

**THE EFFECT OF *CEPAT MAHIR* APLICATION TO IMPROVE
VOCABULARY MASTERY (A Quasi-Experimental Study at Seventh Grade
of SMPN 10 Rejang Lebong)**

THESIS

The Thesis is submitted to fulfill the requeirement for ‘Sarjana’ degree In English Tadris
Study Program



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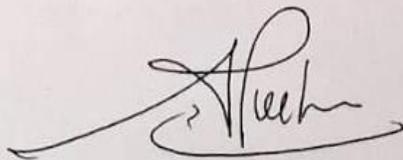
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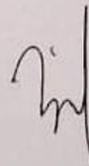
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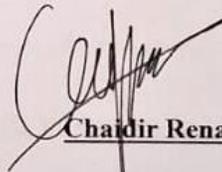
PREFACE

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 Thesis successfully. Secondly, peace and salutation always be given to our prophet Muhammad SAW who has guided us from the darkness to brightness. This Thesis entitled "THE EFFECT *CEPAT MAHIR* APLICATION TO IMPROVE VOCABULARY MASTERY (A Quasi-Experimental Study at Seventh Grade of SMPN 10 Rejang Lebong"

The purpose of writing this research Thesis is to complete one of the requirements for the S-1 English Tadris Study Program. The Faculty of Tarbiyah and Teacher training at The State Islamic Institute (IAIN) Curup. The researcher hopes that this Thesis will be useful for readers and other interested parties, and can be used as a reference for future researchers.

Curup, 13 januari 2026

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The researcher finished this thesis entitled " **The effect of *Cepat Mahir* application to improve vocabulary mastery(a quasi-experimental study at grade seventh of smpn 10 rejang lebong)**". This thesis is presented in order to fulfill of the requirement for the degree of strata 1 in English Tadris Study Program of IAIN Curup. However, the researcher will not be able to finish this thesis well without the help, guidance, contribution, support, and motivation from others.

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MOTTO

“Ingatlah ada orang yang rela mengorbankan hidupnya demi hidupmu dan doanya tak pernah terputus demi masa depanmu. Rasulullah shallallahu’alaihi wa sallam bersabda,”semangatlah dalam hal yang bermanfaat untukmu,minta tolonglah pada Allah SWT dan jangan malas(patah semangat)”

(HR.Muslim)

“Selalu ada harga dalam setiap proses.Nikmati saja Lelah-lelah itu.Lebarkan lagi sabar itu.semua yang kamu investasikan untuk menjadi dirimu serupa seperti yang kamu impikan,mungkin tidak akan berjalan selalu lancer.Tapi,tapi kesusah itu yang nanti bisa kamu ceritakan”

(Boy Chandra)

DEDICATION

Allah is the sole reason why I was able to complete this thesis. I am deeply grateful because Allah has allowed me to finish this thesis according to my expectations. There is no miracle except from Allah SWT. In the name of Allah SWT and His Messenger, Prophet Muhammad SAW, I dedicate this thesis to:

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ABSTRACT

Chaidir Renata 2025 : The effect of *Cepat Mahir* application to improve vocabulary mastery(a quasi-experimental study at grade seventh of smpn 10 rejang lebong)

Advisor : Dr. Sakut Anshori, S.Pd.I., M.Hum

Co-Advisor : Dr. Eka Apriani, M.Pd

This study aims to determine whether the *Cepat Mahir* application is effective or not. The objectives of this study are to identify students' English vocabulary before and after learning without using the application in the control class to identify students' English vocabulary before and after the implementation of learning using the *Cepat Mahir* application in the experimental class and to determine the significance of the difference between the control class and the experimental class after the implementation of learning using the *Cepat Mahir* application on students' English vocabulary. This study employed a quasi-experimental method with a quantitative approach. The population of this study consisted of 74 students, with a total sample of 48 seventh-grade students, comprising 24 students in the experimental class and 24 students in the control class. Data were collected through pre-tests and post-tests, and the data were analyzed using a t-test. The results of this study showed that the mean score of the control class was 64.67, while the mean score of the experimental class was 78.83. This indicates that there was a fairly significant effect and a significant difference between the experimental class and the control class. It can be concluded that learning using the *Cepat Mahir* application is effective in improving the English vocabulary of seventh-grade students at SMPN 10 Rejang Lebong

Keywords: English Vocabulary, Cepat Mahir Application

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CHAPTER 1

INTRODUCTION

A. BACKGROUND

English is an international language that is widely used in various fields, such as education, technology, and global communication. Data from Ethnologue shows that English is spoken by more than 1.4 billion people, both as a first and second language, making it the language with the largest number of speakers in the world when combined. The role of English as an international language has become increasingly strong along with the development of globalization and advances in information technology.¹

In learning English, *Cepat Mahir* Application an important role as the foundation of language skills, such as listening, speaking, reading, and writing. Without sufficient vocabulary mastery, students will experience difficulties in understanding texts, constructing sentences, and communicating effectively. There are four basic skills that can be learned in English: speaking, writing, reading, and listening. In addition to these four basic skills, there are several components that must be considered to enhance these skills, namely grammar, pronunciation, and vocabulary. Among these components, vocabulary is considered the most important because by mastering vocabulary, individuals can communicate more easily. As stated by Thornbury, people may still be able to speak without mastering grammar,

¹ Eberhard, D. M., Simons, G. F., & Fennig, C. D. *Ethnologue: Languages of the World*. 26th ed., SIL International, 2023

but nothing can be expressed without vocabulary.² Therefore, vocabulary plays a crucial role in students' ability to communicate in a foreign language, particularly English.

In learning English, vocabulary is an essential component of language mastery that must be acquired by students before developing the four basic language skills. Vocabulary serves as a link that connects these four skills. By mastering vocabulary, students can communicate effectively when learning a foreign language. According to Ramdhaniarti, vocabulary is very important for successful communication in a foreign language. It is essential for students to acquire a substantial amount of vocabulary and understand its proper and accurate usage.³ Learning vocabulary does not rely solely on memorization but also requires appropriate methods to make vocabulary learning more memorable and applicable in both spoken and written communication.

For English learners, learning vocabulary is often considered boring and uninteresting when it only involves memorizing and spelling words repeatedly. As a result, students face various challenges and difficulties, such as understanding word meanings. Many students struggle to comprehend vocabulary, which makes it difficult for them to understand lessons, leading to frustration and a lack of motivation. In addition, spelling foreign words becomes another challenge. Students encounter many English words with similar sounds, which can confuse

² Schott Thornburg, *How to Teach Vocabulary*, (Person educational Limited 2002), p. 13

³ Tri Ramadhaniarti, *Teaching English Vocabulary Trough Game : Views From the Students*, (Universitas of Bengkulu : 2016), p. 382

them in determining the correct spelling and meaning. Students also experience difficulties in adapting vocabulary usage, as they tend to forget previously learned words, making it hard for them to construct sentences correctly.

Nation explains that vocabulary mastery is one of the main factors influencing language skills because vocabulary functions as the building block of communication.⁴ However, based on preliminary observations of seventh-grade students at SMP Negeri 10 Rejang Lebong, many students still have difficulty remembering and using new vocabulary. One of the causes is the monotonous and boring teaching methods, such as merely providing lists of vocabulary along with their translations without engaging students in interactive learning activities.

Moreover, students tend to feel bored and less cooperative during the learning process. Several factors contribute to the difficulty of vocabulary learning among students. Even after memorizing some vocabulary, students struggle to apply it because the memorized words are not permanently stored in their memory.

In addition, the large number of words with similar meanings makes vocabulary usage more difficult. Students also lack focus during lessons because English learning mostly consists of teacher explanations with limited use of fun learning methods and student interaction. In this situation, students only listen to the teacher without participating in other activities. As a result of this passive and

⁴ Paul Nation, *Learning Vocabulary in Another Language*, 2nd ed. (Cambridge: Cambridge University Press, 2019), 2.

monotonous learning process, students lose focus, and the vocabulary taught by the teacher becomes difficult to remember.

As previously mentioned, the researcher chose to use a Application-based system in English learning as an effort to improve students' vocabulary mastery. According to Julia Dobson, playing well-designed language games can provide enjoyment and relaxation while still remaining within the parameters of language acquisition, making them an ideal way to break classroom routine and even accelerate the learning process.⁵

One application that can improve students' vocabulary mastery is the *Cepat Mahir* application. The *Cepat Mahir* application is designed to present vocabulary learning content that provides information on how to learn vocabulary easily and in an engaging way. There are several reasons why the researcher chose the *Cepat Mahir* application. Teaching English using the *Cepat Mahir* application can reduce boredom in the classroom because it provides well-designed materials containing words, images, pronunciation sounds, definitions, and example sentences for each word.

To overcome these problems, teachers can use creative and enjoyable learning media, one of which is the *Cepat Mahir application*. The *Cepat Mahir* application is considered effective in improving students' English vocabulary mastery.

According to Ramadhani, English vocabulary learning can help improve students' vocabulary comprehension and mastery. In its application, the *Cepat*

⁵ Julio Dobson, "Try One of My Games". Washington. D.C, p. 1

Mahir application is not only used in the form of tests but also makes students more interested in learning vocabulary.⁶ Students become more enthusiastic about learning because they enjoy using the application, feel closer to the learning material, and can interact with one another. This also allows students to express their emotions during the learning process.

Previous studies have shown that the use of mobile-based learning applications can improve vocabulary mastery, increase learning motivation, and make the learning process more enjoyable and less stressful.

