Education, 2016), Vol. 21, No. 01, p. 63

³³ Kiili, K. *Digital game-based learning: towards an experiential gaming model, Internet and Higher Educational*, (2005), p. 13

the impact of online games on vocabulary learning among EFL intermediate students.

3. Online English Vocabulary Game

a. Definition of English Vocabulary Game

The English Vocabulary Game is a unique game designed to help players learn, remember, and retain English vocabulary. This game, developed by Visual App, was published on March 22, 2017. The English vocabulary game features 14 major themes, each with eight subtopics. Each topic includes materials, flash cards, and games such as tests, listening, writing, and speaking.

People was the first topic to arise. People are classified into numerous categories, including family, physical components, internal organs, and how we characterize a person. When we access the family folder, we will find numerous types of calls for those closest to us, such as phoning father in English, mother, and others. To make things clearer, each item includes images, words, and instructions on how to pronounce them correctly, as well as an example phrase.

Thus, when we have studied and retained the content offered, we may play games to improve our memory and comprehension of the new terminology we learned. For instance, for family records. We'd want to put our memory to the test. We can select a test and begin attempting the form

of the test provided. We may select and guess the proper word in each image displayed by the game. If we are correct, we will receive a score; if we are incorrect, we will not receive a score. This allows us to determine whether our memory is good or whether we need to study again in order to receive satisfactory grades.

Similarly, there are games that include speaking. In this game, we must state the name of the picture being referred. If we are accurate, we will be given a score; if we are incorrect, we will not receive one. And if our response is accurate but our pronunciation is incorrect, we will be shown an example of proper speaking. So, this method, we can determine whether our pronunciation is accurate or incorrect. If it's still inaccurate, we'll need to learn how to say it right again.

In writing games, we must spell the name of the picture in question, thus we will be taught how to spell names or words properly and accurately. In terms of hearing, we must listen to the pronunciation to determine whether the picture we are pointing at is accurate or incorrect; if it is correct, we may select the appropriate sign on the Tom. If it is incorrect, we choose the wrong button. If our response is accurate, we will receive a score. The higher the score, the better we remember the lexical content.

b. Procedures of Using English Vocabulary Game

Teachers should be able to employ a variety of ways while teaching vocabulary, including creative methods that will pique students' attention and make learning enjoyable³⁴. The researcher then utilized a game called English Vocabulary to study vocabulary. To clarify the methods for utilizing this game by Lailatussarifa, the following actions must be taken³⁵:

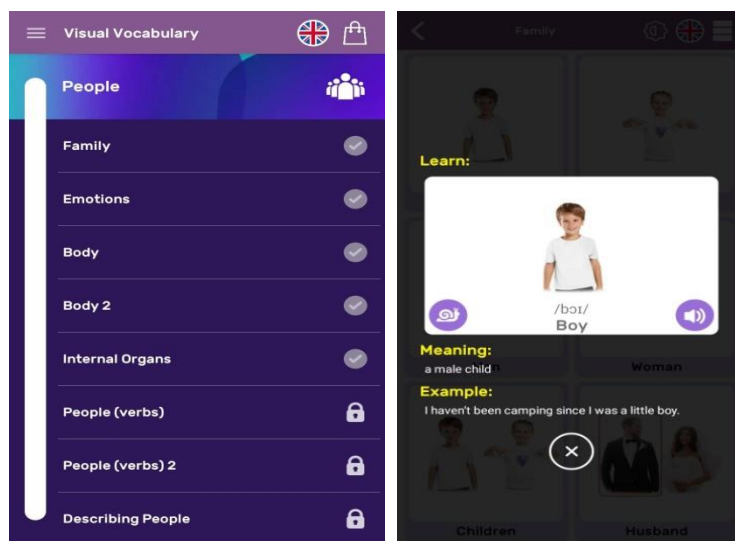
1. Download and install the English Vocabulary game from Playstore on your mobile device.
2. Choose a subject that you wish to learn about. This game may be learned anywhere and played with friends.
3. There are 14 topic that can be played, and in each topic have a learning material.



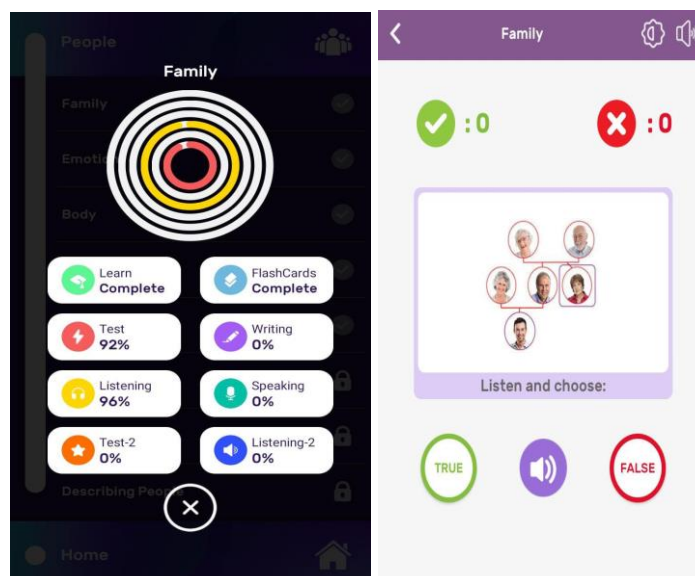
³⁴ Badroeni, et all. *Mobile Learning Vocapp : (Vocabulary Application) for English Vocabulary Learning*, (English Review: Journal of English Education, 2022), Vol. 10, p. 534

³⁵ Laylatussarifa, R., *The Effect of English Vocabulary Application on the Students' Vocabulary Mastery at the Eighth Grade MTS Hifzhil Qur'an Medan*, Thesis, 2020

4. As an example, you choose the first topic. The first subject is about individuals. This article covers information on family, the body, and internal organs. This headgear, thus, gives information about individuals. If you select the family material, you will be presented the English names of your closest relatives, such as your father, mother, and other family members, along with images and pronunciation instructions.



5. After studying and remembering the material, you can play the game to hone your memory skills about the vocabulary you just learned about in the material.
6. You can choose the usual test game, pronunciation, writing, and listening.



7. And finally, the more scores you get, the better your memory will be about the vocabulary you remember.

c. Teaching Vocabulary by Using English Vocabulary Game

In this research, the adoption of English vocabulary is linked to Procedure Text. There are various things to keep in mind when playing the English Vocabulary Game. The following step of teaching vocabulary using English Vocabulary game by Putri Fitriah. Putri state that there are some steps implementation using English vocabulary game, there are ³⁶: The first occurred during the learning session, when the teacher had previously explained the Procedure Text content during the first meeting.

³⁶ Putri. P, *The Effectiveness of Learn English Vocabulary Application in Enriching Students' Vocabulary Learning*, (Journal of Scientific, Research, Education, and Technology, 2023), Vol. 2 No. 2, p. 352

In the second meeting, the teacher briefly reviewed the topic before breaking the students into six groups. The teacher introduces students to the concept of Learning English Vocabulary Games and the advantages of utilizing this game to learn English. The teacher next teaches how to play English Vocabulary.

During the learning time, the teacher had already explained the Procedure Text information during the initial meeting. During the second meeting, the teacher briefly reviewed the topic before breaking students into six groups. The teacher will demonstrate how to select a topic, select game material linked to Procedure Text, and begin teaching the vocabulary in the game material. Following that, the teacher demonstrated how to play the game using the chosen material and explained to each group how to attempt it.

To play the game, the teacher had already instructed students to bring five smartphones to school and had obtained permission from the school prior. The teacher next asks on each group representative to set an example in the future by playing their various games and revealing their results. Once finished, students will return to their group and continue the content until the lesson is completed.

d. Advantages and Disadvantages of Using English Vocabulary Game

Children always like playing games. Games involve enjoyment, movement, and competitiveness. Moreover, their concentration is shorter than that of adults. However, the teacher must use a good and innovative way to maintain the students' focus while studying the information. According to Esra Akdogan, games make the classroom atmosphere more relaxed and entertaining; they engage student rivalry; and word games offer real-world relevance to the classroom.³⁷

This game has several advantages, there are:

1. First, this game has 14 different topics, each topic has a lot of material that is still related to the main topic.
2. Second, in each different material, there is a word, an image that supports the word, the correct way to pronounce it and an example of using the words in a sentence.
3. After remembering and understanding the words given, there is a game feature that functions to practice and to see whether your word memorization is successful or not.
4. Fourth, you can choose various types of games available. There are flash cards for the meaning of words, writing to try out how to spell the words shown in the picture, listening which aims to determine whether

³⁷ Esra Akdogan, Op.cit., p. 32

the picture aimed at is correct or incorrect for the words being spoken, speaking to practice pronunciation, and several other tests.

5. And finally, you can find out what your abilities are based on the test scores you get. The higher the score, the better.

However, using games to teach English vocabulary not only benefited both the teacher and the students, but it also made things more challenging for them. The first downside of using games in the teaching-learning process was that the classroom would become more boisterous. The second drawback of using games in the teaching and learning process is that the teacher has limited time to convey the subject. So, this game has a few flaws.

Here are the places in this game:

1. This game can be assessed offline, but you need download the words first.
2. Second, if you play it online you will be disturbed by in-game advertisements.
3. Furthermore, the words in this game are very limited, even though it has a lot of material.
4. And finally, this game is only a learning tool specifically for learning English vocabulary and not as a learning tool specifically for learning material. Which is in an educational syllabus.

Drawing on the insights provided by several experts, it is evident that games offer numerous benefits, including being a great way for students to decompress and have a pleasant sense of rivalry. But there have to be drawbacks to playing games in the classroom, like making things chaotic and noisy.

B. Review Related Studies

There are several studies related to this research about using games to help students in learning English in the classroom that have been conducted by other researchers before. First is "*The Effect of Using Duolingo Application Trough Students' Vocabulary Mastery*" that written by Muhammad Faiq Zamzami. This research aims to determine whether or not students' vocabulary mastery improves when they use the Duolingo application. He discovered several issues with vocabulary learning, including the teacher's approach and the students' lack of vocabulary knowledge. The researcher employed an experimental research design and the quantitative approach. Pre-test, therapy, post-test, and observation are the procedures used in this research. The value of the degree of significance, which was obtained based on $df = 56$ and $\alpha = 0,05$, is 2.00 in the significance degree of 5% where the researcher employed the t-test formula. The value of t-observe (4,94)

is greater than t-table (2,00), indicating that there were notable variations in the outcomes of teaching descriptive vocabulary using the Duolingo program.³⁸

Second, the research with the title “*The Effect of Hello English Application Towards Students’ Vocabulary of The First Grade at SMPN 25 Pekanbaru*” that written by Sri Rezki Mulyani. The objective of the research is o find out the significant effect of Hello English application toward students’ vocabulary of the fourth grade at SMP N 25 Pekanbaru. The researcher used quantitative method with a quasi-experimental design. The researcher used quasi-experimental design to get conclusion about the effect of the independent variable on the dependent variable. In this research the researcher used pre-test, treatment 1, treatment 2, treatment 3, treatment 4 and post test. The researcher used t-test formula in the significant degree of 5%. the result in this research is t-hitung = 4,169. Then based on the distribution table, the value of t-table = 1,998. It means that t-hitung > t-table (4,169>1,998). It means there was any significant effect of Hello English application towards students’ vocabulary.³⁹

Third, the research with the title “*The Effect of Using Webtoon Application on Students’ Vocabulary Achievement at the School Grade at SMPN 3 Raha*” that written by Sanny Safitri, Kamaluddin and Nurnia. This research aims to determine

³⁸ M. Faiq Zamzami. ”*The Effect of Using Duolingo Application Trough Students’ Vocabulary Mastery*”. Thesis (Jakarta: Fac. Tarbiyah UIN Syarif Hidayatullah, 2019), p. 42

³⁹ Sri Reski M. “*The Effect of Hello English Application Towards Students’ Vocabulary of The First Grade at SMPN 25 Pekanbaru*”, Thesis. (Pekanbaru : Fac. Teacher Training and Education, Islamic University Riau, 2022), p. 54

whether employing a Webtoon application for vocabulary instruction has a significant impact on students' vocabulary acquisition. Using a quasi-experimental design, the researcher applied a quantitative methodology. The research included three primary data collection methods: treatment delivery, Webtoon application-based teaching and learning, and post-test administration to gauge students' vocabulary proficiency following Webtoon instruction.

This research's findings were analyzed quantitatively. Additionally, using the research's data, descriptive and inferential statistics were employed to assess the hypothesis. The descriptive analysis's findings indicate that the experimental class taught with the Webtoon application had a mean score of 79.56, which was higher than the control class's mean score of 65.88. In addition, the experimental class has greater minimum and maximum scores than the control class. Using Webtoons to teach vocabulary improves students' success significantly.⁴⁰

Forth, the research with title “*The Effect of Memries Application Towards Students Vocabulary Mastery*” written by Robi F.R, Rizdki and Riandi. The purpose of this research report is to determine if the Memrise program has a substantial impact on students' vocabulary mastering at the eighth grade level of MTs Mathla'ul Anwar. The research article employs a quantitative research design with experimental methods separated into two categories. They are the

⁴⁰ Sanny Safitri, et al. “*The Effect of Using Webtoon Application on Students' Vocabulay Achievment at The Second Grade of SMPN 3 Raha*”, (Halu Oleo University : Journal of Teaching of English, Vol. 8, No. 1, 2023), p. 44

experimental and control groups. The instrument is a test, and the data for this research is gathered by administering the pre-test and post-test. The data is examined using SPSS 22, which includes mean, standard deviation, and t-tests. The results of the post-tests for the experimental and control classes demonstrated this. The t-test yielded a sig. value of 0.000 for $\alpha = 0.05$. H_0 gets rejected, whereas H_a is accepted. It may be determined that the Memrise app has a considerable impact on students' vocabulary mastery.⁴¹

Based on previous research, there are several differences between previous research compared to the research that will be carried out, such as if the previous research used various different types of applications to improve students' Vocabulary, then this research uses an online game as a learning medium to improve Vocabulary. The next difference is regarding the time, place and level of schools in the research. And the final difference is that previous research emphasized increasing Vocabulary directly by using a type of application that placed more emphasis on students' communication skills, whereas this research prioritizes students' ability to remember and understand new vocabulary.

⁴¹ Roby Faizal R, et al. "*The Effect of Memrise Application Towards Students Vocabulary Mastery*", (Banten : Journal of English Language Learning, Vol. 6, No. 2, 2022), p. 197

CHAPTER III

RESEARCH METHOD

This chapter presents the research methodology, which includes the types of research, the data collection approach, the research instrument, and the data analysis process.