According to Turgut and Irgin, the use of learning applications can enhance students' motivation and help them remember vocabulary through non-monotonous learning activities.⁷

This study focuses on Junior High School Negeri 10 Rejang Lebong because the school still relies on conventional teaching methods, such as manual visual media, while application-based learning media have not been used at all. This is due to strict school regulations that prohibit students from bringing mobile phones to school, as well as the fact that not all students own mobile phones. Meanwhile, most other junior high schools generally use mobile phones as learning media. Based on this background, the researcher is interested in conducting a study entitled:

⁶ Ramadhani. F. R., *The Effect of Vocabulary Application in Teaching Students Vocabulary mastery*, (Jakarta : Journal English education, 2024), p. 30

⁷ Yasemin Turgut dan Pelin Irgin, "Young Learners' Language Learning via Computer Games," *Procedia - Social and Behavioral Sciences* 1, no. 1 (2009): 760–764.

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B. Problem of the Formulation

The problem formulations in this study are:

1. How is the students' vocabulary mastery before using *the cepat mahir aPLICATION*?
2. How is the students' vocabulary mastery after using the *cepat mahir aPLICATION* ?
3. Is the *cepat mahir aPLICATION* effective in improving students' vocabulary mastery?

C. Research Objectives

The objectives of this research are:

1. To determine whether there is a difference in vocabulary mastery before and after being taught using the "*cepat mahir*" application for seventh-grade junior high school students.
2. To determine whether there is a difference in vocabulary mastery before and after being taught using conventional methods for seventh-grade junior high school students.
3. To determine whether there is a difference in vocabulary mastery between students taught using the "*cepat mahir*" application and students taught using conventional methods.

D. limitation of The Research

This research has several limitations. First, the research subjects were limited to students of SMPN 10 Rejang Lebong; therefore, the results cannot be generalized to other schools with different characteristics. Second, the duration of the research was relatively short, so it may not fully represent the long-term effects of using the *Cepat Mahir* application on students' vocabulary mastery. Third, this research focused only on vocabulary mastery, while other language skills such as listening, speaking, reading, and writing were not examined. In addition, the research instrument used, namely tests, has limitations in representing students' overall language ability.

E. Research Significance

The research has two significant points:

1. Theoretical Significance

This research is expected to contribute to the development of English language learning theory. The results of this research can enrich the literature on the application of rapid proficiency applications in the context of language learning at the junior high school level.

2. Practical Significance

For Teachers – Provides an alternative interactive, creative, and fun learning medium to improve students' vocabulary mastery.

For Students – Helps increase learning motivation and the ability to remember and use vocabulary in communication contexts.

For Schools – Provides input for the development of innovative learning methods to improve the quality of English language teaching.

For Other Researchers – Serves as a reference for further research related to the *cepat mahir* application .

F. 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.⁸

⁸ Zulfikri Betyar Rasuan, *Teaching Vocabulary Mastery by Using Systematic Game*, (Jurnal Tarbawi : IAIN Syaikh Abdurrahman Sidik Bangka Belitung, 2017), p. 197

2. English learning application

An English learning application called *Cepat Mahir* was launched on August 4, 2019. Learning begins by studying basic words and subjects in the *Cepat Mahir* application, then adding new terms every day. New vocabulary, tests, and listening tasks allow users to review newly learned words and subjects.

G. Hypothesis

A hypothesis is an assumption about the expected correlation between phenomena. In addition, a hypothesis offers a temporary solution to the research problem. The hypotheses in this study are stated as follows:

H₀: There is no significant effect of using the *Cepat Mahir* application on vocabulary learning.

H₁: The use of the *Cepat Mahir* application has a significant effect on vocabulary learning.

CHAPTER II

REVIEW OF LITERATURE

A. Review Related Literature

1. Learning English Vocabulary in Junior 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.⁹

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.¹⁰

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.

⁹ Marianne Celc e-Murcia, *Teaching English as a Second or Foreign Language*, (USA: educational journal, 2001), p. 285.

¹⁰ Averil Coxhead, *Essentials of Teaching Academic Vocabulary*, (USA: Houghton Mifflin Company, 2006), p. 1.

For example, they are more accessible and reflect the entire culture, and they adjust faster to societal changes than other components of language.¹¹ 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.¹²

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.

¹¹ Suzanne Romaine, *The Cambridge History of the English Language*, Vol. IV (Cambridge: UK, 1998), p. 57

¹² Suzanne Romaine, *The Cambridge History of the English Language*, Vol. IV (Cambridge: UK, 1998), p. 57

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.¹³

Learners of English 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 learned. 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.

¹³ Paul Nation, (1994), *New Ways in Teaching Vocabulary*, Alexandria: TESOL, p. 20.

Students may experience difficulty when acquiring vocabulary. Some of the most common causes of this condition are:¹⁴

1) Pronunciation

According 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.

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.

¹⁴ Scott Thornbury, *How to Teach Vocabulary*, (Essex: Longman, Pearson Education, 2002), pp. 27–28.

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:¹⁵

1. Realias

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 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.

¹⁵ Jeremy Harmer, *The Practice of Language Teaching*, (London: Longman, 1983), pp. 85—86 .

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).¹⁶ 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.

¹⁶ 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.¹⁷ 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 vocabulary size plays a significant role in reading, it is only one

¹⁷ Nation., I. S. P. *Learning Vocabulary in Another Language*. New York: Cambridge University Press, 2001.

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.¹⁸

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 parallel versions after testing the first 72-item pools with native Japanese speakers and selecting the top 54 items for each test.¹⁹

¹⁸ Read, J., & Chapelle, C.A., *A framework for second language vocabulary assessment. Language Testing*, (2001) p.32.

¹⁹ deglar, D., & Hunt, A. *Revising and validating the 2000 word level and the university word level vocabulary tests. Language Testing*, (1999), p. 131-162.

2. Mobile Learning in Language Learning

In recent years, the rapid development of technology has significantly influenced various aspects of education, including language learning. One of the most notable innovations in educational technology is mobile learning. Mobile learning refers to the use of mobile devices such as smartphones and tablets to support teaching and learning activities. The integration of mobile learning into language education provides learners with greater flexibility, accessibility, and opportunities for independent learning.²⁰

In the context of language learning, mobile learning has become an effective tool to enhance students' language skills, particularly vocabulary mastery, listening, reading, and pronunciation. Through mobile applications, learners can access learning materials anytime and anywhere, allowing them to practice the target language beyond the classroom. This learning approach encourages active engagement, learner autonomy, and continuous exposure to the language, which are essential factors in successful language acquisition.²¹

Moreover, mobile learning supports interactive and multimedia-based learning, such as audio, video, quizzes, and games, which can increase students' motivation and interest in learning a foreign language. Therefore, mobile learning

²⁰ Traxler, John. 2009. *Learning in a Mobile Age*. Hershey, PA: Information Science Reference, hlm. 1–5.

²¹ Kukulska-Hulme, Agnes. 2012. *Language Learning Defined by Time and Place: A Framework for Next Generation Designs*. Cambridge: Cambridge University Press, hlm. 15–18.

is considered a promising alternative to conventional teaching methods in language learning, especially in improving students' learning outcomes.²²

a. Definition of Mobile Learning

Mobile learning, commonly referred to as m-learning, is a learning approach that utilizes mobile devices and wireless technology to facilitate learning processes. According to several experts, mobile learning allows learners to access educational content, communicate with teachers and peers, and complete learning activities without being restricted by time and place. This learning model emphasizes flexibility, mobility, and learner-centered instruction.²³

In language learning, mobile learning enables students to learn vocabulary, grammar, and language skills through various mobile applications and digital platforms. These applications often provide instant feedback, self-paced learning, and interactive features that help learners improve their language proficiency effectively.²⁴

b. Explanation of Mobile Learning in Language Learning

Mobile learning in language learning focuses on integrating mobile technology into the teaching and learning process to improve students'

²².Stockwell, Glenn. 2010. *Using Mobile Phones for Vocabulary Activities*. Honolulu: University of Hawai'i Press (Language Learning & Technology Journal), hlm. 95–110.

²³Ally, Mohamed. 2009. *Mobile Learning: Transforming the Delivery of Education and Training*. Athabasca, Alberta: Athabasca University Press, hlm. 3–10.

²⁴miangah, Tayebah Mousavi & Amin Nezarat. 2012. *Mobile-Assisted Language Learning*. New Delhi: International Journal of Distributed and Parallel Systems, hlm. 309–319.

language competence. Through mobile learning applications, students can practice language skills repeatedly and independently, which helps reinforce their understanding and retention of language materials.²⁵

Additionally, mobile learning supports personalized learning, as students can adjust the learning pace according to their individual needs and abilities. This approach also promotes learner autonomy, as students take greater responsibility for their own learning. As a result, mobile learning plays an important role in creating an engaging, flexible, and effective language learning environment.²⁶

C. Cepat Mahir Application

The *cepat mahir* App is a mobile-based English learning app designed to help users master vocabulary through various features such as:

Interactive exercises: multiple-choice quizzes, matching games, and word-filling exercises. Adaptive repetition: a system that adjusts the frequency of word repetition based on the user's level of mastery.

Gamification: the use of points, levels, and badges to increase learning motivation.

Through these features, this app is expected to help students learn vocabulary more quickly, enjoyably, and effectively.²⁷

²⁵Thornton, Patricia & Chris Houser. 2005. *Using Mobile Phones in English Education in Japan*. Oxford: Journal of Computer Assisted Learning, hlm. 217–228.

²⁶Sharples, Mike. 2007. *Theory of Mobile Learning*. London: Routledge, hlm. 21–30..

²⁷ Dokumentasi internal aplikasi Cepat Mahir, 2024.

The *cepat mahir* Application is a digital-based learning software designed to simplify user understanding of specific materials in a more practical and interactive way. With a simple interface and comprehensive features, this application can be used by both beginners and experienced users. The applications primary goal is to help accelerate the learning process through practice methods, brief explanations, and self-assessment.

1. Initial Preparation

At the initial stage, users need to ensure that the device being used meets the minimum requirements so that the *Cepat Mahir* application can operate properly. Before using the *Cepat Mahir* application, make sure that your device meets the following minimum specifications:

Android operating system version 8.0 or higher (or iOS 12 or higher). At least 500 MB of available internal storage. A stable internet connection to access online learning materials. Installation steps: Open the Play Store or App Store. Type “*Cepat Mahir*” in the search bar. Click the Install button and wait for the installation process to complete. Once the application is installed, the application icon will appear on the home screen of your device.

2. Registration and Login

After the application has been successfully installed, users are required to register or log in to the application in order to access all learning features.

The registration and login procedures are as follows:

Open the application by tapping the *Cepat Mahir* icon. Select the Register menu for new users. Fill in the required personal information, such as full name, email address, and password. After completing the registration process, verify your account through the verification email sent to you. For existing users, select the Login menu and enter your email address and password.

3. Main Application Navigation

The initial application display consists of several main menus, namely

Home: Displays a summary of the latest material and exercise recommendations.

Materials: Contains a collection of learning modules that can be selected according to your needs.

Exercises: Provides interactive practice questions to test understanding.

Grades/Evaluations: Displays user achievement results.

Profile: Contains user personal data, account settings, and learning progress.

4. Features available in the *cepat mehir* application

Features available in the *cepat mahir* application.

Figure 2.1

The following are examples of its features:



1. Phrase.

In that phrase, there are many important phrases to memorize, there is memorization 1 which contains 20 important phrases, memorization 2 also contains 20 important phrases and up to 94 important phrases to memorize.

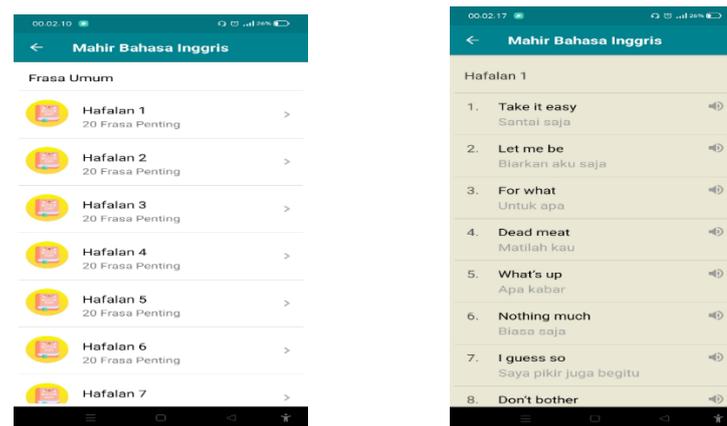
Here are a few examples of important phrases as follows:

- | | |
|--|---|
| 1. take it easy (<i>santai saja</i>) | 11. piece of cake (<i>mudah sekali</i>) |
| 2. let me be (<i>biarkan aku saja</i>) | 12. poor thing (<i>kasihannya</i>) |
| 3. for what (<i>untuk apa</i>) | 13. so what? (<i>lalu apa</i>) |
| 4. dead maet (<i>matilah kau</i>) | 14. so so (<i>biasa aja</i>) |
| 5. what's up (<i>apa kabar</i>) | 15. just for fun (<i>hanya untuk senang senang</i>) |

- | | |
|---|---|
| 6.nothing much(<i>biasa saja</i>) | 16.one way or another(<i>ini atau itu</i>) |
| 7.i guess so(<i>saya pikir juga begitu</i>) | 17.help yourself(<i>bantu diri anda sendiri</i>) |
| 8.don't bother(<i>jangan ganggu</i>) | 18.absolutely(<i>tentu saja</i>) |
| 9.can you help me(<i>bisa bantu saya</i>) | 19.are you kiddingme(<i>apakah kamu bercanda</i>) |
| 10.don't be noise (<i>jangan rebut</i>) | 20.nothing much(<i>bukan apa-apa</i>). |

Figure 2.2

The following are examples of its features:

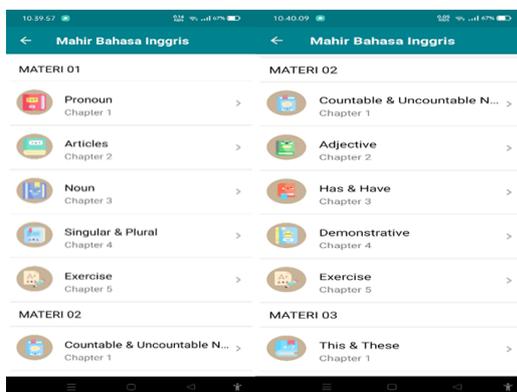


2.Grammar

Grammar in the grammar feature there is material 01 to material 14. For material 01, it contains pronouns, articles, nouns, singular and plural, and exercises and Material 02 contains countable and uncountable nouns, adjectives, has and have, demonstratives, exercises.

Figure 2.3

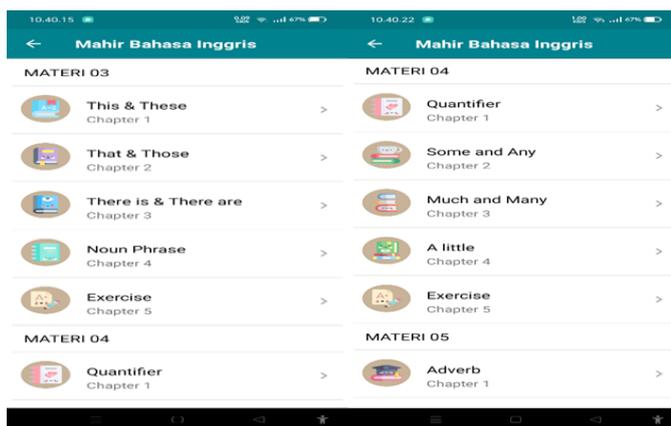
The following are examples of its features:



Material 03 contains this and these, that and those, there is and there are, noun phrases, and exercises and Material 04 contains quantifiers, some and any, much and many, a little, exercises.

Figure 2.4

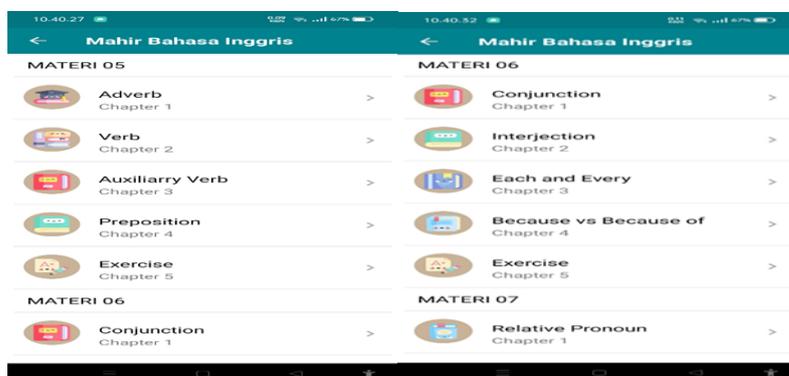
The following are examples of its features:



Material 05 contains adverbs, verbs, auxiliary verbs, prepositions, and exercises and Material 06 contains conjunction,interjection,each and every,because and because of, and exercise.

Figure 2.5

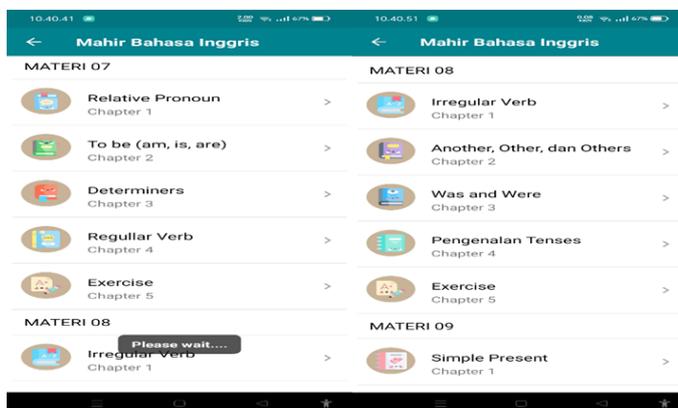
The following are examples of its features:



Material 07 contains relative pronoun ,to be (am ,is,are),determiners,reguller verb,exercises and Material 08 contains irregular verb ,another,other,and others ,was dan were,pengenalan tenses,dan exercises.