A. Kind of the Research

In this research, an experimental research design was used with a quantitative research methodology. Experimental research designs come in a variety of forms, quasi-experimental, pre-experimental, and classical designs. There are two distinct advantages that distinguish experimental research. When it comes to one or more dependent variables, it is the only kind of research that makes a direct attempt to impact a specific variable. Although it is possible to perform an experiment with just one group, most experiments require two groups of subjects: an experimental group and a control group.⁴²

The researcher employed a Quasi-Experimental design for this research. The main reason the researcher chose this research design was because this research had treatments. The researcher gave the two groups the pre-test before starting therapy with the experimental group. By determining the students' pre

⁴² Prasetyo, 2008-160. *Metode Penelitian Kuantitatif: Teori dan Aplikasi*, Jakarta: PT Raja Grafindo Persada,2008.

score, this pre-test might provide a similar backdrop for the two groups. After that, the researcher conducted a post-test following many therapy administrations.

Table 3.1. Research Design

Pre-Test	Treatment	Post-Test
O_1	X	O_2

Where:

- O_1 : The initial test (pre-test) was carried out before learning English Vocabulary by using English Vocabulary Game online in the explicit instruction learning model.
- X : Treatment learning English Vocabulary with English Vocabulary Game online in the explicit instruction learning model.
- O_2 : The final Test (Post-Test) Was Carried out after learning English Vocabulary by using English Vocabulary Game online in the explicit instruction learning model.

The step that was taken by the researcher in this research is to provide a pre-test to the experiment class (O_1) which is then followed by the provision of treatment in the form of English Vocabulary Game (X), and the last one was post-test (O_2).

Table 3.2. The table of Class

Class	Pre-Test	Treatment	Post-Test
Experimental Class	X_1	X	X_2
Control Class	Y_1	Y	Y_2

X: Learning Vocabulary by using English Vocabulary online Game

Y: Learning Vocabulary by using conventional technique with Offline game

B. Population and Sample

1. Population

Population can be defined as all elements in the research, including items and persons with certain features and qualities in a specific location.⁴³ Planned is an agreed-upon conclusion from the final results of research. Arikunto stated that a field research, for example, educational research, could be carried out at school, in societies, factories, or hospitals to achieve educational objectives⁴⁴. So, the research population is the students in 10th grade in SMAN 01 Semendo Darat Laut. The population in this research is in classes A, B, C, and D, with a total of 173 people or students.

Table 3.3. List of Population in grade X SMAN 01 Semendo Darat Laut.

Class	Students
XA	36
XB	36
XC	33
XD	36
XE	32
TOTAL	173

2. Sample

A sample is the real source of data in a research and is simply defined as a subset of the population.⁴⁵

⁴³ Nur Fadilah A, et al. “*Konsep Umum Populasi dan Sample Dalam Penelitian*”. (Jurnal Pilar : Jurnal Kajian Islam Kontemporer, Vol. 14, No. 1, 2023), p. 18

⁴⁵ Ibid, p. 20

Table 3.4. List of samples

Class	X (total students)
XA	36
XB	36
	$\Sigma X = 72$

The sampling technique of this research is random sampling technique to determine which two classes would be used as the experimental group and the control group. Class XA was selected as the sample for the experimental class and class XB for the control class, which with a total of 72 students. Sampling was taken from the average value of students' daily tests and selected using normality and homogeneity tests.

a. Homogeneity test

The homogeneity test narrows down the sample and simplifies the process of collecting and analyzing data by choosing participants who have extremely similar backgrounds, viewpoints, and outlooks.⁴⁶ Compares the percentage of answers to a dichotomous variable or a variable with more than two result categories between two or more populations. The class was determined using the homogeneity test. The investigator located the English teacher's most recent test score related to the English course.

⁴⁶ L.R-Gay and Peter Airasian Merrill, *An Imprint of Practice Hall Apppear Saddle Piper, Educational Research Competence for Analysis*, New Jersey, Columbus Ohio, p.134

The homogeneity test results for homogeneous courses are displayed in the table below:

Table 3.5

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Based on Mean	.212	1	70	.647
Based on Median	.202	1	70	.654
Based on Median and with adjusted df	.202	1	69.934	.654
Based on trimmed mean	.184	1	70	.669

Table 3.6
ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	17.014	1	17.014	.123	.727
Within Groups	9704.861	70	138.641		
Total	9721.875	71			

These scores represent what the students received from the sample homogeneity test, according to the table above. Class XA achieved these results, with a mean score of 70, while class XB also received a mean score of 70. The test is homogeneity; if the distribution of the data is homogeneous, then the significance is greater than 0.05. The investigation indicates homogeneity since the significance data is 0.724.

The researcher discovered that two classes had the same average score based on the findings of the class averages. This is the reason the researcher selected both classes for the research sample. The control class is class XB, while class XA is the experimental class.

b. Normality Test

In order to evaluate and compare the capabilities of the assumption that a sample was taken from a normally distributed population, normality tests are utilized. SPSS v.29 for Windows was used to measure the test of normality in this research. It is employed to determine if the independent variable, X, and the dependent variable, Y, have a normal distribution. To acquire normal data, the normality test result needs to be greater than 0.05.

Table 3.7

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
ClassX1	.119	36	.200*	.931	36	.026
ClassX2	.135	36	.095	.929	36	.023

a. Lilliefors Significance Correction

The data in the preceding table classifies as normal in class A; the significance normality in class B is 0,095, while in class A it is 0,200.

3. Procedure of the Research

The research procedure involves a sequence of actions that encompass research-related tasks that must be executed to accomplish the research objectives. The procedures that are being carried out in this research are as follows:

- a. Conduct homogeneous tests to all of classes on population.

The researcher administered a homogeneity test, using a questionnaire with expert creativity evaluations, to each class to determine

the state of the samples under research in order to establish similarities, particularly with regard to creativity. Additionally, the researcher computed the score after administering the homogeneity test, which was then examined to see if the two groups had the same circumstances that would have allowed them to serve as research samples.

b. Choosing between experimental class and control class.

Upon completion of the homogeneity test, the researcher may ascertain whether sample was collected by non-probability sampling or purposive sampling and which sample is used in this research, which comprises the control and experimental classes. The results of the homogeneity test determine whether to employ purposive sampling, which Sugiono defines as a sampling strategy that is applied depending on certain criteria. Choose the class that will act as the control and experimental classes when the operation is complete.

c. Doing the pretest toward the experimental and control class.

For a variety of reasons, a pre-test is conducted before implementing an experimental intervention in the experimental and control groups. Assuring that any disparities found after the intervention may be due to the therapy rather than pre-existing gaps, it helps determine the groups' original equality. By providing a baseline measurement, pre-tests also assist researchers in accounting for changes in the baseline and enhancing the

internal validity of the research. By using this technique, it is possible to ensure that any changes that are noticed may be more confidently linked to the experimental therapy than to unrelated factors.

The pre-test was given by the researcher to the students in the experimental and control groups. To ascertain the similarity between students' basic achievement and creativity, a pre-test is administered. The pre-test was given to students in both courses as a multiple-choice test prior to the start of therapy. In research, an action or treatment may be defined as any acts, modifications, or situations that will be evaluated or determined to have an impact.

In this research, there were two treatments that differed based on the technique or learning approach employed, with the experimental class receiving an online vocabulary game and the control class receiving an offline game such as Ice Breaking. Based on this, an online vocabulary game refers to any technical instruments (software and hardware) used by teachers in the learning process to deliver information or content to students and to help students grasp the topic being taught.

In addition, learning using Ice Breaking is learning that is carried out using various types of offline games with the aim of providing the control class with the same treatment as the experimental class but with different media. Students play games not only at the beginning of lessons,

but also during the learning process and during practice so that students will not feel bored because they are only given material.⁴⁷

d. Treatment

Treatment is a separate situation under which the experimental and control groups are normally placed.⁴⁸ Students received treatment prior to taking the post-test. In this research, the researcher treated X.A as the experimental group by teaching vocabulary using an online vocabulary game and X.B as the control group by utilizing an offline game. In this research, the therapy was administered nine times. Using nine treatments in quantitative research gives a diverse set of situations to observe and evaluate, boosting the research's robustness. This method enables a more thorough test of variables, improving the statistical validity and generalizability of conclusions.

e. Doing the post-test toward the experimental and control class.

A post-test is a test that is given to students following a series of treatments in both classes. In this research, the post-test was given following treatment to ascertain whether or not students' usage of online vocabulary games and icebreakers had a significant impact on their vocabulary

⁴⁷ Syafnidawaty.(2020). *MODEL PEMEBELAJARAN KONVENSIONAL*. Acces on April 4 2022,from <https://raharja.ac.id/2020/11/17/model-pembelajaran-konvensional/>

⁴⁸ C.R. Khairi, *Research Methodology Method and Technique*, (India; New Age International Publisher, 2004),P.35

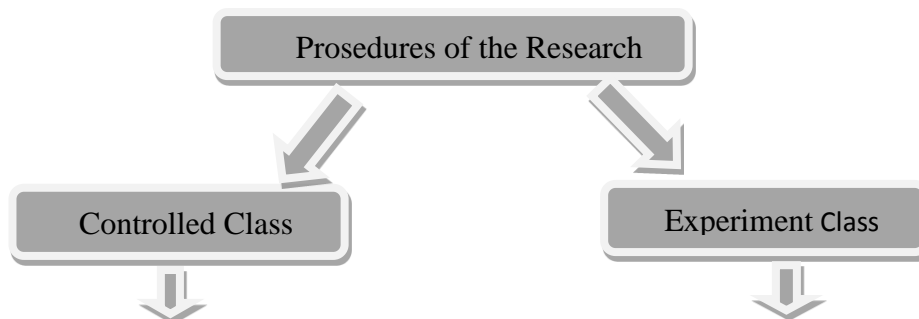
acquisition. The post-test utilizes the same test system as the pre-test, with students completing a creativity questionnaire that uses the SCORE (aSsessing Computing Creativity) paradigm, which is a tool for evaluating creativity in educational settings.

f. Data analysis

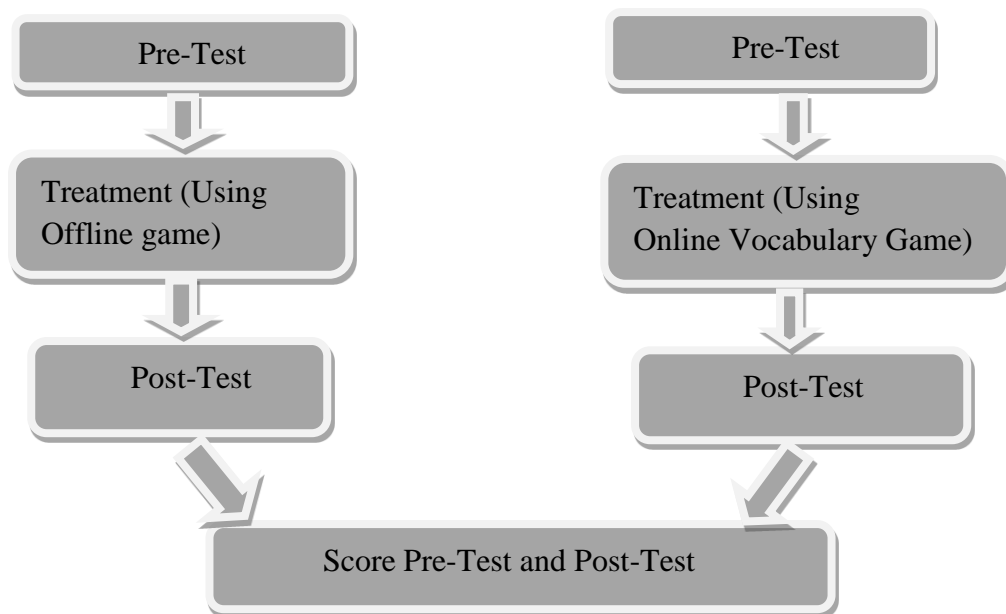
Data analysis is an essential step once all respondents' information has been gathered from different data sources. Organizing data based on variables and respondent types, tabulating data based on variables from all respondents, presenting data for each variable examined, performing calculations to provide a solution to the problem formulation, and performing calculations to validate hypotheses are just a few of the tasks associated with data analysis.⁴⁹

The methods used in this research for both the experimental and control groups can be seen in the framework below.

Table 3.8. Procedures of the Research



⁴⁹ Sugiyono,(2013). *Meotde Penelitian Pendidikan Pendekatan Kuantitatif,Kualitatif, dan R&D*.Bandung: Alfabeta. P.147



In carrying out the research, the following are the steps the researcher took in teaching Vocabulary using online Vocabulary games and ice breaking in Experiment and Control Class. According Nayank Regilia and Alben, there are essential steps that must be taken when teaching vocabulary⁵⁰.

Table 3.9. The Procedure of the Research

Activities	Control Class	Experimental Class
a. Pre-teaching activities	1. The teacher expresses his greetings to the students. 2. The teacher check students' attendance list. 3. The material is chosen by the teacher.	1. The teacher expresses his greetings to the students. 2. The teacher check students' attendance list.

⁵⁰ Nayank Ragilia, Alben Ambarita and Nurlaksana Eko Rusminto, "Development of Problem Based Learning Model Learner Worksheet to Improve Critical Thinking Ability". IOSR Journal of Research&Method in Education, 8 no.1 (2018), p. 66

		3. The material is chosen by the teacher.
b. While activities	<ol style="list-style-type: none"> 1. The teacher give topic about narrative and prosedure text. 2. The teacher organize students by reciting several vocabulary 3. Teachers mentions example how to say some vocabulary 4. In data Teachers monitor student involvement collection during the investigation process 5. Students are given asignment from the material studied 6. Theacher check the answer of students. 	<ol style="list-style-type: none"> 1. Teacher review some of the material that has been discussed before. 2. Researcher was presented and discuss the online English Vocabulary game 3. The teacher provide example how to use and play the game, so that tudents can chose the game that has ben directed by the researcher. 4. The teacher form students into several groups and play the game according to the directions shown
c. Post-teaching activities	<ol style="list-style-type: none"> 1. Teacher checking understanding the students 2. The teacher was gave exercise to review the material by using their own language. 	<ol style="list-style-type: none"> 1. Teacher checking understanding the students 2. The teacher was gave exercise to review the material by using their own language.

C. Technique of Collecting Data

The data for this research will be obtained using pre-test and post-testing.

A test is the creation of items that are assessed against a research sample. Whereas the sample characteristics are determined by the research's objectives.⁵¹ The data

⁵¹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2014), h.75.

for this research were collected by dividing the test into two parts: pre-test and post-test.

a. Pre-Test

The researcher administered the pre-test to both experimental and control groups. A pre-test was conducted to see how far the students' vocabulary progressed. During the pre-test, the researcher provides vocabulary tasks for the students.

b. Post-Test

After completing the treatments, the researcher administers a post-test to determine the students' improvement between the treatment control and experimental classes. This post-test was presented to both classrooms and had the identical questions as the pre-test, but in the post-test, students in the experimental group were directed by an online vocabulary game strategy, whereas those in the control class were guided by an ice-breaker game strategy.