Figure 2.6

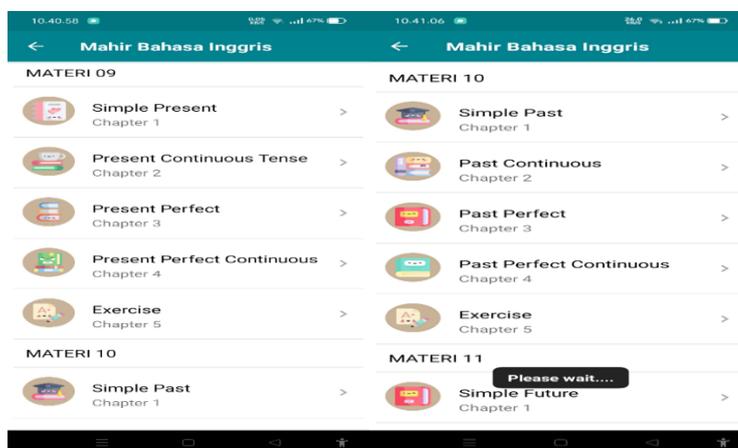
The following are examples of its features:



Material 09 contains simple present ,present continuons tense,present perfect,present perfect countnuons and exercise and Material 10 contains simple past,past continuous,past perfect,past perfect continuous dan exercises.

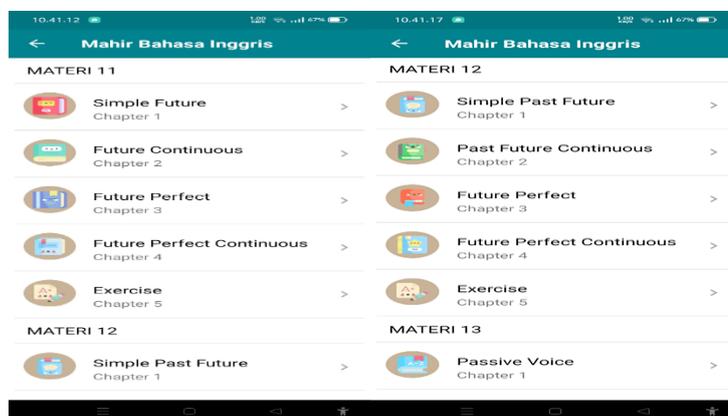
Figure 2.7

The following are examples of its features:



Material 11 contains simple future,future countnuous,future perfect,future perfect continuous,exercise and Material 12 contains simple past future,past future continuous,future perfect,future perfect countnuous dan exercise

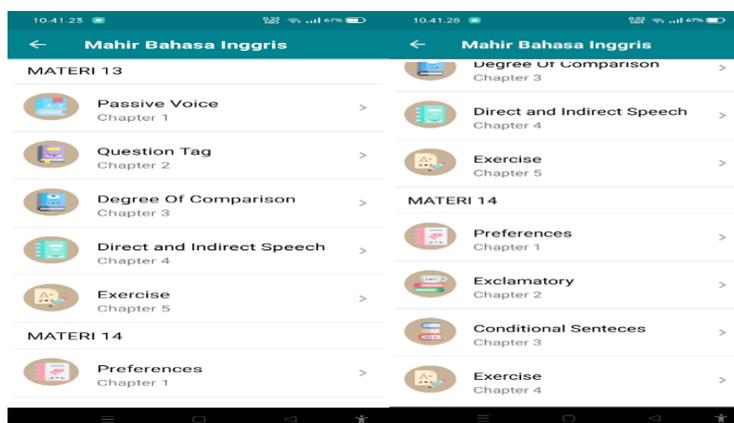
Figure 2.8 The following are examples of its features:



Material 13 contains a passive voice, question tag, degree of comparison, direct and indirect speech, exercises and Material 14 contains preferences, exclamatory, conditional sentences, and exercises

Figure 2.8

The following are examples of its features:

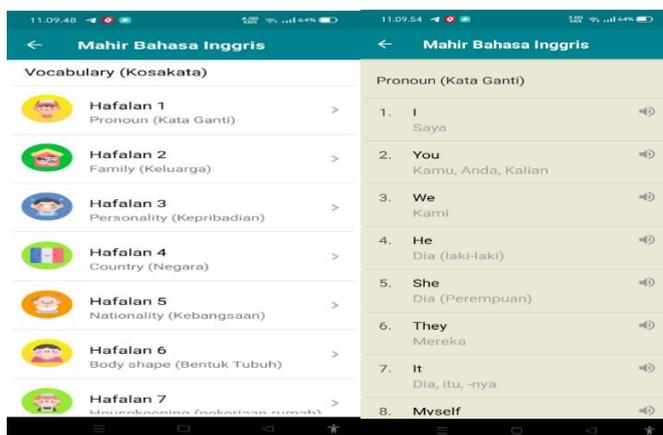


2. The vocabulary

The vocabulary in this feature has memorization from 1 to 75 memorizations. For example, memorization 1 contains pronoun memorization, memorization 2 contains family, memorization 3 contains personality and so on up to memorization 75.

Figure 2.9

The following are examples of its features:

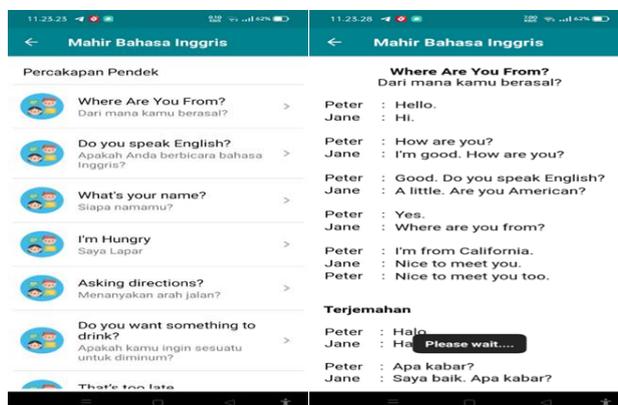


3.The conversation

The conversation for this feature contains short conversations, such as asking for news, introductions, conversations about desires, asking for directions, discussing when is the right time to meet, inviting friends to go shopping and many others.

Figure 2.10

The following are examples of its features:

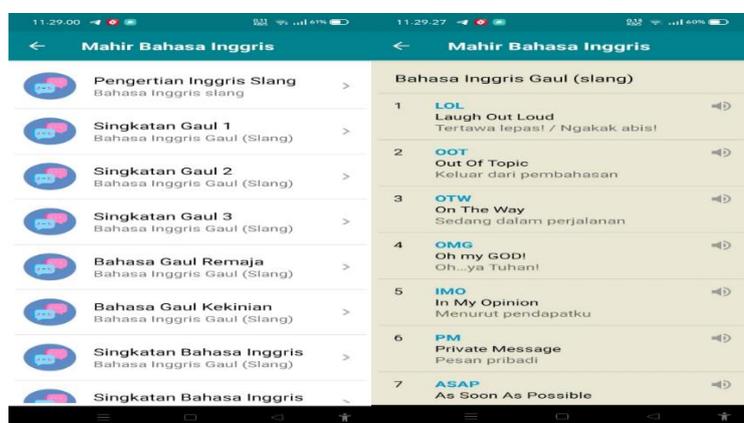


4.Slang

Slang in this slang feature teaches slang words 1, 2 and 3, teenage slang, contemporary slang and English abbreviations.

Figure 2.11

The following are examples of its features:

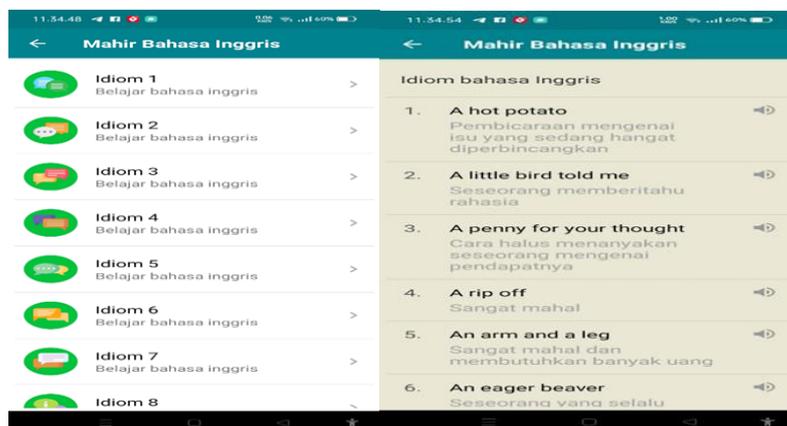


5.The idiom

This idiom feature has many idiomatic sentences to help improve vocabulary, in this feature there are idioms 1 to idiom 8 in each idiom there are 10 idiomatic sentences and 15 idiomatic sentences.

Figure 2.12

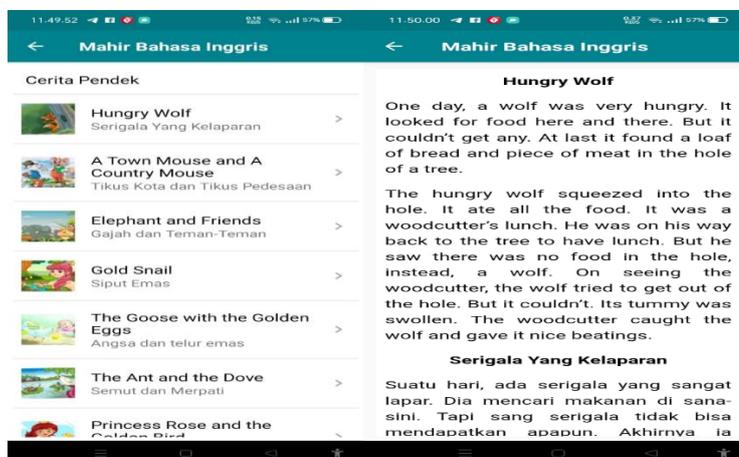
The following are examples of its features:



6.The stories

The stories in this feature contain short stories that are fun to read, such as short stories, hungry wolf, a town mouse and a country mouse, elephant and friends, gold snail, the goose with the golden eggs, the ant and the dove, princess rose and the golden bird, *malin kundang*. Figure 2.13

The following are examples of its features:

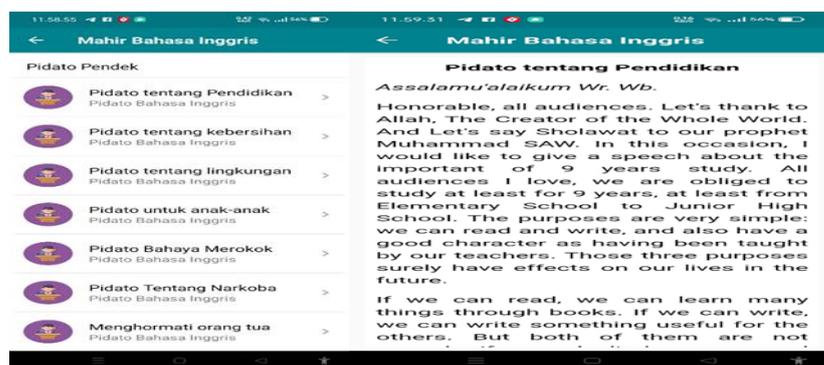


7. Speeches

in this feature contain short speeches such as speeches about education, speeches about cleanliness, speeches about the environment, speeches for children, speeches about the dangers of smoking, speeches about drugs, respecting parents, commemorating Teacher's Day.

Figure 2.14

The following are examples of its features:



8. The competition

The competition this is just a simple contest to test our abilities and also measure the extent of students' vocabulary development.

Figure 2.15

The following are examples of its features:

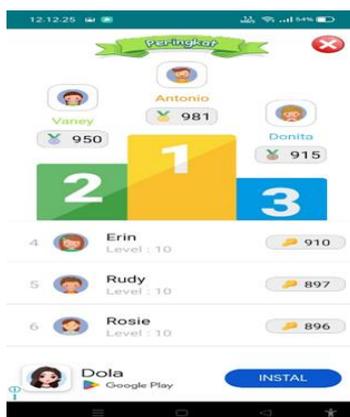


9.The leaderboard

The leaderboard this is only for viewing rankings

Figure 2.16

The following are examples of its features:



5. How to Use the Materials Feature

The Materials feature is designed to help users understand learning content in a structured and easy-to-follow way. Through this feature, users can access various topics that support the learning process and improve their comprehension of the subject matter.

To use this feature, users need to open the Materials menu and select the learning topic they wish to study. Each topic provides a concise explanation of the material, supported by illustrations and relevant case examples to make the content clearer and more engaging. If users want to review the material later, they can use the Bookmark button to save the selected topic for quick and easy access in the future.

6. How to Use the Practice Feature

The Practice feature aims to help users evaluate their understanding and reinforce what they have learned through exercises. This feature allows users to practice independently based on their proficiency level.

Users can begin by opening the Practice menu and choosing the appropriate difficulty level, such as Beginner, Intermediate, or Advanced. After selecting the level, users will answer the questions one by one by choosing the correct answer provided. Once all questions have been completed, users need to click the Submit Answer button. The application will then display the final score along with explanations for each question, allowing users to identify mistakes and improve their learning outcomes.

7. Evaluation and Learning Progress

The application provides an automatic evaluation system:

Practice results are immediately displayed as a score. A learning progress graph is available in the Score/Evaluation menu. Users can compare achievements over time.

8. Tips for Optimizing Use

Use the application regularly for at least 30 minutes everyday. Take advantage of the Practice Replay feature to strengthen understanding. Enable notifications to stay on top of material updates. Discuss evaluation results with lecturers or friends for additional feedback.

9. Conclusion

By following the steps above, users can make optimal use of the *Cepat Mahir* application. This application not only simplifies the learning process but also helps improve understanding through interactive exercises and self-assessment. Therefore, this application is suitable to be used as a supporting learning media in both formal and non-formal environments.

Figure 2.17**APLICATION CEPAT MAHIR**

The application was developed by nofta studio, which is owned by nofriandi. The development of this application began in 2019. An older version, version 3.0.1, was released on August 4, 2020. The latest version is version 4.2, with the most recent update released on October 7, 2025.

3. Vocabulary Mastery

English plays a very important role in the field of education, particularly as a primary medium in the learning process at school. Through language, students are able to understand learning materials, express ideas, and interact with their surrounding environment. Therefore, language skills need to be developed optimally starting from the junior high school level.

One of the main components of language skills is vocabulary mastery. Vocabulary serves as a foundation for students to comprehend reading texts, write compositions, and communicate both orally and in written form. Students who have good vocabulary mastery tend to find it easier to understand learning materials, especially in English subjects.

At the junior high school level, students are at a stage of increasingly complex language development. They are required to understand various types of texts, use standard vocabulary, and avoid the use of informal language in academic contexts. However, in reality, many junior high school students still experience difficulties in understanding word meanings, selecting appropriate vocabulary, and using words according to their context.

Based on these problems, vocabulary mastery is an important aspect that needs to be studied in depth. Therefore, this research focuses on the vocabulary mastery of junior high school students as one of the supporting factors for success in English language learning.

a. The Definition of Vocabulary

Vocabulary mastery is the ability of an individual to understand, remember, and use words appropriately in language activities. Tarigan (2015) states that vocabulary is the total number of words possessed by a person and used in the process of language use²⁸. Meanwhile, Nation (2001) explains that

²⁸ Tarigan, H. G.. Vocabulary Teaching. This reference is used as a theoretical foundation regarding the importance of vocabulary mastery in language learning. Bandung, 2015

vocabulary mastery includes understanding word meanings, word forms, and the use of words according to their context.²⁹

Based on these opinions, vocabulary mastery of junior high school students can be defined as the students' ability to understand and use English vocabulary appropriately, both in oral and written communication.

b. Indicators of Vocabulary Mastery

Indicators of vocabulary mastery are used as benchmarks to determine the level of students' ability in understanding and using vocabulary. Indicators of success refer to the outcomes that must be achieved in an activity. In this study, the indicators of success for each activity are used as the basis for drawing conclusions. The achievement of indicators in each aspect becomes a reference for making conclusions.³⁰

In this study, students are considered to have shown improvement if they are able to achieve the predetermined score. The Minimum Mastery Criterion (Kriteria Ketuntasan Minimal/KKM) in this research is 75, or achieving 75% in each cycle. The indicators of vocabulary mastery for junior high school students in this study include:

1. Understanding word meanings
2. Using vocabulary in sentence context

²⁹ Nation., i.s.p.Learning Vocabulary in Another Language .New York:Cambridge University Press,2001

³⁰ Nation., i.s.p.Learning Vocabulary in Another Language .New York:Cambridge University Press,2001

3. Mastery of synonyms and antonyms
4. Mastery of word forms (base words and derived words)
5. Accuracy in spelling and word writing

B. Review Related Studies

Several previous studies have examined the use of games to help students learn English in the classroom. The first study is titled "The Effect of Using the *Duolingo* Application on Students' Vocabulary Mastery" by Muhammad Faiq Zamzami. This study aimed to determine whether students' vocabulary mastery improved when using the *Duolingo* application. The researcher identified several problems in vocabulary learning, including the teacher's approach and students' limited vocabulary knowledge. The study employed an experimental research design with a quantitative approach. The procedures used included a pre-test, treatment, post-test, and observation. The significance degree value obtained based on $df = 56$ and $\alpha = 0.05$ was 2.00 at the 5% significance level, where the researcher used the t-test formula. The observed t-value (t-observed = 4.94) was greater than the t-table value (t-table = 2.00), indicating a significant difference in vocabulary teaching outcomes using the *Duolingo* program.³¹

The second study is titled "The Effect of the Hello English Application on the Vocabulary of Seventh-Grade Students at SMPN 25 Pekanbaru" by Sri Rezki Mulyani. The purpose of this study was to determine the significant effect of the

³¹ M. Faiq Zamzami. "The Effect of Using *Duolingo* Application Trough Students' Vocabulary Mastery". Thesis (Jakarta: Fac. Tarbiyah UIN Syarif Hidayatullah, 2019), p. 42

Hello English application on the vocabulary of fourth-grade students at SMPN 25 Pekanbaru. The researcher used a quantitative method with a quasi-experimental design. Pre-test, four treatments (Treatment 1, 2, 3, 4), and post-test were employed. The t-test formula at a 5% significance level was applied. The results showed t -calculated = 4.169, while the t -table value = 1.998. Since t -calculated > t -table (4.169 > 1.998), there was a significant effect of the Hello English application on students' vocabulary.³²

The third study, titled "The Effect of Using the Webtoon Application on Students' Vocabulary Achievement in Grade 3 SMP Raha," was conducted by Sanny Safitri, Kamaluddin, and Nurnia. This study aimed to determine whether the use of the Webtoon application in vocabulary teaching had a significant impact on students' vocabulary acquisition. Using a quasi-experimental design, the researchers applied a quantitative methodology. The study involved three main data collection methods: providing treatment, teaching and learning using the Webtoon application, and administering a post-test to measure students' vocabulary skills after learning through Webtoon.