Table 3.10. List of schedules in control class

Meeting	Control Class	Date
1.	Introduction the researcher with students and explain the purpose of the research.	April 24,2024
2.	Pre-test	April 26, 2024
3.	Learning Vocabulary by using offline game in procedure material	May 03, 2024

4.	Learning Vocabulary by using offline game in procedure material	May 04, 2024
5.	Learning Vocabulary by using offline game in procedure material	May 6, 2024
6.	Learning Vocabulary by using offline game in narrative material	May 7, 2024
7.	Learning Vocabulary by using offline game in narrative material	May 13, 2024
8.	Learning Vocabulary by using offline game in narrative material	May 15, 2024
9.	Post-test	May 17, 2024

Table 3.11. List of schedules in experiment class

Meeting	Experimental Class	Date
1.	Introduction the researcher with students and explain the purpose of the research.	April 26, 2024
2.	Pre-test	April 30, 2024
3.	Learning Vocabulary by using online vocabulary game in procedure material	May 1, 2024
4.	Learning Vocabulary by using online vocabulary game in procedure material	May 3, 2024
5.	Learning Vocabulary by using online vocabulary game in procedure material	May 6, 2024
6.	Learning Vocabulary by using online vocabulary game in narrative material	May 8, 2024
7.	Learning Vocabulary by using online vocabulary game in narrative material	May 14, 2024

8.	Learning Vocabulary by using online vocabulary game in narrative material	May 17, 2024
9.	Post-test	May 17, 2024

D. Instruments of the Research

Researcher utilized tests and instruments as measuring tools to examine or evaluate research. These technologies are utilized, in accordance with the research topic, to measure or collect data on a range of qualities. A few examples of measuring instruments include scales, indices, surveys, interviews, and observations.⁵²

This research employed an instrument to assess students' vocabulary. This research's instrument is a test. A test is a set of questions, exercises, or other instruments designed to assess an individual's or group's skills, measures, intelligence, talents, or ability. The test is a tool used by teachers to assess students' performance levels. It means that the exam helps teachers determine the level of their students.

1. Writing blue print

⁵² Lavery Library, "Test, Instrument and Measurement Tools", (<https://libguides.sjf.edu/tests#:~:text=Test%20and%20Instruments%20are%20types,depending%20on%20the%20research%20questions> accessed on October 28, 2023)

The blue print or test content specification included the following points: establishing the syllabus, specifying the aim of the test, the type of test, and the quantity of items. The plan for the test was created by the researcher during the development and construction phases. The test blueprint detailed how to organize a test before creating objects. It was a guideline vocabulary test. In general, it included the language skills being examined, the students' levels, and the baseline competency to be achieved. According to Marsudi and Darsono, vocabulary consist of four parts, they are noun, Verbs, Adjective and Adverbs.⁵³

Table 3.12. The Blue print Vocabulary test

Indicators	Sub-Indicators	Kind of Test	Item Numbers
Procedure Text	Noun	Multiple choice	1, 8, 11, 14, 18
	Adverb	Multiple choice	4, 7, 12, 15, 20
	Verb	Multiple choice	2, 5, 6, 13, 16
	Adjective	Multiple choice	3, 9, 10, 17, 19
Narrative Text	Noun	Multiple choice	21, 26, 27,36,37
	Adverb	Multiple choice	22, 30, 32, 39, 40
	Verb	Multiple choice	23, 28, 33, 34, 38
	Adjective	Multiple choice	23, 25, 29, 31, 35

⁵³ Marsudi, Darsono H. *Panduan Praktis English Grammar*. (Yogyakarta : Indonesia Tera, 2010).

2. Writing test

writing the blue print the researcher wrote the test items. The instrument of this research was vocabulary test which consisting of 40 (fourty) questions. With the normal score if the students got right answers per items the students will get 2,5 score. It means that if the students answer with 40 questions with right answers it will take 100 scores. The test was divided into multiple choices test. Before the test was used for gathering the data was be tested.

3. Experts Validation

After creating the blueprint and developing the grammar test, expert validation was performed on it. The expert validation is provided by someone who is knowledgeable with the vocabulary test's grammatical score.

4. First revision

The initial revision was to determine whether a test or some points needed to be updated. The initial modification was correct in terms of the test's structure and form, as described by the researcher. The first modification was completed, and the instruments were validated.

5. Trying out the test

Before administering the test to the sample, the researcher tested it on another class with some of the same features as the subjects of this research. The researcher selected the students at the same location where the research would be conducted. It was to determine if the time allotted for the test was adequate, as well as whether the students comprehended the test's instructions. After the try-out is completed, the researcher can identify the experimental and control classes.

6. Analyzing the result of the try out

To determine the test's dependability, the researcher employed the inter-rater approach. It means that the writer employed analytic scoring, which includes some criteria and aspects of writing, to determine the correlation coefficient between the two scores.

E. Validity and Reliability

Validity and Reliability are the most important tools to measure validity and reliability in using test or assessment procedures. Validity refers to the accuracy of conclusions or interpretation made from test scores whereas reliability refers to the consistency or stability of a test scores. All tested for validity and reliability using

Statistical Product and Service Solution (SPSS). Researcher tested the validity and reliability in different levels for the questionnaire as students testing from class XA and XB are 72 students.

1. Validity

Validity is the attribute that demonstrates a relationship between certain measures and the meaning of the research criteria or behavior. Validity occurs when there is a match between the gathered data and the real data on the subject of the research.⁵⁴ To determine the construct validity of the try-out test and the formula shown below:

$$r = \frac{\sum XY}{\sqrt{(\sum X^2)(\sum Y^2)}}$$

Where: r = Instrument validity
 X = Score in first testing
 Y = Score in second

2. Reliability

Reliability determines whether an instrument can consistently measure something over time. According to Sugiyono, reliability refers to the consistency of scores achieved by the same persons when retested with the same test or with other sets of identical questions on separate dates.⁵⁵ After

⁵⁴ Purwanto, Ngalim. (2006). *Psikologi Pendidikan*, Bandung : PT Remaja Rosdakarya.

⁵⁵ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2014), p. 78

rating using the recommendations, the researcher applied the following formula to determine reliability:

$$r_{11} = \left[\frac{k}{(k-1)} \right] \left[1 - \frac{\sqrt{\sigma^2 b}}{\sigma^2 t} \right]$$

Where: r_{11} = alpha reliability coefficient

k = number of question items

$\sum \sigma^2 b$ = number of variant items

$\sigma^2 t$ = varians total

The test whether this value is reliable or not, the following is a table standard reliability value:

Index range	Interpretation
$r_{11} < 0,20$	Very low
$0,20 \leq r_{11} < 0,40$	Low
$0,40 \leq r_{11} < 0,70$	Currently
$0,70 \leq r_{11} < 0,90$	High
$0,90 \leq r_{11} < 1,00$	Very high

F. Techniques of Data Analysis

Data analysis is the final phase of the experimental technique, which in this case is data processing. The data processing stage determines the results of both the experimental and controlled classes, as well as their differences. The writer utilizes a t-test to determine the variations in student scores while employing the direct

method in teaching vocabulary. The writer employed the comparison approach. The comparative technique is an analytical approach used to test hypotheses about the differences between two statistically evaluated variables.

The variables are examined to see whether the differences are substantial. The researcher employed t-test formula that was modified from Sudjiono. Before utilizing the t-test formula, the researcher looked at the following formulas.⁵⁶

1. Determining Mean with formula:

$$M_1 = M^1 + i \left(\frac{\sum fX}{N} \right)$$

M_1 = the average of variables score

$\sum fX$ = sum of frequency multiply the student's score

N = number of students

2. Determining standard deviation score with formula:

$$SD_1 = i \frac{\sum fx^2}{N} - \left(\frac{\sum fx}{N} \right)^2$$

SD_1 = standar deviation of gained score X

N = number of students

$\sum fx^2$ = sum of squared gained score

$\sum fx$ = sum of gained score

3. Determining of standard Error mean with formula:

$$SD M_1 = \frac{SD_1}{\sqrt{N-1}}$$

$SE M_1$ = standard error mean of gainedscore

SD_1 = standar deviation of gained score

N = number of students

⁵⁶ Anas Sudijono. *Pengantar Statistik Pendidikan*, (Jakarta: PT Grafindo Persada, 2008), p. 318

4. Determining standard error from mean of variable X and variable Y, with formula:

$$SE_{MI\ M2} = \sqrt{SE_{M1^2} + SE_{M2^2}}$$

5. Determining t - observation (t_0) with formula:

$$t_0 = \frac{M_1 - M_2}{SE_{M1} - SE_{M2}}$$

Determining t - table (t_t) in significant level 5% and 1% with degree of freedom (df), with formula:

$$df = (N_1 + N_2) - 2$$

df = degree of freedom

N = number of students

G. Hypothesis Testing

In testing the hypothesis previously, the researcher used the statistical formula such as below:

$$t = \frac{M_1 - M_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

Where: $t = t - \text{test}$

M_1 = Mean score of post test at experiment class

M_2 = Mean score of post test at control class

S_1 = Standard deviation score of post test at experiment class

S_2 = Standard deviation score of post test at control class

N_1 = The amount of students at experiment class

N_2 = The amount of students at control class

Statistical hypothesis:

1. If the t-value exceeds the value in the t-table (t value > t table), H_{a1} is allowed and H_{01} is refused. So, acquiring vocabulary using online vocabulary games helps students improve their vocabulary.
2. If the t-value is smaller than the t-table value (t value < t table), H_{01} is allowed but H_{a1} is refused. Thus, learning vocabulary with online Vocabulary Games does not benefit students.
3. If the t-value exceeds the value in the t-table (t value > t table), H_{a2} is allowed and H_{02} is refused. As a result, students who are taught vocabulary using an online vocabulary game have a larger vocabulary than students who are not taught language using an online vocabulary game.
4. If the t-value is smaller than the t-table value, H_{02} is approved and H_{a2} is refused. Thus, students who are not taught by utilizing an online vocabulary game will have better vocabulary mastery than the students who are are taught by utilizing online vacabulary game.

Upon getting the score from the questionnaire data, the researcher performed descriptive statistical analysis. The generation is limited by this type of

data to a certain demographic that is observed. The mean score of the pre- and post-tests for both courses was determined by the researcher first using Microsoft Excel and the SPSS program to evaluate the data. Then, a comparison of the two groups would be made to see which one improved the most and whether there was a significant difference in their respective levels of performance. The SPSS software's paired sample statistics will also be used to analyze the results of the pre- and post-tests.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. FINDING

This chapter contains the researcher's responses to the issue formulation questions. The researcher gathered data in the control and experimental classrooms, utilizing pre- and post-tests to examine student test outcomes. After gathering the data, the researcher utilized IBM SPSS 29 to assess normality, homogeneity, and t-tests.

1. Students English Vocabulary Before and After Without Using English Online Vocabulary Game in Control class

a. The Result of Pre-Test in Control Class

The XB class in this research served as the control group and was taught utilizing the offline game strategy. The researcher provided narrative text and processes as resources. Before starting the process of acquiring English vocabulary, the researcher administered a pre-test to gather preliminary data. The collected pre-test results are displayed in the table below:

Table 4.1. Result of Pre-Test in Control Class

No	Value Range	Many Students	Total score	Mean
1.	0-20	2		
2.	21-40	8		

3.	41-60	22	1747,5	48,5
4.	61-80	4		
5.	81-100	-		
Total		36		

It is evident from the above table that, out of the 36 students, 2 received scores in the range of 0–20, 8 in the range of 21–40, 22 in the range of 41–60, and only 4 in the range of 61–80. It is evident that just four students, twenty-two students, and ten students, respectively, possessed vocabulary in the good, fair, and low categories. This claim demonstrates how little vocabulary the students in the control group had.

b. The Result of Pro-Test in Control Class

The condition of the students' vocabulary following the offline game learning technique was ascertained using the answers to the post-test that was administered to thirty-six students in the control class or XB class. You can see the outcome of the post-test in the control class in the table below.

Table 4.2. Result of Post-Test in Control Class

No	Value Range	Many Students	Total Score	Mean
1.	0-20	-	2690	74,7
2.	21-40	-		
3.	41-60	6		
4.	61-80	18		
5.	81-100	12		
Total		36		

As can be seen from the above table, out of the 36 students, 6 received scores in the range of 41–60, 18 in the range of 61–80, and 12 in the range of 81–100. It is clear that just six students met the criteria for fair vocabulary, eighteen students met the criteria for strong vocabulary, and twelve students met the criteria for very good vocabulary. This claim demonstrates how following treatment with the offline game/ice-breaking game learning approach, students' vocabulary in the control class demonstrates a substantial score. However, the control class's students' results were still lower than the experimental class's.

2. Students English Vocabulary Before and After Implemented Online English Vocabulary in Experimental Class

a. The Result of Pre-Test in Experimental Class

The XA class, which served as the experimental group in this research, learned through the use of an online English vocabulary game. The researcher provided narrative text and processes as resources. Before starting the process of acquiring English vocabulary, the researcher administered a pre-test to gather preliminary data. The collected pre-test results are displayed in the table below.

Table 4.3. Result of Pre-Test in Experiment Class

No	Value Range	Many Students	Total Score	Mean
1.	0-20	-	1865	54,8
2.	21-40	-		
3.	41-60	6		
4.	61-80	18		
5.	81-100	12		
Total		36		

According to the above data, eight of the thirty-six students received scores in the range of 21–40, sixteen in the range of 41–60, and twelve in the range of 61–80. It may be inferred that only twelve students met the criteria for good vocabulary, sixteen met the criteria for acceptable vocabulary, and ten met the criteria for bad vocabulary. This claims that the vocabulary of students in the experimental class is still low.

b. The Result of Post-Test in Experimental Class

After using the online English vocabulary game learning approach, the vocabulary of the 36 students in the experimental class, or XA class, was assessed using the results of a post-test. The post-test results for the experimental class are shown in the table below.

Table 4.4. Result of Post-Test in Experiment Class

No	Value Range	Many Students	Total Score	Mean
1.	0-20	-	2952	82,0
2.	21-40	-		
3.	41-60	4		

4.	61-80	8		
5.	81-100	24		
Total		36		

As can be seen from the above table, out of the 36 students, 4 received scores in the range of 41–60, 8 in the range of 61–80, and 24 in the range of 81–100. It is clear that just four students met the criteria for fair vocabulary, eight met the criteria for strong vocabulary, and twenty-four met the criteria for very good vocabulary. This claim demonstrates how using an online English vocabulary game learning approach helped students in an experimental class improve their vocabulary significantly.