The findings were analyzed quantitatively. Descriptive analysis showed that the experimental class taught using the Webtoon application had an average score of 79.56, higher than the control class average of 65.88. Moreover, the experimental

³² 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

class had higher minimum and maximum scores than the control class. The use of Webtoon to teach vocabulary significantly improved students' achievement.³³

The fourth study is titled "The Effect of the Memrise Application on Students' Vocabulary Mastery" by Robi F.R. Rizdki and Riandi. The purpose of this study was to determine whether the Memrise program had a significant effect on students' vocabulary mastery in eighth-grade students at MTs Mathla'ul Anwar. This study employed a quantitative experimental design with two groups: the experimental group and the control group. The instruments used were tests, and data were collected through pre-tests and post-tests. Data analysis was conducted using SPSS 22, including mean, standard deviation, and t-test. The post-test results for the experimental and control classes showed a t-test significance value of 0.000 at $\alpha = 0.05$. H_0 was rejected, and H_a was accepted, indicating that the Memrise application had a significant effect on students' vocabulary mastery.

Based on previous studies, several differences exist between past research and the current study. For example, while previous research used various types of applications to improve students' vocabulary, this study uses online games as a learning medium to enhance vocabulary. Other differences relate to time, location, and school level. Lastly, previous studies emphasized direct vocabulary improvement using applications that focus more on students' communication skills, whereas this study prioritizes students' ability to remember and understand new vocabulary. Review of Related Studies (with t-test Values and Significance)

³³ 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

Several previous studies have examined the use of mobile learning applications in improving students' vocabulary mastery. These studies provide empirical evidence supporting the effectiveness of application-based learning in English language teaching.

First, a study by Sari (2019) examined the effect of mobile learning applications on vocabulary mastery at the junior high school level. The study used a quasi-experimental design involving an experimental class and a control class. The results showed that the experimental class post-test average score was 78.45, while the control class average was 68.30. Statistical analysis using the t-test indicated $t\text{-calculated} = 3.21$, greater than $t\text{-table} = 2.00$ at a 0.05 significance level, with $p = 0.002$ ($p < 0.05$). This shows a significant difference between the two groups, proving that mobile learning significantly influences students' vocabulary mastery.³⁴

Second, a study by Putra and Hidayat (2020) examined the use of English learning applications to improve seventh-grade students' vocabulary mastery using a quasi-experimental pre-test and post-test design. The students' average pre-test score was 56.20, while the post-test average increased to 75.10. A paired t-test yielded $t\text{-calculated} = 4.56$ with $p = 0.000$ ($p < 0.05$), indicating a significant increase in students' vocabulary mastery after using the learning application.³⁵

³⁴ Sari, Dwi. 2019. *The Effect of Mobile Learning Applications on Vocabulary Mastery at Junior High School Level*. Jakarta: Universitas Negeri Jakarta Press, hlm. 45–50.

³⁵ Putra, Andi & Hidayat, Budi. 2020. *Using English Learning Applications to Improve Seventh-Grade Students' Vocabulary Mastery*. Bandung: Universitas Pendidikan Indonesia Press, hlm. 33–38.

Third, Rahmawati (2021) focused on the effectiveness of mobile-assisted language learning (MALL) in vocabulary learning at the junior high school level. The experimental class had an average vocabulary score of 80.25, while the control class averaged 70.40. The t-test analysis showed $t_{\text{calculated}} = 3.89$ with $p = 0.001$ ($p < 0.05$), indicating that vocabulary learning via mobile applications was significantly more effective than traditional methods.³⁶

Fourth, Nugroho (2022) investigated the impact of Android-based English learning applications on students' vocabulary achievement using a quasi-experimental approach. The study showed an increase in students' average score from 58.90 on the pre-test to 77.65 on the post-test. The t-test analysis indicated $t_{\text{calculated}} = 5.02$ with $p = 0.000$ ($p < 0.05$), showing that the use of Android-based learning applications had a significant effect on vocabulary mastery.³⁷

Based on these previous studies, it can be concluded that mobile learning applications statistically have a significant impact on students' vocabulary mastery, as indicated by $t_{\text{calculated}} > t_{\text{table}}$ and $p\text{-value} < 0.05$. However, most previous studies still focused on general English learning applications. Therefore, this study aims to investigate the effect of using the *Cepat Mahir* application in improving seventh-grade students' vocabulary mastery at SMPN 10 Rejang Lebong using a quasi-experimental design.

³⁶ Rahmawati, Siti. 2021. *Effectiveness of Mobile-Assisted Language Learning (MALL) in Vocabulary Learning at Junior High School*. Yogyakarta: Universitas Negeri Yogyakarta, hlm. 50–55.

³⁷ Nugroho, Rian. 2022. *The Impact of Android-Based English Learning Applications on Students' Vocabulary Achievement*. Surabaya: Universitas Negeri Surabaya Press, hlm. 60–65.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Research Methods

The method used in this research is a quasi-experimental method. Quasi-experimental methods are used when random sampling is not feasible in sample selection and are generally useful in assessing the influence and impact of an educational program.³⁸ This study has two variables. The first variable is referred to as the independent variable and the second variable as the dependent variable.³⁹ The second variable is the object of research, the research subjects.

This study involved two groups, namely experimental group and a control group.⁴⁰ This study was conducted to compare the results of the *cepat mahir* application method and conventional learning methods. The design used in this study is a "Quasi-Experimental Design." For more details, see the table below.

Table 3.1

Quasi Experimental Design

Experiment class	T_1	O	T_2
Control class	T_1	-	T_2

³⁸John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed. (Boston: Pearson, 2012), 309

³⁹ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2019), 39.

⁴⁰3. onald Ary, *Lucy Cheser Jacobs, Christine K. Sorensen, and David A. Walker, Introduction to Research in Education*, 8th ed. (Belmont: Wadsworth, 2010), 316.

Description : T_1 :pre test O:treatment T_2 :post test

O:treatment -:non treatment

B. Research Population and Sample

1. Population

A population is the entirety of subjects or objects; it has specific quantitative characteristics and is determined by the researcher for analysis in order to draw conclusions.⁴¹ The population of this study was 7th-grade students of SMPN 10 Lebong in the 2025/2026 academic year. The research population can be seen in the table below:

Table 3.2

The table of population

No	Class	Women	Men	Total
1	VII-A	16	10	26
2	VII-B	12	12	24
3	VII-C	10	14	24
Total Students				74

(source documentation of smpn 10 rejang lebong)

⁴¹ sugiyono,'metude penelitian kuantitatif,kualitatif,dan rdand'(bandung:alfabeta,2021),halaman,80

2. Homogeneity Sampling

The researcher application homogeneity sampling to select which classes would be sampled in this study. A homogeneity test was administered to seventh-grade students at SMP Negeri 10 Rejang Lebong. A homogeneity test was then conducted, using the average scores from each class of first-grade students to select two classes as the control class and the experimental class. The homogeneity test was used to determine whether the data variance in the two groups being compared was similar (homogeneous). Homogeneity of variance is one of the requirements in the Independent Sample t-test, where data must be normally distributed and have equal variance.

In this study, a homogeneity test was conducted on pretest and posttest scores using Levene's test at a significance level of 0.05. The test criteria are as follows:

If the significance value is >0.05 , the data have equal variance (homogeneous).

If the significance value is <0.05 , the data do not have equal variance (not homogeneous). The homogeneity test was conducted using SPSS version 29.⁴²

Table 3.3

The Number of Homogeneity

NO	CLASS	Mean score
1	VII-A	78,96

⁴² Priyatno, Dwi, Mandiri Belajar Analisis Data dengan SPSS (Yogyakarta: Mediakom, 2016), hlm. 82.

2	VII-B	49,46
3	VII-C	48,79

3. Sample

A sample is a portion of the population's size and characteristics.⁴³ In this study, purposive sampling was used, drawing samples from the population based on specific considerations. Therefore, the sample size was determined directly by the researcher, related to the research problem and objectives.

In purposive sampling, the researcher selected two classes as the experimental and control classes based on the advice of an English teacher at SMP Negeri 10 Rejang Lebong.⁴⁴ He observed that, based on previous learning outcomes, many students had difficulty memorizing English vocabulary due to boredom and difficulty remembering vocabulary. Therefore, this study attempted two different teaching methods: one using an application *cepat mahir* and the other using manual or traditional teaching.⁴⁵ The diversity of students' perceptions of English learning, especially regarding teacher performance in learning, the lack of seriousness of students towards English subjects which results in a lack of understanding of the material taught by the teacher so that they feel they do not understand the material taught by the teacher. The learning that has been implemented in schools is less

⁴³ ugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2019), 118.

⁴⁴ Donald Ary, Lucy Cheser Jacobs, Christine K. Sorensen, and David A. Walker, *Introduction to Research in Education*, 8th ed. (Belmont: Wadsworth, 2010), 152.

⁴⁵ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed. (Boston: Pearson, 2012), 145.

attractive because students are required to understand the theory and methods used only if learning is still focused on conventional methods or lecture methods.⁴⁶ The sample used was taken from two classes, namely class VII-B as the experimental class and class VII-C as the control class, totaling 24 students with the following details:

Table 3.4

List of Samples

Class	X(total students)
VII-B	24
VII-C	24
	$\Sigma X = 48$

(source Documentation of SMPN 10 rejang lebong)

C. Research Procedures

For research procedures, the experimental and control classes can be seen in the table below:

Table 3.5

research procedures

Class experiment	Class control
Pre test	Pre test
Treatment (aplikasi cepat mahir)	Non treatment(metode konvensional)

⁴⁶ Slameto, *Belajar dan Faktor-faktor yang Mempengaruhinya* (Jakarta: Rineka Cipta, 2010), 54.