3. Significant Effect of Students' english Vocabulary Between Control Class and Experiment Class

After administering a pre-test and a post-test to the experimental and control classes, the researcher received a score. The researcher then examined the score again using the SPSS 29 version. The next test sequence is as follows.

a. Normality Test

An analysis of a sample's normality is done using the normality test. Version 29 of the Lomogorev-Smirnov SPSS was used to perform the normality test. It can be concluded that the data is regularly distributed if the significance level is greater than 0.05. In case the significance threshold is lower than 0.05, it indicates that the data is not normally distributed.

Table 4.5. Test of Normality

Tests of Normality							
	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Vocabulary kelas	PreTestExperiment	.155	35	.053	.924	35	.019
	PostTestExperimen	.222	36	.060	.854	36	.000
	PreTestControl	.195	36	.051	.891	36	.002
	PostTestControl	.140	36	.073	.936	36	.039

a. Lilliefors Significance Correction

Based on the table above, it can be seen that the significance of the values between the pre-test and post-test experimental classes and the pre-test and post-test control classes is 0,053, 0,60, 0,051, and 0,073. It means that if the significance value is under 0,005, then the data is normally distributed. Based on the data above that has been tested, it can be concluded that the pre-test and post-test scores from the control and experimental classes are normal. It means that the researcher can continue the paired sample T-test.

b. Homogeneity Test

To ascertain if the data are homogenous or not, the homogeneity test is performed. Scientists employed SPSS version 29 to determine the homogeneity of the data. One might declare that the data is homogenous if the results of the homogeneity test exceed the test criteria of 0.05.

Table 4.7. Test of homogeneity

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil Vocabulary	Based on Mean	2.947	1	71	.090
	Based on Median	2.818	1	71	.098
	Based on Median and with adjusted df	2.818	1	63.046	.098
	Based on trimmed mean	3.190	1	71	.078

The aforementioned table indicates that each data point's sig/p value is larger than 0.05, indicating that the data is homogenous. The researcher is able to do a paired difference test (paired sample t-test) since it has been shown that the data is normal and has distributed variation.

c. Paired Sample T-Test

A paired sample t-test is used to compare two unrelated class means to find out whether there is static evidence that the means of related populations are significantly different. Researchers tested the identical sample t test using SPSS version 29.

Table 4.8. Paired Sample Test

Paired Samples Test									
		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test Experiment - Post-Test Experiment	-30.2083	14.8970	2.4828	-35.2487	-25.1679	-12.167	35	.000
Pair 2	Pre-Test Control – Post-Test Control	-26.1806	16.3716	2.7286	-31.7199	-20.6412	-9.595	35	.000

The aforementioned data indicates that the value of Sig (2-tailed) is 0.000, indicating that the value of 0.000 is less than 0.005. It demonstrates that the experimental class and the control class differ significantly.

d. Significant Learning Vocabulary Using Online English Vocabulary game

To find out the comparison of student vocabulary scores in both the control class and the experimental class, look at the table below.

Tabel 4.9. Descriptive Statistic comparison values

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment	36	20.0	72.5	51.806	14.9357
Post-Test Experiment	36	60.0	95.0	82.014	9.5771
Pre-Test Control	36	20.0	67.5	48.542	13.9178
Post-Test Control	36	55.0	90.0	74.722	10.3299
Valid N (listwise)	36				

The explanation in the preceding research provided the basis for the results, which indicated that learning through online and offline games appeared to have different impacts. Students who utilize offline games and those who use online game learning techniques differ significantly. The average post-test results for the experimental class and control class show this. Compared to the control class, the experimental class's average value

is greater. In the experimental class, the average post-test score was 82,1, but it was just 74,7 in the control class.

From the explanation above, it can be concluded that implementing a teaching process using game-based methods both online and offline turns out to have a different effect. Based on the research findings in this research, it appears that there are significant differences between students who are taught using the online English vocabulary game and the offline game.

The aim of this research is to find out whether using online game-based learning methods can improve students' ability to remember and apply the vocabulary they acquire in the learning process. With the comparisons that researchers have obtained in carrying out the research, the results can be confirmed directly. The outcomes of the pre- and post-tests in the experimental and control groups demonstrate this. However, a brief discussion of the procedure will come before the researcher presents the findings of his investigation.

A vocabulary test was given as a pre-test as part of the researcher's first research procedure. Before the researchers used the offline game (the Ice Breaking game) and the online vocabulary game in the control and experimental courses, a pre-test measuring the skills of 72 students from the experimental and control groups was administered. Following the

receipt of the pre-test findings for each group and the administration of distinct treatments.

The online English vocabulary game and the materials the researcher would supply were used to treat the experimental class. In the meantime, the control group of students received instruction through the use of an offline game, called an ice-breaking game, together with the provision of materials and listening to the researcher's explanation. A post-test was carried out by the researcher as the last phase. A vocabulary test is administered as the post-test. Tests are used to gauge how well kids are doing after receiving treatment. At the most recent conference, the post-test was administered.

An average score of 74.72 was determined by analyzing the data from the student control post-test. For students in the experimental class, the average post-test score was 82.1. This indicates that students obtain superior learning outcomes after using the Online English Vocabulary Game. According to the research findings, playing the online English vocabulary game can help you learn more words.

Students who use the online English vocabulary game to study vocabulary and those who use offline games for the same purpose differ significantly. Results from the pre- and post-tests in both groups demonstrate this. In the experimental class, the pre-test score ranged from 20.00 to 72.00, with an average of 51.9. A lowest score of 60.00 and a

maximum score of 95.00 were observed in the experimental class, with an average post-test score of 82.01. The control class's pre-test score ranged from a minimum of 20.00 to a high of 55.00, with an average of 48.5. The control class's post-test score ranged from a minimum of 55.00 to a high of 90.00, with an average of 74.7. As can be observed from the previously discussed statistics, students in the experimental class scored higher than those in the control group.

It is clear from the preceding justification that using both online and offline games in the teaching and learning process has the same impact and yields the same results. On the other hand, it seems that there are notable distinctions between courses that exclusively utilize offline games (ice-breaking games) and those who employ the online game English Vocabulary Game for instruction. Thus, it can be said that in the academic year 2024, students in the tenth grade at SMAN 01 Semendo Darat Laut can enhance their vocabulary through the use of the online English Vocabulary Game.

B. DISCUSSION

The research findings in students SMA N 01 Semendo Darat Laut in the control and experimental classes reveal the difference vocabulary mastery after conducting the treatment, which is the experimental class using an online English

vocabulary game and the control class using an offline game. This section elaborates on the preceding results.

1. Learning Vocabulary by Using Offline Game (Ice Breaking Game) in Control Class

Based on findings that researchers have made previously, students' vocabulary learning without using the Online English Vocabulary Game in the control class turned out to be significantly different from the experimental class. This is in line with several previous researchers who emphasized how vocabulary learning compares. For example, researchers Putri Fitriah et al, in 2023 explained what would happen without using the Online English Vocabulary Game in the control class. She stated that the control class would have a smaller level of significance than the experimental class, which was in line with research findings.⁵⁷

In this research class Xb as a control class that used the Offline Game (Ice Breaking Game) strategies. The treatment in this class is with using offline game when learning process and practice in the material. The treatment not only in experimental class but in control class also. The result of the post-test show that 74,7 and pre-test is 55,00. It means that mean score in control class is lower than experimental class.

In the research findings, there are several factors that researchers found why the significant level of the control class is different, these factors are internal factors (low word memorizing, and low motivation and interested in English) and external factors (learning facilities, environment and situation). This argument is also supported by Purnomo et al. In their research, brands

⁵⁷ Putri, Fitriah, et al. *The Effectiveness of Learn English Vocabulary Application in Enriching Students' Vocabulary Learning*. (JSRET : Journal of Scientific, education and Technology, 2023). Vol. 02, No. 02, p. 357

found similar factors so that researchers could find the right way to deal with this situation.⁵⁸ Event though the control class also had treatment, it was clear that the control did not have a significant effect. The scores from the pre-test to post-test did have a significant increase. However, it cannot exceed the experimental class value. From the result, researcher can prove that the learning with using Online English Vocabulary Game is effective in increasing students vocabulary.

In this case, researchers are involved in conducting research on Vocabulary learning using online English Vocabulary games in students' Vocabulary. This can be seen from the average post-test score for the control class and experimental class, namely the control class (74.7) and the experimental class (82.01). some relevant studies also show amazing results from using online English Vocabulary games.

2. Learning Vocabulary by Using Online English Vocabulary Game in Experimental Class

In this research class Xa in an experimental class that used the Online English Vocabulary Game to learning vocabulary as a treatment. From the research result obtain by the researcher through data analysis, it shows that with using Online English Vocabulary Game has an enhances on students vocabulary. It can be proved by the result of post-test 82, 01 mean score of experimental class higher than 74,7 mean score of control class. Beside that, there was an increase from the pre-test to the post-test score in the experimental class after being given treatment.

⁵⁸ Hari, Purnomo. S. A, et al. *Students Problems in Building up English Vocabulary*. (Scripta : English Department Journal, 2023). Vol. 10. No. 01, p. 45

One of the relevant studies related to the discussion of the results of this research is similar to Melda Salsabila's research. By using the same type of research but different methods. The results were that the scores in the experimental class were more significant after being given different treatment to the control class. This proves that the Online English Vocabulary Game can improve students' vocabulary learning well and as expected.⁵⁹ This is proven by the results of data from students test that have been checked by researcher.

3. Significant Effect of Students' English Vocabulary Between Control Class and Experimental Class

The aim of this research is to find out whether using online game-based learning methods can improve students' ability to remember and apply the vocabulary they acquire in the learning process. According to Hesti, The use of digital technology media is an alternative to how to provide vocabulary learning to students.⁶⁰ With the comparisons that researchers have obtained in carrying out the research, the results can be confirmed directly. This can be proven by the results of the pre-test and post-test in the experimental and control classes. However, before the researcher describes the results of his research, the process will first be discussed in part.

In conducting this research, the first step the researcher took was to carry out a pre-test by giving a Vocabulary test. A pre-test was given to 72 students from the experimental and control classes to measure their abilities before the researchers gave treatment using the Online Vocabulary Game and

⁵⁹ Melda Adena. S, et al. *The Effect of Learn English Vocabulary Application on Senior High School Students' Vocabulary Mastery*. (Jember : University of Jember, 2022), p. 36

⁶⁰ Hesti Aulia, I. *Unlocking Language Proficiency: Exploring Duolingo's Impact on Vocabulary Learning*. (English Language Education Department of UMG : Journal of English Teaching, Literature, and Applied Linguistics, 2024), Vol. 08, No. 01, p. 77

offline game (Ice Breaking game) in the control and experimental classes. After getting the pre-test results for both groups and given different treatment.

The experimental class received treatment using the Online English Vocabulary Game and material that would be provided by the researcher. Meanwhile, in the control class, students were taught using a learning process with an offline game (ice breaking game) which was accompanied by providing material and listening to the researcher's explanation. The final step, the researcher conducted a post-test. The post test carried out is in the form of a Vocabulary test. Tests are used to measure students' abilities after being given treatment. The post-test was carried out at the last meeting.

Based on the analysis obtained from the student control post-test, an average score of 74.72 was obtained. Meanwhile, the average post-test score for experimental class students was 82.01. This shows that after being given the Online English Vocabulary Game treatment, students have better learning achievements. The research results show that Vocabulary using the Online English Vocabulary Game can increase.

There is a significant difference between students who learn Vocabulary using the Online English Vocabulary Game and learning Vocabulary using offline games. This can be seen from the results of the pre-test and post-test in both groups. The average pre-test score for the experimental class was 51.9 with a minimum score of 20.00 and a maximum score of 72.00. The average post-test score for the experimental class was 82.01 with a minimum score of 60.00 and a maximum score of 95.00. Meanwhile, the average pre-test score for the control class was 48.5 with a minimum score of 20.00 and a maximum score of 55.00. The average post-test score for the control class was 74.7 with a minimum score of 55.00 and a maximum score of 90.00. From the data previously explained, it can be seen

that the scores of students in the experimental class were higher than students in the control class.

From the explanation above, it can be concluded that the use of online and offline games in the learning process is equally influential and effective when applied in the teaching and learning process. The game became a great source of motivation for them to explore more vocabulary and students' interest in improving vocabulary grew. The engaging and practical need to communicate with other players served as a strong motivational factor for students to improve their vocabulary.⁶¹

In other words, the interactions with players from different linguistic backgrounds, along with in-game missions and tutorials, contribute significantly to vocabulary improvement. However, based on the research findings in this study, it appears that there are significant differences between students who are taught using the online game English Vocabulary Game and classes that only use offline games (ice breaking games). Thus, it can be concluded that the online English Vocabulary Game can improve the Vocabulary of tenth grade students at SMAN 01 Semendo Darat Laut in the 2024 academic year.

⁶¹ Rafida Putri. A, et al. *The Utilization of Online Games to Engechance EFL Students' Vocabulary Mastery in Senior High Schools*, (JOLLT : Journal of Languages and Language Teaching, 2024), Vol.12, No.1, p. 434

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

According to the findings of the research, learning English vocabulary by using English vocabulary game online can help students grasp vocabulary better. It has been proved from the finding and discussion above.

1. In this research class Xb as a control class that used the Offline Game strategies. The treatment in this class is with using offline game when learning process and practice in the material. The result of the post-test show that 74,7 and pre-test is 55,00. Event though the control class also had treatment, it was clear that the control did not have a significant effect. The scores from the pre-test to post-test did have a significant increase.
2. In this research class Xa in an experimental class that used the Online English Vocabulary Game to learning vocabulary as a treatment. From the research result obtain by the researcher trough data analysis, it shows that with using Online English Vocabulary Game has an enhances on students vocabulary. It can be proved by the result of post-test 82, 01 mean score of experimental class higher than 74,7 mean score of control class. Beside that, there was an increace from the pre-test to the post-test sore in the experimental class after being given treatment.

3. There is a significant difference between students who learn Vocabulary using the Online English Vocabulary Game and learning Vocabulary using offline games. This can be seen from the results of the pre-test and post-test in both groups. The average pre-test score for the experimental class was 51.9 with a minimum score of 20.00 and a maximum score of 72.00. The average post-test score for the experimental class was 82.01 with a minimum score of 60.00 and a maximum score of 95.00. Meanwhile, the average pre-test score for the control class was 48.5 with a minimum score of 20.00 and a maximum score of 55.00. The average post-test score for the control class was 74.7 with a minimum score of 55.00 and a maximum score of 90.00. From the data previously explained, it can be seen that the scores of students in the experimental class were higher than students in the control class. It can be concluded that online English Vocabulary game learning is effective in improving the Vocabulary of tenth grade students at SMAN 01 Semendo Darat Laut.

B. Suggestion

Based on the results of this study, there are several suggestions given to several parties related to this research, namely as follows:

1. For English teachers

Before developing materials, consider students' requirements and interests. It is critical for the teacher to employ diverse activities based on the

requirements of the students since this can prevent student boredom throughout the teaching and learning process. The appropriate English teacher may consider implementing an online English vocabulary game in the learning process.

2. For students

Students may learn English effectively while also expressing their opinions by playing the online English Vocabulary game.

3. For other researchers

The limitation of this research is the restricted time available for implementing the activity. Other researchers interested in the same topic should take longer-term measures to achieve the best outcomes and notice more substantial advancements.

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APPENDIX II

SURAT REKOMENDASI PENELITIAN



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBİYAH

Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010
 Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

Nomor : /ln.34/FT/PP.00.9/03/2024 13 Maret 2024
 Lampiran : Proposal dan Instrumen
 Hal : Permohonan Izin Penelitian

Kepada Yth. Kepala Dinas Penanaman Modal dan
 Pelayanan Terpadu Satu Pintu (PTSP)
 Kab. Muara Enim

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Weni Puspitasari
 NIM : 19551064
 Fakultas/Prodi : Tarbiyah / TBI
 Judul Skripsi : The Effect of Online English Vocabulary Game toward Learning English Vocabulary
 Waktu Penelitian : 13 Maret 2024 s.d 13 Juni 2024
 Lokasi Penelitian : SMAN 1 Semendo Darat Laut

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan
 Wakil Dekan I

Dr. Sakut Anshori, S.Pd.I., Hum
 NIP. 19811020 200604 1 002

Tembusan : disampaikan Yth :

1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip

APPENDIX III

SURAT IZIN PENELITIAN DINAS POLITIK



PEMERINTAH KABUPATEN MUARA ENIM
BADAN KESATUAN BANGSA DAN POLITIK
 Jalan A. Yani No. 10 Telepon (0734) 422024
 MUARA ENIM 31311

IZIN PENELITIAN / SURVEY

Nomor : 070 /75/ BKBP-1 /III/ 2024

- Dasar : 1 Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 3 Tahun 2018 tentang penerbitan Surat Keterangan Penelitian
 2 Gubernur Sumatera Selatan Nomor 56 Tahun 2014 hai Pedoman Penerbitan Izin Penelitian.
 3 Surat Dari Institute College For Islamic Studies (IAIN) Curup Nomor :-

DENGAN INI MEMBERIKAN IZIN KEPADA :

- Nama : Weni Puspitasari
 Dari : Institute College For Islamic Studies (Iain) Curup
 Alamat : Jl. Dr. Ak Gani No. 01, Curup, Dusun Curup, Curup Utara, Kabupaten Rejang Lebong, Bengkulu.
 Pekerjaan : Mahasiswa
 Kebangsaan : Indonesia
 Judul Kegiatan : The Effect Of Online English Vocabulary Game Toward Learning English Vocabulary
 Lokasi Penelitian : SMA Negeri 1 Semende Darat Laut
 Lama Penelitian : 31 Maret 2024 s/d 13 Juni 2024
 Maksud / Tujuan : 1. To Find Out How Do The Students English Vocabulary Before And After Without Using English Vocabulary In Control Class
 2. To Find How Do The Students English Vocabulary Before And After Implemented English Vocabulary Game In Ekperiment Class
 3. To Find Out Whether Is Theree Any Significant Between Control Class And Experiment Class After Implemented English Vocabulary Game On Students English Vocabulary

Survey/ Riset dilakukan dengan ketentuan sebagai berikut .

1. Sebelum melakukan kegiatan Permohonan izin Penelitian/Survey/Riset harus melaporkan kedatangannya kepada Kepala Unit / Organisasi setempat dengan menunjukkan Surat Pemberitahuan/Izin ini.
2. Tidak dibenarkan melakukan izin Penelitian/Survey/Riset yang tidak sesuai/tidak ada kaitannya dengan Judul Izin Penelitian/Survey/Riset yang dimaksud.
3. Harus mentaati sesuai ketentuan Perundang-undangan yang berlaku serta mengindahkan adat istiadat setempat.
4. Apabila masa berlaku Surat Penelitian/Izin ini telah berakhir, sedangkan pelaksanaan penelitian/ Survey/Riset belum selesai, perpanjangan Penelitian/Survey/Riset harus diajukan kembali kepada Badan Kesatuan Bangsa dan Politik Kabupaten Muara Enim.
5. Setelah selesai kegiatan magang/Survey/Riset agar menyerahkan 1 (satu) eksemplar Laporan Hasil Penelitian / Survey / Riset kepada Badan Kesatuan Bangsa dan Politik Kabupaten Muara Enim
6. Surat Penelitian / Izin ini akan dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata pemegang Surat Pemberitahuan / Izin ini tidak mentaati / Mengindahkan ketentuan-ketentuan seperti tersebut diatas.

Demikian untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di : Muara Enim
 Pada tanggal : 22 April 2024



KEPALA BADAN KESATUAN BANGSA DAN POLITIK
 KABUPATEN MUARA ENIM

Dr. Andy Wijaya .M.M
 Pembina Utam Muda (IVc)
 NIP 196609251986081001

Tembusan Yth :

1. Gubernur Sumatera Selatan
 C.q Kaban Kesbang dan Politik Prov. Sumatera Selatan
2. Bupati Muara Enim (sebagai laporan).
3. Dekan Institute College For Islamic Studies (IAIN) Curup
4. Camat Semende Darat Laut
5. SMA Negeri 1 Semende Darat Laut.
6. Yang bersangkutan.

APPENDIX IV
SURAT TELAH MELAKSANAKAN PENELITIAN



PEMERINTAH PROVINSI SUMATERA SELATAN
DINAS PENDIDIKAN
SMA NEGERI 1 SEMENDE DARAT LAUT
Terakreditasi A
Jl. Raya Lahat Desa Muara Dua Kec. SemendeDaratLaut 31356
Email : sman01sdl@gmail.com

SURAT KETERANGAN

Nomor : 420/ 174/SMAN.1/SDL/2024

Yang bertanda tangan di bawah ini :

Nama : **Drs. AKHMAD DISON.M.SI**
NIP : 196604252000121003
Pangkat / Golongan : Pembina Tk 1 / IV,b
jabatan : Kepala Sekolah

Menerangkan bahwa :

Nama : **WENI PUSPITASARI**
NIM : 19551064
Prodi : Tadris Bahasa Inggris
Universitas : Institut Agama Islam Negeri Curup (IAIN)

Memang benar telah melakukan Penelitian di SMA Negeri 1 Semende Darat Laut guna persyaratan untuk menyelesaikan Skripsi atau Tugas Akhir Perkuliahan pada Fakultas Tarbiyah Institut Agama Islam Negeri Curup (IAIN)

Demikianlah Surat Keterangan ini di buat dengan benar untuk dipergunakan sebagai mana mestinya.

Muara Dua, Mei 2024
Kepala Sekolah,
DINAS
SMAN 1 SEMENDE DARAT LAUT
PENDIDIKAN
SUMATERA SELATAN
Drs. AKHMAD DISON.M.SI
NIP. 196604252000121003

APPENDIX V

KARTU BIMBINGAN SKRIPSI



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP

Jalan AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21760 Fax. 21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

DEPAN

KARTU BIMBINGAN SKRIPSI

NAMA	: Weni Puspitasari
NIM	: 19551064
PROGRAM STUDI	: Tadris Bahasa Inggris
FAKULTAS	: Tarbiyah
DOSEN PEMBIMBING I	: Dr. Leffi Noviyenti, M.Pd
DOSEN PEMBIMBING II	: Dr. Sakut Anshori, S.Pd., M.Hum
JUDUL SKRIPSI	: The Effect of Online English Vocabulary game toward learning english vocabulary
MULAI BIMBINGAN	: 25 Juli 2024
AKHIR BIMBINGAN	: 07 Agustus 2024

NO	TANGGAL	MATERI BIMBINGAN	PARAF
			PEMBIMBING I
1.	25/07/24	Revisi Bab 1	
2.	27/07/24	Revisi Bab 2	
3.	30/07/24	Revisi Bab 3	
4.	01/08/24	Revisi instrument	
5.	03/08/24	Revisi instrument	
6.	05/08/24	Revisi Bab 4	
7.	07/08/24	Revisi Bab 5	
8.			
9.			
10.			
11.			
12.			

KAMI BERPENDAPAT BAHWA SKRIPSI INI SUDAH
DAPAT DIAJUKAN UJIAN SKRIPSI IAIN CURUP,

PEMBIMBING I,

Dr. Leffi Noviyenti, M.Pd
NIP. 197611062003122004

CURUP, 07 Agustus 2024
PEMBIMBING II,

Dr. Sakut Anshori, S.Pd., M.Hum
NIP. 198110202006041002

- Lembar Depan Kartu Bimbingan Pembimbing I
- Lembar Belakang Kartu Bimbingan Pembimbing II
- Kartu ini harap dibawa pada setiap konsultasi dengan Pembimbing I dan Pembimbing II



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP

Jalan AK Ganl No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax. 21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

BELAKANG

KARTU BIMBINGAN SKRIPSI

NAMA	: Weni Puspitasari
NIM	: 19551064
PROGRAM STUDI	: Tadris bahasa Inggris
FAKULTAS	: Tarbiyah
PEMBIMBING I	: Dr. Leffi Noviyenti, M. Pd
PEMBIMBING II	: Dr. Sakut Anshori, S. Pd., M. Hum
JUDUL SKRIPSI	: The Effect of online english vocabulary game toward learning english vocabulary
MULAI BIMBINGAN	: 25 July 2024
AKHIR BIMBINGAN	: 07 Agustus 2024

NO	TANGGAL	MATERI BIMBINGAN	PARAF
			PEMBIMBING II
1.	25/07/24	Revisi Bab 1	
2.	27/07/24	Revisi Bab 1	
3.	28/07/24	Revisi Bab 2	
4.	29/07/24	Revisi Bab 2	
5.	30/07/24	Revisi Bab 3	
6.	01/08/24	Revisi Bab 3	
7.	02/08/24	Revisi Instrument	
8.	03/08/24	Revisi Abstract	
9.	04/08/24	Revisi Bab 4	
10.	05/08/24	Revisi Bab 4	
11.	06/08/24	Revisi Bab 5	
12.	07/08/24	Revisi Bab 1 - 5	

KAMI BERPENDAPAT BAHWA SKRIPSI INI
SUDDAH DAPAT DIAJUKAN UJIAN SKRIPSI IAIN
CURUP

CURUP, 07 Agustus 2024

PEMBIMBING I,

PEMBIMBING II,

Dr. Leffi Noviyenti, M. Pd
NIP. 197611062003122004

Dr. Sakut Anshori, S. Pd., M. Hum
NIP. 198110202006041002

APPENDIX VI

SCORE PRE-TEST AND POST-TEST IN CONTROL AND EXPERIMENTAL CLASS

Students	Control Class		Experiment Class	
1	32.5	60.0	60.0	80.0
2	60.0	80.0	65.0	90.0
3	52.5	65.0	52.5	82.5
4	62.5	67.5	62.5	80.0
5	55.0	85.0	55.0	85.0
6	60.0	65.0	32.5	90.0
7	52.5	85.0	52.5	90.0
8	57.5	75.0	57.5	85.0
9	60.0	77.5	70.0	82.5
10	35.0	80.0	35.0	60.0
11	55.0	85.0	55.0	95.0
12	57.5	70.0	70.0	92.5
13	47.5	55.0	47.5	70.0
14	65.0	80.0	65.0	85.0
15	55.0	65.0	55.0	95.0
16	35.0	57.5	35.0	75.0
17	60.0	77.5	62.5	92.5
18	30.0	85.0	30.0	60.0
19	60.0	87.5	62.5	85.0
20	20.0	70.0	20.0	80.0
21	45.0	82.5	72.5	82.5
22	40.0	80.0	40.0	90.0
23	57.5	70.0	57.5	87.5
24	55.0	75.0	55.0	75.0
25	65.0	90.0	65.0	90.0
26	60.0	67.5	72.5	87.5
27	50.0	75.0	50.0	85.0
28	47.5	85.0	47.5	60.0
29	25.0	85.0	25.0	85.0
30	60.0	65.0	65.0	85.0
31	52.5	87.5	52.5	60.0
32	67.5	65.0	65.0	82.5
33	32.5	82.5	32.5	85.0
34	25.0	60.0	25.0	82.5
35	32.5	90.0	32.5	80.0
36	20.0	57.5	62.5	80.0
Total	1747,5	2690	1865	2952
Mean	48,5	74,7	54,8	82,0

APPENDIX VII
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
MODUL AJAR KURIKULUM MERDEKA
TAHUN 2023 KELAS X SEMESTER II

1. MODUL AJAR CONTROL CLASS

A. Informasi Umum

Nama penyusun	WENI PUSPITASARI
Isntitusi	SMAN 1 SEMENDE DARAT LAUT
Tahun Pembuatan	2024
Mapel	Bahasa Inggris
Jenjang	SMA/MA
Kelas	X (sepuluh) Reguler
Alokasi waktu	8 PERTEMUAN (1 x pertemuan 90 menit)
Tahapan	Fase E

B. Komponen Inti

Menerapkan fungsi sosial, penggunaan kosa kata. Menyusun kata khusus berupa *Teks narrative dan Prosedure*, sangat pendek dan sederhana dengan memperhatikan fungsi sosial, struktur kalimat, dan unsur kebahasaan, secara benar dan sesuai konteks.