Post test	Post test
Score pretest -posttest	

The table above shows how this research was conducted, including the steps the research took to obtain results. The steps in this research procedure, which include the experimental class and the control class, can be seen in the points below:

A. Procedures in the experimental group

In the experimental group, the researcher used the rapid application method. The process is as follows for all steps and materials:

1) Experimental Class Pre-test

1. In the experimental class, students were introduced to the application that would be used as a learning tool, the "*cepat mahir*" application.
2. After introducing the "*cepat mahir*" application, the researcher explained how to use it and how to download it.
3. The researcher then conducted a lesson using the application and explained the material on vocabulary.

2) Treatment in the experimental group (*cepat mahir* application)

1. First, the researcher explained the learning objectives and reviewed the previously taught material related to vocabulary.
2. Second, the researcher implemented a comparison method.

3. Students paid attention to the teacher's explanation of the material.
4. Students were introduced to the *cepat mahir* application.
5. Students were directed by the teacher to form groups of four people.
6. All students were given the opportunity to open the *cepat mahir* application.
7. Students were directed to select the learning material they were studying.
8. Next, students were directed to repeat and imitate what the speaker said in the application while using the application.
9. Next, the researcher asked students to write down the vocabulary they remembered.
10. The researcher provided reinforcement regarding the students' learning outcomes.
11. A posttest was given to see the final results of the *cepat mahir* application method.

3) Post-test in the experimental class

1. During the post-test in the experimental class, students worked on the prepared questions.
2. Each student was then given the opportunity to memorize the vocabulary found in the "*cepat mahir*" application.
3. The extent to which students' vocabulary improved after learning with the "*cepat mahir*" application.

B.Procedures in the control class

In the control class, the researcher allowed the junior high school teacher to teach as usual, or conventionally.

1. Receiving standard treatment

The control class was not given any intervention or special treatment, which served as the independent variable of the study.

They continued to use the learning methods or media the teacher was accustomed to (conventional methods).

2. Initial measurement (pretest)

Before treatment in the experimental class, the control class was also given a pretest to measure initial abilities for comparison.

3. Learning as usual

The learning process proceeded according to the curriculum without any innovations or new techniques from the researcher.

4. Final measurement (posttest)

After the learning period was over, the control class was also given the same posttest as the experimental class to determine differences in results.

5. As a comparison

Data from the control class is used to compare the extent of the effect of the treatment in the experimental class.

D. Technique of Collection 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.⁴⁷ The data for this research were collected by dividing the test into two parts: pre-test and posttest.

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 conventional method

Table 3.7

List schedule in control class

Meeting	Special purpose	Core activity	media
1.introduction thema and pre test	Knowing the initial level, introduction of 12-15 basic words	1.pre test vocabulary 2.presentasi kata	Stationery and whiteboard

⁴⁷ Sugiyono, Metode Penelitian Kuantitatif, Kualitatif, dan R&D, (Bandung: Alfabeta, 2014), h, 75.

2.repetition+meaning in context	Strengthen students' vocabulary	review	Test
3.form dan word class	Knowing word classes and word variations	Memorize quickly with conventional methods	Test
4.vocabulary increase	Check previous vocabulary	Develop vocabulary	Book
5.game	Reduce boredom and strengthen memory	Game of guessing letters to make words	whiteboard
6.everyday vocabulary	Knowing how much vocabulary you have memorized	Daily activities, such as conversations with friends	Book and draw
7.everyday vocabulary	knowing how much vocabulary	Daily activities such as doing household chores	book

Table 3.6

List schedule in experiment class

Meeting	Special purpose	Core activities	media
1.introduction to the theme and pre-test	Knowing the initial level, introduction of 12-15 basic words	1.Vocabulary pre-test 2.Word presentation	<i>cepat mahir</i> Application
2.repetition+meaning in context	Strengthen students' vocabulary	review	<i>cepat mahir</i> Application
3.form and word class	Knowing word classes and word variations	Memorize quickly with the words in the application	<i>cepat mahir</i> Application
4.vocabulary increase	Check previous vocabulary	Develop vocabulary	<i>cepat mahir</i> Application
5.game	Reduce boredom and strengthen memory	Game of guessing letters to make words	Whiteboard

6. everyday vocabulary	Knowing how much vocabulary you have memorized	Daily activities, such as conversations with friends	<i>cepat mahir</i> Application
7. every day vocabulary	knowing how much vocabulary	Daily activities such as doing household chores	<i>cepat mahir</i> Application

E. 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.⁴⁸

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.

⁴⁸ 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)

1. Writing blue print

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 Adverbs⁴⁹

Table 3.9

Theme	SubTheme	Items Numbers
School life	Stationery, subjects and places	Multiple-choice: 1,2 Essay:1,2
Daily activities	Wake up,, ,go to school,do homework,play and sleep.	Multiple-choice: 3,4 Essay:4,3
Family and friends	Family mambers and describing people	Multiple-choice: 5,6,7 Essay:5

⁴⁹ Marsudi, Darsono H. *Panduan Praktis English Grammar*. (Yogyakarta : Indonesia Tera, 2010).

Foods and drinks	rice, bread, chicken, fish, vegetables, fruits (apple, banana, orange) drinks: water, milk, tea, juice	Multiple-choice: 10,11,12 Essay:6,7
Part of Body	Main Body Parts : Head,Face,Hair,Eyes,Ears,Nose,Mouth,Teeth, Tongue,Neck,Shoulder,Arm,Hand,Finger, Chest,Stomach,Back,Leg,Knee,Foot,Toe.	Multiple-choice: 9 Essay:6
Hobbies	play football, play badminton, swim, read books, draw, sing, dance	Multiple-choice: 13,14 Essay:8
transportation	bicycle, car, bus, train, motorcycle, airplane, boat	Multiple-choice:1 Essay:9
Weather	sunny, rainy, cloudy, windy, stormy dry season, rainy season	Multiple-choice:1 8,19,20

2. Writing Test

writing the blue print the researcher wrote the test items. The instrument of this research was vocabulary test which consisting of 30 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 30 questions with right answers it will take 100 scores. The test was divided into multiple choices and Essay 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-rate 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.

F. Validity and Reliability of the Instrument

1. Test Validity

validity test is used to determine the suitability of the instrument. Validity is the condition where there is a similarity between the collected data and the actual data on the research object. Based on Sugiyono's statement, he recommends that the instrument used in the test must correlate with the material being studied.⁵⁰The validity test will ensure that the instrument used is suitable for use as a pre-test and post-test. To determine the test validity, the researcher used SPSS v. 29 for Windows, a standard program.

Table 3.9
The result of validity test

Correlations			
		Soal 1	Skor total
Soal 1	Pearson correlation	1	.899**
	Sig.(2-tailed)		.000
	N	20	20
Sko total	Pearson correlation	.899**	1
	Sig.(2-tailed)	.000	
	N	20	20
** correlation is significant at the 0,01 level (2-tailed)			

⁵⁰ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung:Alfabeta, 2014), p.

Item	R-count	R-Table	Information
1	0,899	0,396	VALID

Based on the result of the variable validity test in table 39 above, it shows that the variable test results are declared valid. Because the item of e-count is 0.899. That means that the r-counts are greater than e-table 0.306.

2. Reliability

Reliability is a key characteristic of a valid test. A test must be reliable as a measuring tool. A reliable test should produce the same results on two different occasions. In data collection, test reliability is essential. Measurements are also conducted; pre-tests and post-tests begin with reliability testing. A good instrument for data collection will be reliable. This study used SPSS v. 29 for Windows for data collection.

Table 3.10

The result of realibility test

Realibility statistiks		
Cronbach's	N of items	
Alpha		
.763	2	

items	The value	informasi
1	0,763	Reliability

In inputting the data, if the value is greater than 0.60, then statement items can be relied on. Meanwhile, if the value is less than 0.60, then the statement items cannot be relied upon. Based on the reliability test in the table above, it shows that the value is 0.763. It means that is greater than 0.60. So it can be concluded that the test data is reliable. To interpret the level of reliability coefficient can be categorized on the following criteria. The level of rehabilitation coefficient can be categorized based on the following criteria:

Table 3.11

Categorized of reliability coefficient

criteria	category
0,8-1	Highest
0,6-0,7	High
0,4-0,5	Enough
0,2-0,3	low
0-0,1	Very low

Tabel 3.12

Assessment of instruments in the form of multiple choice and essays

Skor	category	information
81-100	high	very good, mastering almost all vocabulary, pronunciation and correct usage.

61-80	medium	Quite good, there are some mistakes but still can understand the material.
0-60	low	Still lacking, lots of vocabulary/pronunciation errors, need more practice.

G. Data Analysis Techniques

The next step after conducting the pre-test and post-test is data analysis. Data analysis is used to answer research questions using data obtained through the pre-test and post-test. After the tests are administered to students in the pre-test and post-test, the students' pre-test and post-test scores are tested. This testing focuses on the normality and homogeneity of the students' pre-test and post-test scores. If the students' pre-test and post-test scores are normally distributed and homogeneous, researchers can proceed with paired-samples t-tests and independent-samples t-tests.