Tujuan pembelajaran	<ol style="list-style-type: none"> 1. Peserta didik dapat mengidentifikasi konteks, tujuan, gagasan utama, dan informasi terperinci dari <i>teks Narrative dan Prosedure</i> 2. Peserta didik dapat menjelaskan sturuktur dan unsur kebahasaan dari <i>teks Narrative dan Prosedure</i> 3. Peserta didik dapat menganalisis informasi tersurat dan tersirat dari <i>teks Narrative dan Prosedure</i> 4. Peserta didik dapat menggunakan kosakata dan tata bahasa sederhana yang tepat saat berbicara dan menulis. 5. Peserta didik dapat merancang <i>teks Narrative</i>, dengan memperhatikan tanda baca dan tata bahasa yang benar.
Pertanyaan Pemantik	<i>Can you give examples of stories that you have known? Try to mention the steps involved in making a cup of coffee!</i>

Persiapan Pembelajaran	1. Guru melakukan asesmen diagnostik dalam bentuk kuis sebelum pembelajaran. 2. Guru menyiapkan kosakata terksit materi Narrative dan Prosedure text
Materi Pembelajaran	Narrative text Prosedure text
Metode Mengajar	Discovery learning
Media dan Sumber Pembelajaran	Media : Buku LKS papan tulis, Sumber : Buku LKS siswa kuikulum merdeka kelas X semester 2

C. Langkah Pembelajaran

Meeting	Activity	Activity Description
1	Kegiatan awal (15 menit)	<ul style="list-style-type: none"> • Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar. • Memberikan Pertanyaan Pemantik terkait prosedure text. <ul style="list-style-type: none"> - <i>Can you give example of things that you can be made easily</i> - <i>Try to mention the steps involved in making a cup of coffee!</i> • Menyampaikan topik dan agenda pembelajaran
	Kegiatan inti (60 menit)	<ol style="list-style-type: none"> a. Students learn about Prosedures text using students LKS with material about How to Make a Stawberies Juice b. Next, researcher explain the meaning, function, and structure of Prosedures text c. Then the researcher divide students into several groups and direct students to give names to their respective groups d. In closing, the researcher gave the group assignments for the next meeting
	Kegiatan penutup (15 menit)	Melakukan refleksi pembelajaran Menyampaikan agenda pertemuan berikutnya
2	Kegiatan awal (15 menit)	<ul style="list-style-type: none"> • Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar. • Memberikan Pertanyaan Pemantik terkait prosedure text. <ul style="list-style-type: none"> - <i>Try to mention the steps involved in making a stawberry juice!</i> • Menyampaikan topik dan agenda pembelajaran

	Kegiatan inti (60 menit)	<ol style="list-style-type: none"> Before students start the learning material, the researcher give an ice breaking game with vocabulary related the material Students learn about Prosedures text using students LKS with material about text prosedure The researcher check the students assignments with their group and by providing an offline game, each student came to the front of the class as a representative of their group and the researcher gave a score from each group's assignment
	Kegiatan penutup (15 menit)	<p>Melakukan refleksi pembelajaran</p> <p>Menyampaikan agenda pertemuan berikutnya</p>
3	Kegiatan awal (15 menit)	<ul style="list-style-type: none"> Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar. Memberikan Pertanyaan Pemantik terkait prosedure text. Menyampaikan topik dan agenda pembelajaran
	Kegiatan inti (60 menit)	<ol style="list-style-type: none"> Before students start the learning material, the researcher give an ice breaking game with vocabulary related the material Students learn about Prosedures text using students LKS with material about text prosedur The researcher asked students questions about the procedure text and gave a prize to students who successfully answered and repeated the discussion of material that the students did not understand The researcher directed students to work on multiple choice questions as an assessment
	Kegiatan penutup (15 menit)	<p>Melakukan refleksi pembelajaran</p> <p>Menyampaikan agenda pertemuan berikutnya</p>
4	Kegiatan awal (15 menit)	<ul style="list-style-type: none"> Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar. Memberikan Pertanyaan Pemantik terkait prosedure text. Menyampaikan topik dan agenda pembelajaran
	Kegiatan inti (60 menit)	<ol style="list-style-type: none"> Students learn about Prosedures text using students LKS with material about text prosedure The researcher asked students questions about the procedure text The researcher directed students to work on multiple choice questions as an assessment
	Kegiatan penutup (15 menit)	<p>Melakukan refleksi pembelajaran</p> <p>Menyampaikan agenda pertemuan berikutnya</p>

5	Kegiatan awal (15 menit)	<ul style="list-style-type: none"> • Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar. • Memberikan Pertanyaan Pemantik terkait narrative text - <i>Can you give example the story that you known</i> • Menyampaikan topik dan agenda pembelajaran
	Kegiatan inti (60 menit)	<ol style="list-style-type: none"> a. Students learn about narrative text using students LKS with material about fractured stories b. Next, researcher explain the meaning, function, and structure of narrative text and give example of narrative text c. Then the researcher divide students into several groups and direct students to give names to their respective groups d. In closing, the researcher gave the group assignments for the next meeting
	Kegiatan penutup (15 menit)	Melakukan refleksi pembelajaran Menyampaikan agenda pertemuan berikutnya
6	Kegiatan awal (15 menit)	<ul style="list-style-type: none"> • Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar. • Memberikan Pertanyaan Pemantik terkait narrative text. • Menyampaikan topik dan agenda pembelajaran
	Kegiatan inti (60 menit)	<ol style="list-style-type: none"> a. Before students start the learning material, the researcher give an ice breaking game related the material b. Students learn about Narrative text using students LKS c. The researcher check the students assignments with their group and by providing an offline game, each student came to the front of the class as a representative of their group and the researcher gave a score from each group's assignment
	Kegiatan penutup (15 menit)	Melakukan refleksi pembelajaran Menyampaikan agenda pertemuan berikutnya
7	Kegiatan awal (15 menit)	<ul style="list-style-type: none"> • Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar. • Memberikan Pertanyaan Pemantik terkait narrative text. • Menyampaikan topik dan agenda pembelajaran
	Kegiatan inti (60 menit)	<ol style="list-style-type: none"> a. Before students start the learning material, the researcher give an ice breaking game related the material

		<p>b. Students learn about Procedures text using students LKS with material about text narrative</p> <p>c. The researcher asked students questions about the narrative text and gave a prize to students who successfully answered and repeated the discussion of material that the students did not understand</p> <p>d. The researcher directed students to work on multiple choice questions as an assessment</p>
	Kegiatan penutup (15 menit)	<p>Melakukan refleksi pembelajaran</p> <p>Menyampaikan agenda pertemuan berikutnya</p>
8	Kegiatan awal (15 menit)	<ul style="list-style-type: none"> • Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar. • Memberikan Pertanyaan Pemantik terkait narrative text. • Menyampaikan topik dan agenda pembelajaran
	Kegiatan inti (60 menit)	<p>a. Before students start the learning material, the researcher give an ice breaking game related the material</p> <p>b. Students learn about Procedures text using students LKS with material about text narrative</p> <p>c. The researcher asked students questions about the narrative text and gave a prize to students who successfully answered and repeated the discussion of material that the students did not understand</p> <p>d. The researcher directed students to work on multiple choice questions as an assessment</p>
	Kegiatan penutup (15 menit)	<p>Melakukan refleksi pembelajaran</p> <p>Menyampaikan agenda pertemuan berikutnya</p>

2. MODUL AJAR EXPERIMENTAL CLASS

A. Informasi Umum

Nama penyusun	WENI PUSPITASARI
Isntitusi	SMAN 1 SEMENDE DARAT LAUT
Tahun Pembuatan	2024
Mapel	Bahasa Inggris
Jenjang	SMA/MA
Kelas	X (sepuluh) Reguler
Alokasi waktu	8 PERTEMUAN (1 x pertemuan 90 menit)
Tahapan	Fase E

B. Komponen Inti

Menerapkan fungsi sosial, penggunaan kosa kata. Menyusun kata khusus berupa *Teks narrative dan Prosedure*, sangat pendek dan sederhana dengan memperhatikan fungsi sosial, struktur kalimat, dan unsur kebahasaan, secara benar dan sesuai konteks.

Tujuan pembelajaran	<ol style="list-style-type: none"> 1. Peserta didik dapat mengidentifikasi konteks, tujuan, gagasan utama, dan informasi terperinci dari <i>teks Narrative dan Prosedure</i> 2. Peserta didik dapat menjelaskan sturuktur dan unsur kebahasaan dari <i>teks Narrative dan Prosedure</i> 3. Peserta didik dapat menganalisis informasi tersurat dan tersirat dari <i>teks Narrative dan Prosedure</i> 4. Peserta didik dapat menggunakan kosakata dan tata bahasa sederhana yang tepat saat berbicara dan menulis. 5. Peserta didik dapat merancang <i>teks Narrative</i>, dengan memperhatikan tanda baca dan tata bahasa yang benar.
Pertanyaan Pemantik	<i>Can you give examples of stories that you have known? Try to mention the steps involved in making a cup of coffee!</i>
Persiapan Pembelajaran	<ol style="list-style-type: none"> 1. Guru melakukan asesmen diagnostik dalam bentuk kuis sebelum pembelajaran. 2. Guru menyiapkan kosakata terksit materi Narrative dan Prosedure text
Materi Pembelajaran	Narrative text Prosedure text
Metode Mengajar	Discovery learning

Media dan Sumber Pembelajaran	Media : Buku LKS papan tulis, Sumber : Buku LKS siswa kurikulum merdeka kelas X semester 2
--------------------------------------	--

C. Langkah Pembelajaran

Meeting	Activity	Activity Description
1	Kegiatan awal (15 menit)	<ul style="list-style-type: none"> • Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar. • Memberikan Pertanyaan Pemantik terkait procedure text. <ul style="list-style-type: none"> - <i>Can you give example of things that you can be made easily</i> - <i>Try to mention the steps involved in making a cup of coffee!</i> • Menyampaikan topik dan agenda pembelajaran
	Kegiatan inti (60 menit)	<ol style="list-style-type: none"> a. Students learn about Procedures text using students LKS with material about How to Make a Strawberries Juice b. Next, researcher explain the meaning, function, and structure of Procedures text c. Then the researcher divide students into several groups and direct students to give names to their respective groups d. In closing, the researcher gave the group assignments for the next meeting
	Kegiatan penutup (15 menit)	Melakukan refleksi pembelajaran Menyampaikan agenda pertemuan berikutnya
2	Kegiatan awal (15 menit)	<ul style="list-style-type: none"> • Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar. • Memberikan Pertanyaan Pemantik terkait procedure text. <ul style="list-style-type: none"> - <i>Try to mention the steps involved in making a strawberry juice!</i> • Menyampaikan topik dan agenda pembelajaran
	Kegiatan inti (60 menit)	<ol style="list-style-type: none"> a. Students learn about Procedures text using students LKS with material about text procedure b. The researcher introduced about online vocabulary games that can be used for learning and some words and related materials c. The researcher explains how to use and play using online vocabulary games. And explained to each group how to play the game with their group at home

	Kegiatan penutup (15 menit)	Melakukan refleksi pembelajaran Menyampaikan agenda pertemuan berikutnya
3	Kegiatan awal (15 menit)	<ul style="list-style-type: none"> • Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar. • Memberikan Pertanyaan Pemantik terkait procedure text. • Menyampaikan topik dan agenda pembelajaran
	Kegiatan inti (60 menit)	<ol style="list-style-type: none"> a. Before students start the learning material, the Students learn about Procedures text using students LKS with material about text procedure b. The researcher use and play using online vocabulary games. And explained to each group how to play the game with their group at home c. The researcher asked students questions about the procedure text and gave a prize to students who successfully answered and repeated the discussion of material that the students did not understand d. The researcher directed students to work on multiple choice questions as an assessment
	Kegiatan penutup (15 menit)	Melakukan refleksi pembelajaran Menyampaikan agenda pertemuan berikutnya
4	Kegiatan awal (15 menit)	<ul style="list-style-type: none"> • Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar. • Memberikan Pertanyaan Pemantik terkait procedure text. • Menyampaikan topik dan agenda pembelajaran
	Kegiatan inti (60 menit)	<ol style="list-style-type: none"> a. Students learn about Procedures text using students LKS with material about text procedure b. The researcher asked students questions about the procedure text c. The researcher directed students to work on multiple choice questions as an assessment
	Kegiatan penutup (15 menit)	Melakukan refleksi pembelajaran Menyampaikan agenda pertemuan berikutnya
5	Kegiatan awal (15 menit)	<ul style="list-style-type: none"> • Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar. • Memberikan Pertanyaan Pemantik terkait narrative text - <i>Can you give example the story that you known</i> • Menyampaikan topik dan agenda pembelajaran
	Kegiatan inti (60 menit)	<ol style="list-style-type: none"> a. Students learn about narrative text using students LKS with material about fractured stories b. Next, researcher explain the meaning, function, and structure of narrative text and give example of narrative text

		<p>c. Then the researcher usng the online english vocabulary game as a narrative learning media</p> <p>d. The researcher give the test with using online english vocabulary game</p>
	Kegiatan penutup (15 menit)	<p>Melakukan refleksi pembelajaran</p> <p>Menyampaikan agenda pertemuan berikutnya</p>
6	Kegiatan awal (15 menit)	<ul style="list-style-type: none"> • Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar. • Memberikan Pertanyaan Pemantik terkait narrative text. • Menyampaikan topik dan agenda pembelajaran
	Kegiatan inti (60 menit)	<p>a. Students learn about narrative text using students LKS with material about fractured stories</p> <p>b. Next, researcher explain the meaning, function, and structure of narrative text and give example of narrative text</p> <p>c. Then the researcher usng the online english vocabulary game as a narrative learning media</p> <p>d. The researcher give the test with using online english vocabulary game</p>
	Kegiatan penutup (15 menit)	<p>Melakukan refleksi pembelajaran</p> <p>Menyampaikan agenda pertemuan berikutnya</p>
7	Kegiatan awal (15 menit)	<ul style="list-style-type: none"> • Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar. • Memberikan Pertanyaan Pemantik terkait narrative text. • Menyampaikan topik dan agenda pembelajaran
	Kegiatan inti (60 menit)	<p>a. Before students start the learning material, the researcher give an ice breaking game related the material</p> <p>b. Students learn about Narrative text using students LKS and online english vocabulary game</p> <p>c. Before learning process ends, The researcher gave assignments to students using the online English Vocabulary Game and encouraged students to bring cellphones to the next meeting</p>
	Kegiatan penutup (15 menit)	<p>Melakukan refleksi pembelajaran</p> <p>Menyampaikan agenda pertemuan berikutnya</p>
8	Kegiatan awal (15 menit)	<ul style="list-style-type: none"> • Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar. • Memberikan Pertanyaan Pemantik terkait narrative text. • Menyampaikan topik dan agenda pembelajaran
	Kegiatan inti (60 menit)	<p>a. Students learn about Prosedures text using students LKS with material about text narrative</p>

		<p>b. The researcher asked students questions about the narrative text and gave a prize to students who successfully answered and repeated the discussion of material that the students did not understand</p> <p>c. The researcher assess students by looking at the scores in the online English Vocabulary Game and giving appreciation to students with the greatest scores</p> <p>d. The researcher directed students to work on multiple choice questions as an assessment</p>
	<p>Kegiatan penutup (15 menit)</p>	<p>Melakukan refleksi pembelajaran</p> <p>Menyampaikan agenda pertemuan berikutnya</p>

APPENDIX VIII

Vocabulary Test

PRE-TEST

Name :
 Class :
 Date :
 Time Allocation : 60 Minutes

INSTRUCTION

1. Check and read the instructions on the answer sheet provided
2. Check and read the questions carefully
3. The number of questions is 40 multiple-choice questions
4. Answer the question that you find easy first
5. Do the answer sheet provided by crossing (X) on the answer that you think is the most correct
6. When finished, double check your answers before submitting them to the supervisor

MULTIPLE CHOICE TEST

Read carefully! Choose the best answer by crossing (X) a, b, c, or d.

- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|----------------|----------|----------|----------|--------|---------|----------------|----------|---------|-----------|-------------|-------------|----------|--------|---------|----------|-------------|---------|--------|---------|---|-----------|---------------|--------|----------------|------------|-------------|---------------|------------|----------|-----------|--------|---------|----------------|-------------|------------|---------------|-----------|------------|
| <ol style="list-style-type: none"> 1. the tempe with fork. <table border="0" style="width: 100%;"> <tr> <td>a. Mash</td> <td>c. Shake</td> </tr> <tr> <td>b. Bring</td> <td>d. Shred</td> </tr> </table> 2. Shape the tempe into the <u>size</u> of a golf ball. The synonym of the underlined word ... <table border="0" style="width: 100%;"> <tr> <td>a. Big</td> <td>c. Long</td> </tr> <tr> <td>b. Measurement</td> <td>d. Sweet</td> </tr> </table> 3. the oil is hot, drop the tempe into oil. <table border="0" style="width: 100%;"> <tr> <td>a. When</td> <td>c. Before</td> </tr> <tr> <td>b. Sometime</td> <td>d. Moreover</td> </tr> </table> 4. We press two-speed when we want a very <u>smooth</u> result. The antonym of the underlined world is... <table border="0" style="width: 100%;"> <tr> <td>a. Mushy</td> <td>c. Sot</td> </tr> <tr> <td>b. Fine</td> <td>d. Rough</td> </tr> </table> 5. Synonym of the "speed" is... <table border="0" style="width: 100%;"> <tr> <td>a. Velocity</td> <td>c. Burn</td> </tr> <tr> <td>b. Low</td> <td>d. Slow</td> </tr> </table> | a. Mash | c. Shake | b. Bring | d. Shred | a. Big | c. Long | b. Measurement | d. Sweet | a. When | c. Before | b. Sometime | d. Moreover | a. Mushy | c. Sot | b. Fine | d. Rough | a. Velocity | c. Burn | b. Low | d. Slow | <ol style="list-style-type: none"> 6. Remove the <u>small</u> lid for adding things in the middle of the blender lid. The antonym of the underlined world is... <table border="0" style="width: 100%;"> <tr> <td>a. Little</td> <td>c. Fractional</td> </tr> <tr> <td>b. Big</td> <td>d. Fractionary</td> </tr> </table> 7. If you like it creamy, you.....milk or yougurt if you prefer a sour taste. <table border="0" style="width: 100%;"> <tr> <td>a. May add</td> <td>c. Put them</td> </tr> <tr> <td>b. Blend them</td> <td>d. May put</td> </tr> </table> 8., put them into blender. <table border="0" style="width: 100%;"> <tr> <td>a. After</td> <td>c. Before</td> </tr> <tr> <td>b. Now</td> <td>d. Then</td> </tr> </table> 9. How many if we want make a strawberry juice. <table border="0" style="width: 100%;"> <tr> <td>a. Strawberies</td> <td>c. Alpcados</td> </tr> <tr> <td>b. Bananas</td> <td>d. Watermelon</td> </tr> </table> 10. <u>After that</u>, blend them for about 2 or 3 minutes. Synonym of the underlined word is..... <table border="0" style="width: 100%;"> <tr> <td>a. Before</td> <td>c. Finally</td> </tr> </table> | a. Little | c. Fractional | b. Big | d. Fractionary | a. May add | c. Put them | b. Blend them | d. May put | a. After | c. Before | b. Now | d. Then | a. Strawberies | c. Alpcados | b. Bananas | d. Watermelon | a. Before | c. Finally |
| a. Mash | c. Shake | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Bring | d. Shred | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Big | c. Long | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Measurement | d. Sweet | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. When | c. Before | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Sometime | d. Moreover | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Mushy | c. Sot | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Fine | d. Rough | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Velocity | c. Burn | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Low | d. Slow | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Little | c. Fractional | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Big | d. Fractionary | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. May add | c. Put them | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Blend them | d. May put | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. After | c. Before | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Now | d. Then | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Strawberies | c. Alpcados | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Bananas | d. Watermelon | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Before | c. Finally | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Vocabulary Test

POST-TEST

Name :
 Class :
 Date :
 Time Allocation : 60 Minutes

INSTRUCTION

7. Check and read the instructions on the answer sheet provided
8. Check and read the questions carefully
9. The number of questions is 40 multiple-choice questions
10. Answer the question that you find easy first
11. Do the answer sheet provided by crossing (X) on the answer that you think is the most correct
12. When finished, double check your answers before submitting them to the supervisor

MULTIPLE CHOICE TEST

Read carefully! Choose the best answer by crossing (X) a, b, c, or d.

- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|----------------|----------|----------|----------|--------|---------|----------------|----------|-------------|-----------|---------|-------------|----------|--------|---------|----------|-------------|---------|--------|---------|------------|-------------|---------------|------------|-----------|---------------|--------|----------------|--|----------|-----------|--------|---------|----------------|-------------|------------|---------------|-----------|------------|----------|----------------|---------|------------|---------------|----------|----------|-------------|------------|-----------|------------|----------|---------|----------|----------|------------|-----------|----------|---------|------------|
| <ol style="list-style-type: none"> 1. the tofu with fork. <table border="0" style="width: 100%;"> <tr> <td>a. Mash</td> <td>c. Shake</td> </tr> <tr> <td>b. Bring</td> <td>d. Shred</td> </tr> </table> 2. Shape the tofu into the <u>size</u> of a golf ball. The synonym of the underlined word ... <table border="0" style="width: 100%;"> <tr> <td>a. Big</td> <td>c. Long</td> </tr> <tr> <td>b. Measurement</td> <td>d. Sweet</td> </tr> </table> 3. the oil is hot, drop the tofu into oil. <table border="0" style="width: 100%;"> <tr> <td>a. Sometime</td> <td>c. Before</td> </tr> <tr> <td>b. When</td> <td>d. Moreover</td> </tr> </table> 4. We press two-speed when we want a very <u>smooth</u> result. The antonym of the underlined word is... <table border="0" style="width: 100%;"> <tr> <td>a. Mushy</td> <td>c. Sot</td> </tr> <tr> <td>b. Fine</td> <td>d. Rough</td> </tr> </table> 5. Synonym of the "speed" is... <table border="0" style="width: 100%;"> <tr> <td>a. Velocity</td> <td>c. Burn</td> </tr> <tr> <td>b. Low</td> <td>d. Slow</td> </tr> </table> 6. If you like it creamy, you.....milk or yougurt if you pefer a sour taste. <table border="0" style="width: 100%;"> <tr> <td>a. May add</td> <td>c. Put them</td> </tr> <tr> <td>b. Blend them</td> <td>d. May put</td> </tr> </table> 7. Remove the <u>small</u> lid for adding things in the middle of the blender lid. The antonym of the underlined world is... <table border="0" style="width: 100%;"> <tr> <td>a. Little</td> <td>c. Fractional</td> </tr> <tr> <td>b. Big</td> <td>d. Fractionary</td> </tr> </table> 8., put them into blender. | a. Mash | c. Shake | b. Bring | d. Shred | a. Big | c. Long | b. Measurement | d. Sweet | a. Sometime | c. Before | b. When | d. Moreover | a. Mushy | c. Sot | b. Fine | d. Rough | a. Velocity | c. Burn | b. Low | d. Slow | a. May add | c. Put them | b. Blend them | d. May put | a. Little | c. Fractional | b. Big | d. Fractionary | <table border="0" style="width: 100%;"> <tr> <td>a. After</td> <td>c. Before</td> </tr> <tr> <td>b. Now</td> <td>d. Then</td> </tr> </table> <ol style="list-style-type: none"> 9. How many if we want make a alpcado juice. <table border="0" style="width: 100%;"> <tr> <td>a. Strawberies</td> <td>c. Alpcados</td> </tr> <tr> <td>b. Bananas</td> <td>d. Watermelon</td> </tr> </table> 10. <u>After that</u>, blend them for about 2 or 3 minutes. Synonym of the underlined word is..... <table border="0" style="width: 100%;"> <tr> <td>a. Before</td> <td>c. Finally</td> </tr> <tr> <td>b. First</td> <td>d. The next is</td> </tr> </table> 11. Choose and 3 kinds of flowers. <table border="0" style="width: 100%;"> <tr> <td>a. Make</td> <td>c. Prepare</td> </tr> <tr> <td>b. Throw away</td> <td>d. Bring</td> </tr> </table> 12. Attach the ribbon with flowers to the elastic wire by the tape. <table border="0" style="width: 100%;"> <tr> <td>a. Using</td> <td>c. Throwing</td> </tr> <tr> <td>b. Burning</td> <td>d. Cuting</td> </tr> </table> 13. Antonym "<u>lengh</u>" is..... <table border="0" style="width: 100%;"> <tr> <td>a. Straigh</td> <td>c. Level</td> </tr> <tr> <td>b. Tall</td> <td>d. Short</td> </tr> </table> 14., put the crown on your head. You'll look lovely wearing it. <table border="0" style="width: 100%;"> <tr> <td>a. After</td> <td>c. Finally</td> </tr> <tr> <td>b. Before</td> <td>d. First</td> </tr> </table> 15. <u>Arrange</u> the flowers to the ribbon and glue them. Antonym of the underlined word is <table border="0" style="width: 100%;"> <tr> <td>a. Neat</td> <td>c. Line up</td> </tr> </table> | a. After | c. Before | b. Now | d. Then | a. Strawberies | c. Alpcados | b. Bananas | d. Watermelon | a. Before | c. Finally | b. First | d. The next is | a. Make | c. Prepare | b. Throw away | d. Bring | a. Using | c. Throwing | b. Burning | d. Cuting | a. Straigh | c. Level | b. Tall | d. Short | a. After | c. Finally | b. Before | d. First | a. Neat | c. Line up |
| a. Mash | c. Shake | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Bring | d. Shred | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Big | c. Long | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Measurement | d. Sweet | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Sometime | c. Before | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. When | d. Moreover | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Mushy | c. Sot | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Fine | d. Rough | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Velocity | c. Burn | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Low | d. Slow | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. May add | c. Put them | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Blend them | d. May put | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Little | c. Fractional | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Big | d. Fractionary | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. After | c. Before | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Now | d. Then | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Strawberies | c. Alpcados | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Bananas | d. Watermelon | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Before | c. Finally | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. First | d. The next is | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Make | c. Prepare | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Throw away | d. Bring | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Using | c. Throwing | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Burning | d. Cuting | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Straigh | c. Level | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Tall | d. Short | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. After | c. Finally | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Before | d. First | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Neat | c. Line up | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Notes from Validator:

The instruments had been validated. The validator validated the instruments into two things; *the first* is content, including the coherence between the statements and indicators stated in theory. *The second* is the accuracy of grammatical aspects used in the instrument. In addition, please pay attention to your spelling.

- The **blue color words or statements** mean the validator's additional point for your instrument.
- The **red color** means something that you need to revise or delete.

Curup, April 2024

Validator

A handwritten signature in black ink, appearing to be 'Nastiti Handayani', written in a cursive style.

Nastiti Handayani, M.Pd

APPENDIX IX

TABLE TREATMENT

A. TREATMENT IN CONTROL CLASS

Meeting	Topic	Treatment in the Class
2.	Learning Vocabulary by using offline game in procedure material	<p>Students learn about Prosedures text using students LKS with material about How to Make a Stawberies Juice</p> <p>Next, researcher explain the meaning, function, and structure of Prosedures text</p> <p>Then the researcher divide students into several groups and direct students to give names to their respective groups</p> <p>In closing, the researcher gave the group assignments for the next meeting</p>
3.	Learning Vocabulary by using offline game in procedure material	<p>Before students start the learning material, the researcher give an ice breaking game related the material</p> <p>Students learn about Prosedures text using students LKS with material about text prosedureThe researcher check the students assigments with their group and by providing an offline game, each student came to the front of the class as a representative of their group and the researcher gave a score from each group's assignment</p>

4.	Learning Vocabulary by using offline game in procedure material	<p>Before students start the learning material, the researcher give an ice breaking game related the material</p> <p>Students learn about Prosedures text using students LKS with material about text prosedur</p> <p>The researcher asked students questions about the procedure text and gave a prize to students who successfully answered and repeated the discussion of material that the students did not understand</p> <p>The researcher directed students to work on multiple choice questions as an assessment</p>
5.	Learning Vocabulary by using offline game in narrative material	<p>Students learn about narrative text using students LKS with material about fractured stories</p> <p>Next, researcher explain the meaning, function, and structure of narrative text and give example of narrative text</p> <p>Then the researcher divide students into several groups and direct students to give names to their respective groups</p> <p>In closing, the researcher gave the group assignments for the next meeting</p>

6.	Learning Vocabulary by using offline game in narrative material	<p>Before students start the learning material, the researcher give an ice breaking game related the material</p> <p>Students learn about Narrative text using students LKS</p> <p>The researcher check the students assignments with their group and by providing an offline game, each student came to the front of the class as a representative of their group and the researcher gave a score from each group's assignment</p>
7.	Learning Vocabulary by using offline game in narrative material	<p>Before students start the learning material, the researcher give an ice breaking game related the material</p> <p>Students learn about Prosedures text using students LKS with material about text narrative</p> <p>The researcher asked students questions about the narrative text and gave a prize to students who successfully answered and repeated the discussion of material that the students did not understand</p>

		The researcher directed students to work on multiple choice questions as an assessment
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B. TREATMENT IN EXPERIMENTAL CLASS

Meeting	Topic	Treatment in the Class
2.	Students learn about Prosedures text using students LKS and book with material about How to Make a Stawberies Juice	<p>Students learn about Prosedures text using students LKS with material about How to Make a Stawberies Juice</p> <p>Next, researcher explain the meaning, function, and structure of Prosedures text</p> <p>Then the researcher divide students into several groups and direct students to give names to their respective groups</p> <p>In closing, the researcher gave the group assignments for the next meeting</p>

3.	Students learn about Procedures text using students LKS and Online vocabulary game.	<p>Students learn about Procedures text using students LKS with material about text procedure</p> <p>The researcher introduced about online vocabulary games that can be used for learning and some words and related materials</p> <p>The researcher explains how to use and play using online vocabulary games. And explained to each group how to play the game with their group at home</p>
4.	Students learn about Procedures text using students LKS and Online vocabulary game.	<p>Students learn about Procedures text using students LKS with material about text procedur</p> <p>The researcher asked students questions about the procedure text and gave a prize to students who successfully answered and repeated the discussion of material that the students did not understand</p> <p>The researcher directed students to work on multiple choice questions as an assessment</p>
5.	Students learn about Narrative text using students LKS and online vocabulary	Students learn about narrative text using students LKS with material about fractured stories

	<p>game with material Fractured stories</p>	<p>Next, researcher explain the meaning, function, and structure of narrative text and give example of narrative text</p> <p>Then the researcher usng the online english vocabulary game as a narrative learning media</p> <p>The researcher give the test with using online english vocabulary game</p>
6.	<p>The researcher explain how to using online vocabulary game in learn narrative text.</p>	<p>Before students start the learning material, the researcher give an ice breaking game related the material</p> <p>Students learn about Narrative text using students LKS and online english vocabulary game</p> <p>Before learning process ends, The researcher gave assignments to students using the online English Vocabulary Game and encouraged students to bring cellphones to the next meeting</p>
7.	<p>Students learn about Narrative text using students LKS and online vocabulary game with material Fractured stories</p>	<p>Students learn about Prosedures text using students LKS with material about text narrative</p> <p>The researcher asked students questions about the narrative text and gave a prize to students who successfully answered and repeated the</p>

		<p>discussion of material that the students did not understand</p> <p>The researcher assess students by looking at the scores in the online English Vocabulary Game and giving appreciation to students with the greatest scores</p> <p>The researcher directed students to work on multiple choice questions as an assessment</p>
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APPENDIX X**LEMBAR JAWABAN SISWA**

LEMBAR JAWABAN

Nama: Yan Andriani Hari/Tanggal: Senin / 03 Mei 2024
 Mata Pelajaran: Estetika Industri Waktu: 60 menit

NO	JAWABAN					NO	JAWABAN				
1	A	B	C	D	E	21	A	B	C	D	E
2	A	B	C	D	E	22	A	B	C	D	E
3	A	B	C	D	E	23	A	B	C	D	E
4	A	B	C	D	E	24	A	B	C	D	E
5	A	B	C	D	E	25	A	B	C	D	E
6	A	B	C	D	E	26	A	B	C	D	E
7	A	B	C	D	E	27	A	B	C	D	E
8	A	B	C	D	E	28	A	B	C	D	E
9	A	B	C	D	E	29	A	B	C	D	E
10	A	B	C	D	E	30	A	B	C	D	E
11	A	B	C	D	E	31	A	B	C	D	E
12	A	B	C	D	E	32	A	B	C	D	E
13	A	B	C	D	E	33	A	B	C	D	E
14	A	B	C	D	E	34	A	B	C	D	E
15	A	B	C	D	E	35	A	B	C	D	E
16	A	B	C	D	E	36	A	B	C	D	E
17	A	B	C	D	E	37	A	B	C	D	E
18	A	B	C	D	E	38	A	B	C	D	E
19	A	B	C	D	E	39	A	B	C	D	E
20	A	B	C	D	E	40	A	B	C	D	E

B = 24 : 24 x 2,5 = 60

LEMBAR JAWABAN

Nama: Yan Andriani Hari/Tanggal: Senin / 03 Mei 2024
 Mata Pelajaran: Estetika Industri Waktu: 60 menit

NO	JAWABAN					NO	JAWABAN				
1	A	B	C	D	E	21	A	B	C	D	E
2	A	B	C	D	E	22	A	B	C	D	E
3	A	B	C	D	E	23	A	B	C	D	E
4	A	B	C	D	E	24	A	B	C	D	E
5	A	B	C	D	E	25	A	B	C	D	E
6	A	B	C	D	E	26	A	B	C	D	E
7	A	B	C	D	E	27	A	B	C	D	E
8	A	B	C	D	E	28	A	B	C	D	E
9	A	B	C	D	E	29	A	B	C	D	E
10	A	B	C	D	E	30	A	B	C	D	E
11	A	B	C	D	E	31	A	B	C	D	E
12	A	B	C	D	E	32	A	B	C	D	E
13	A	B	C	D	E	33	A	B	C	D	E
14	A	B	C	D	E	34	A	B	C	D	E
15	A	B	C	D	E	35	A	B	C	D	E
16	A	B	C	D	E	36	A	B	C	D	E
17	A	B	C	D	E	37	A	B	C	D	E
18	A	B	C	D	E	38	A	B	C	D	E
19	A	B	C	D	E	39	A	B	C	D	E
20	A	B	C	D	E	40	A	B	C	D	E

B = 24 : 24 x 2,5 = 60

(60)

LEMBAR JAWABAN

Nama: Rifa Nur Anindita Hari/Tanggal: Sabtu / 03 Mei 2024
 Mata Pelajaran: Estetika Industri Waktu: 60 menit

NO	JAWABAN					NO	JAWABAN				
1	A	B	C	D	E	21	A	B	C	D	E
2	A	B	C	D	E	22	A	B	C	D	E
3	A	B	C	D	E	23	A	B	C	D	E
4	A	B	C	D	E	24	A	B	C	D	E
5	A	B	C	D	E	25	A	B	C	D	E
6	A	B	C	D	E	26	A	B	C	D	E
7	A	B	C	D	E	27	A	B	C	D	E
8	A	B	C	D	E	28	A	B	C	D	E
9	A	B	C	D	E	29	A	B	C	D	E
10	A	B	C	D	E	30	A	B	C	D	E
11	A	B	C	D	E	31	A	B	C	D	E
12	A	B	C	D	E	32	A	B	C	D	E
13	A	B	C	D	E	33	A	B	C	D	E
14	A	B	C	D	E	34	A	B	C	D	E
15	A	B	C	D	E	35	A	B	C	D	E
16	A	B	C	D	E	36	A	B	C	D	E
17	A	B	C	D	E	37	A	B	C	D	E
18	A	B	C	D	E	38	A	B	C	D	E
19	A	B	C	D	E	39	A	B	C	D	E
20	A	B	C	D	E	40	A	B	C	D	E

B = 24 : 24 x 2,5 = 60

LEMBAR JAWABAN

Nama: Adel Leslgar Hari/Tanggal: Juma / 03 Mei 2024
 Mata Pelajaran: Estetika Industri Waktu: 60 menit

NO	JAWABAN					NO	JAWABAN				
1	A	B	C	D	E	21	A	B	C	D	E
2	A	B	C	D	E	22	A	B	C	D	E
3	A	B	C	D	E	23	A	B	C	D	E
4	A	B	C	D	E	24	A	B	C	D	E
5	A	B	C	D	E	25	A	B	C	D	E
6	A	B	C	D	E	26	A	B	C	D	E
7	A	B	C	D	E	27	A	B	C	D	E
8	A	B	C	D	E	28	A	B	C	D	E
9	A	B	C	D	E	29	A	B	C	D	E
10	A	B	C	D	E	30	A	B	C	D	E
11	A	B	C	D	E	31	A	B	C	D	E
12	A	B	C	D	E	32	A	B	C	D	E
13	A	B	C	D	E	33	A	B	C	D	E
14	A	B	C	D	E	34	A	B	C	D	E
15	A	B	C	D	E	35	A	B	C	D	E
16	A	B	C	D	E	36	A	B	C	D	E
17	A	B	C	D	E	37	A	B	C	D	E
18	A	B	C	D	E	38	A	B	C	D	E
19	A	B	C	D	E	39	A	B	C	D	E
20	A	B	C	D	E	40	A	B	C	D	E

24 2
 2,5
 12 0 x
 48
 60 0

LEMBAR JAWABAN

Nama: YUCIA GUSTI LINDA
Mata Pelajaran: Biologi
Hari/Tanggal: Jumat, 30 Mei
Waktu:

NO	JAWABAN					NO	JAWABAN				
1	A	B	C	D	E	21	A	B	C	D	E
2	A	B	C	D	E	22	A	B	C	D	E
3	A	B	C	D	E	23	A	B	C	D	E
4	A	B	C	D	E	24	A	B	C	D	E
5	A	B	C	D	E	25	A	B	C	D	E
6	A	B	C	D	E	26	A	B	C	D	E
7	A	B	C	D	E	27	A	B	C	D	E
8	A	B	C	D	E	28	A	B	C	D	E
9	A	B	C	D	E	29	A	B	C	D	E
10	A	B	C	D	E	30	A	B	C	D	E
11	A	B	C	D	E	31	A	B	C	D	E
12	A	B	C	D	E	32	A	B	C	D	E
13	A	B	C	D	E	33	A	B	C	D	E
14	A	B	C	D	E	34	A	B	C	D	E
15	A	B	C	D	E	35	A	B	C	D	E
16	A	B	C	D	E	36	A	B	C	D	E
17	A	B	C	D	E	37	A	B	C	D	E
18	A	B	C	D	E	38	A	B	C	D	E
19	A	B	C	D	E	39	A	B	C	D	E
20	A	B	C	D	E	40	A	B	C	D	E

B-22
S-18

LEMBAR JAWABAN

Nama: Rahmat Azwar
Mata Pelajaran: Biologi
Hari/Tanggal: Jumat, 30 Mei 2024
Waktu: 60 menit

NO	JAWABAN					NO	JAWABAN				
1	A	B	C	D	E	21	A	B	C	D	E
2	A	B	C	D	E	22	A	B	C	D	E
3	A	B	C	D	E	23	A	B	C	D	E
4	A	B	C	D	E	24	A	B	C	D	E
5	A	B	C	D	E	25	A	B	C	D	E
6	A	B	C	D	E	26	A	B	C	D	E
7	A	B	C	D	E	27	A	B	C	D	E
8	A	B	C	D	E	28	A	B	C	D	E
9	A	B	C	D	E	29	A	B	C	D	E
10	A	B	C	D	E	30	A	B	C	D	E
11	A	B	C	D	E	31	A	B	C	D	E
12	A	B	C	D	E	32	A	B	C	D	E
13	A	B	C	D	E	33	A	B	C	D	E
14	A	B	C	D	E	34	A	B	C	D	E
15	A	B	C	D	E	35	A	B	C	D	E
16	A	B	C	D	E	36	A	B	C	D	E
17	A	B	C	D	E	37	A	B	C	D	E
18	A	B	C	D	E	38	A	B	C	D	E
19	A	B	C	D	E	39	A	B	C	D	E
20	A	B	C	D	E	40	A	B	C	D	E

B-18 x 2,5 = 45

47.5

LEMBAR JAWABAN

Nama Airin
Mata Pelajaran B. Inggris

Hari/Tanggal
Waktu

NO	JAWABAN					NO	JAWABAN				
1	A	B	C	D	E	21	X	B	C	D	E
2	X	B	C	D	E	22	A	B	X	D	E
3	X	B	C	D	E	23	A	B	X	D	E
4	A	X	C	D	E	24	A	B	C	X	E
5	A	B	X	D	E	25	A	B	C	X	E
6	A	X	C	D	E	26	X	B	C	D	E
7	A	B	C	D	E	27	A	B	X	D	E
8	A	X	C	D	E	28	A	B	C	D	E
9	X	B	C	D	E	29	A	B	C	X	E
10	X	B	C	D	E	30	A	B	X	D	E
11	A	B	X	D	E	31	A	B	X	D	E
12	A	B	C	X	E	32	A	B	C	X	E
13	A	X	C	D	E	33	A	B	X	D	E
14	X	B	C	D	E	34	A	B	C	D	E
15	A	B	C	X	E	35	X	B	C	D	E
16	X	B	C	D	E	36	A	B	X	D	E
17	X	B	C	D	E	37	A	B	X	D	E
18	A	B	C	X	E	38	A	B	C	D	E
19	A	B	X	D	E	39	X	B	C	D	E
20	X	B	C	D	E	40	A	B	X	D	E

LEMBAR JAWABAN

Nama Bayu Ario P
Mata Pelajaran Bahasa Inggris

Hari/Tanggal
Waktu

NO	JAWABAN					NO	JAWABAN				
1	X	B	C	D	E	21	X	B	C	D	E
2	X	B	C	D	E	22	X	B	C	D	E
3	X	B	C	D	E	23	X	B	C	D	E
4	X	B	C	D	E	24	X	B	C	D	E
5	X	B	C	D	E	25	X	B	C	D	E
6	X	B	C	D	E	26	X	B	C	D	E
7	X	B	C	D	E	27	X	B	C	D	E
8	X	B	C	D	E	28	X	B	C	D	E
9	X	B	C	D	E	29	X	B	C	D	E
10	X	B	C	D	E	30	X	B	C	D	E
11	X	B	C	D	E	31	X	B	C	D	E
12	X	B	C	D	E	32	X	B	C	D	E
13	X	B	C	D	E	33	X	B	C	D	E
14	X	B	C	D	E	34	X	B	C	D	E
15	X	B	C	D	E	35	X	B	C	D	E
16	X	B	C	D	E	36	X	B	C	D	E
17	X	B	C	D	E	37	X	B	C	D	E
18	X	B	C	D	E	38	X	B	C	D	E
19	X	B	C	D	E	39	X	B	C	D	E
20	X	B	C	D	E	40	X	B	C	D	E

$23 \times 2.5 = 57.5$

8:23

APPENDIX XI

STATISTIC DATA ANALYSIS

1. DATA SAMPLE

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
VAR00001	.119	36	.200*	.931	36	.026
VAR00002	.135	36	.095	.929	36	.023

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
kelas	Based on Mean	.212	1	70	.647
	Based on Median	.202	1	70	.654
	Based on Median and with adjusted df	.202	1	69.934	.654
	Based on trimmed mean	.184	1	70	.669

ANOVA					
kelas					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	17.014	1	17.014	.123	.727
Within Groups	9704.861	70	138.641		
Total	9721.875	71			

2. DATA STATISTIC

Case Processing Summary							
		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Hasil Vocabulary kelas	Pre-TestExperiment	35	100.0%	0	0.0%	35	100.0%
	PostTestExperiment	36	100.0%	0	0.0%	36	100.0%
	PreTestControl	36	100.0%	0	0.0%	36	100.0%
	PostTestControl	36	100.0%	0	0.0%	36	100.0%

Tests of Normality							
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Vocabulary kelas	Pre-TestExperiment	.155	35	.033	.924	35	.019
	PostTestExperiment	.222	36	.000	.854	36	.000
	PreTestControl	.195	36	.001	.891	36	.002
	PostTestControl	.140	36	.073	.936	36	.039

a. Lilliefors Significance Correction

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Hasil Vocabulary	Based on Mean	2.947	1	71	.090
	Based on Median	2.818	1	71	.098
	Based on Median and with adjusted df	2.818	1	63.046	.098
	Based on trimmed mean	3.190	1	71	.078

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean

Pair 1	Pre-Test Experiment	51.806	36	14.9357	2.4893
	Post-Test Experiment	82.014	36	9.5771	1.5962
Pair 2	Pre-Test Control	48.542	36	13.9178	2.3196
	Post-Test Control	74.722	36	10.3299	1.7216

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment	36	20.0	72.5	51.806	14.9357
Post-Test Experiment	36	60.0	95.0	82.014	9.5771
Pre-Test Control	36	20.0	67.5	48.542	13.9178
Post-Test Control	36	55.0	90.0	74.722	10.3299
Valid N (listwise)	36				

APENDIX XII
DOKUMENTATIONS











BIOGRAPY



The reseachers name is Weni puspitasari. She was born in Muara Dua, on June 30, 2001. She is the first child from Mr Fathulil Kirom and Mrs Yulia Fitri. She has 2 young brothers, with 1 young sister. The researcher has finish her elementary school in 2013, then she finish junior high school in 2016, and then for senior high school she finish it in 2019.

In 2019 the rearher deside to continue her study in English tadrıs study program IAIN Curup in academic year 2019-2024