The following are the steps for data analysis:

1. Normality Test

The researcher used a normality test to determine whether the post-test scores of the experimental and control groups were normally distributed. The normality test in this study was performed using SPSS v. 29 for Windows. This test is used to determine whether variables X (independent variable) and Y

(dependent variable) are normally distributed. The score in the normality test must be higher than 0.05 to ensure normal data distribution.

2. Homogeneity Test

The homogeneity test is used to determine whether the post-test scores of the experimental and control groups have the same variance or total. The homogeneity test was conducted using SPSS v. 29 for Windows. This test aims to determine the similarity between the scores of the categorized variable Y and the scores of the variable X. The score for this test must be higher than 0.05 to obtain homogeneous data.

3. T-Test

As previously mentioned, the t-test is used to determine the effect of the teaching method with rapid proficiency application. The t-test, on the other hand, is adopted from the scores obtained through the pre-test and post-test. Using the t-test formula, the researcher calculated the post-test scores of students from the experimental and control groups. The terms used in the t-test must be normally distributed and have homogeneous variances. There are two types of t-tests used in this study: the paired-samples t-test and the independent-samples t-test. The paired-samples t-test is used to examine the difference between a group's pre-test and post-test. The independent-samples t-test is used to examine the difference between the experimental and control groups.

H. Indicators of Vocabulary Mastery

This research employs a quantitative approach with a descriptive research design. Descriptive research aims to describe systematically, factually, and accurately the facts and characteristics of the object being studied. In the context of this research, the researcher seeks to describe the level of vocabulary mastery of junior high school students

The variable in this research is the vocabulary mastery of students at SMPN 10 Rejang Lebong. This variable is selected because vocabulary mastery is an essential component of language skills that directly influences students' abilities in reading, writing, listening, and speaking. Good vocabulary mastery helps students understand English learning materials more effectively.

The operational definition of the variable is formulated to provide clear boundaries regarding the variable under study in order to avoid differences in interpretation. In this research, the vocabulary mastery of students at SMPN 10 Rejang Lebong is defined as students' ability to understand word meanings, use words appropriately in sentence contexts, recognize and distinguish synonyms and antonyms, understand derived word forms, and write words correctly according to the rules of English spelling.

Students' vocabulary mastery is measured using a vocabulary test developed based on predetermined indicators and adjusted to the developmental level of the students at SMPN 10 Rejang Lebong.

Indicators and research instruments are used to obtain data related to the level of students' vocabulary mastery. The indicators are formulated based on aspects of vocabulary mastery that are relevant to English language competencies at the junior high school level. The research instrument used is a written test in order to ensure that the data obtained are objective and accountable.

Table 3.13 Indicators of Vocabulary Mastery

No	Variable	Indicators	Data collection technique	Instrument's Shape
1	Vocabulary Mastery of SMPN 10 Rejang Lebong	Understanding the meaning of words	Test	Multiple choice and essay
2	Vocabulary Mastery of SMPN 10 Rejang Lebong	Use of words in the context of a sentence	Test	Multiple choice and essay
3	Vocabulary Mastery of SMPN 10 Rejang Lebong	Understanding synonyms and antonyms	Test	Multiple choice and essay
4	Vocabulary Mastery of SMPN 10 Rejang Lebong	Understanding the form of affixing words	Test	Multiple choice and essay
5	Vocabulary Mastery of SMPN 10 Rejang Lebong	Accuracy of spelling	Test	Multiple choice and essay

The data collection technique used in this research is a test. The test is administered to students to measure their level of English vocabulary mastery. The test is conducted in written form and is developed based on the predetermined indicators of vocabulary mastery. The test results are then used as the main data in this research.

The Minimum Mastery Criterion (*Kriteria Ketuntasan Minimal/KKM*) established in this research is 75. Students are considered to have achieved

mastery if they obtain a score of ≥ 75 or reach a mastery percentage of 75%. The indicator of success in this research is achieved when the majority of students are able to reach or exceed the predetermined KKM.

I. 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 ($t \text{ value} > t \text{ table}$), H_{a1} is allowed and H_{01} is refused. So, acquiring vocabulary using *Cepat Mahir* Application helps students improve their vocabulary.

2. If the t-value is smaller than the t-table value ($t \text{ value} < t \text{ table}$), H_01 is allowed but H_{a1} is refused. Thus, learning vocabulary with *Cepat Mahir* Application does not benefit students.
3. If the t-value exceeds the value in the t-table ($t \text{ value} > t \text{ table}$), H_{a2} is allowed and H_02 is refused. As a result, students who are taught vocabulary using an *Cepat mahir* Application have a larger vocabulary than students who are not taught language using an *Cepat Mahir* Application
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 *cepat mahir* application will have better vocabulary mastery than the students who are are taught by *Cepat Mahir* Application

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 research questions. The researcher collected data in the control and experimental classes, using pre- and post-tests to examine student test results. After the data were collected, the researcher used IBM SPSS 29 to test for normality, homogeneity, and t-tests.

1. Students' English Vocabulary Before and After Using the Cepat Mahir Application in the Control Class

a. Control Class Pre-Test Results

Class VIIC in this study served as the control group and was taught using conventional learning methods. Before beginning the English vocabulary acquisition process, the researcher administered a pre-test to collect baseline data. The collected pre-test results are shown in the table below:

Tabel 4.1. Result of of pre-test in control class

no	Value Range	Many Students	Total Skor	Mean
1	0-20	4	1.132	47,17
2	21-40	4		
3	41-60	12		
4	61-80	4		
5	81-100	-		
total		24		

The table above shows that out of 24 students, 4 students scored 0-20, 4 students scored 21-40, 12 students scored 41-60, 4 students scored 61-80, and no students scored 81-100. It is clear that only four students and twelve students, respectively, have vocabulary in the good, sufficient, and low categories. This shows how little vocabulary the students in the control group have.

b. Control Class Post-test Results

Students' vocabulary levels after conventional learning techniques were introduced were determined using the post-test results given to 24 students in the control class, or class VIIC. The results of the post-test in the control class are shown in the table below.

Tabel 4.2. Result of of post-test in control class

no	Value range	Many students	Skor total	mean
1	0-20	-	1.552	64,67
2	21-40	2		
3	41-60	6		
4	61-80	11		
5	81-100	5		
total		24		

As can be seen in the table above, out of 24 students, 2 students scored 21-40, 6 students scored in the range of 41-60, 11 students scored in the range of 61-80, 5 students scored in the range of 81-100. It is clear that only 6 students met the criteria for sufficient vocabulary, 11 students met the criteria for strong vocabulary, and 5 students met the criteria for very good vocabulary. This claim shows how after treatment with a conventional learning approach, the vocabulary of students in the

control class showed substantial scores. However, the results of students in the control class were still lower than those in the experimental class.

2. Students' English Vocabulary Before and After Implementing the "*cepat mahir*"

Application in the Experimental Class

a.the Results of pre-test in Experimental Class

Grade VIIB, the experimental group in this study, learned to use the "*cepat mahir*" application. Before beginning the English vocabulary acquisition process, the researcher administered a pre-test to collect initial data. The collected pre-test results are shown in the table below.

Tabel 4.3. Result of of pre-test in experimental class

no	Value range	Many students	Total skor	mean
1	0-20	3	1.182	49,25
2	21-40	5		
3	41-60	10		
4	61-80	6		
5	81-100	-		
total		24		

Based on the data above, out of 24 students, 3 students obtained a score of 0-20, 5 obtained a score in the range of 21-40, 10 students in the range of 41-60, and 6 students in the range of 61-80. It can be concluded that only 10 students met the criteria for good vocabulary, 6 students met the criteria for sufficient vocabulary, and 5 students met the criteria for poor vocabulary. This shows that the vocabulary of students in the experimental class is still low.

b. The Result of post-test in Experimental Class

After using the rapid learning approach using the *cepat mahir* application, the vocabulary of 24 students in the experimental class, or class VIIB, was assessed using 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 Experimental Class

no	Value range	Many students	Total score	mean
1	0-20	-	1.892	78,83
2	21-40	-		
3	41-60	2		
4	61-80	10		
5	81-100	12		
total		24		

As can be seen from the table above, of the 24 students, 2 students scored in the 41-60 range, 10 students in the 61-80 range, and 12 students in the 81-100 range. Clearly, only 2 students met the criteria for adequate vocabulary, 10 students met the criteria for strong vocabulary, and 12 of the 24 students met the criteria for excellent vocabulary. This claim demonstrates how the use of the *Cepat mahir* learning application significantly helped students in the experimental class improve their vocabulary.

3. Significant Effect of English Vocabulary on Students in the Control and Experimental Classes

After administering the pre-test and post-test to the experimental and control classes, the researcher received the scores. The researcher then re-examined the scores using SPSS version 29. The sequence of subsequent tests was as follows.

A. Normality Test

The normality analysis of the sample was conducted using the normality test. The normality test was conducted using SPSS Lomogorev-Smirnov version 29. The data can be concluded to be regularly distributed if the significance level is greater than 0.05. If the significance threshold is lower than 0.05, this indicates that the data is not normally distributed.

Table 4.5 Test of Normality

Tests of normality							
	kelas	Komogorov-Smirnov			Shapiro-Wilk		
		statistik	df	sig.	statistik	df	Sig.
Hasil vocabulary kelas	pretestkontrol	0.104	24	0.713	0.965	24	0.554
	posttestkontrol	0.142	24	0.240	0.917	24	0.049
	pretestexperiment	0.144	24	0.226	0.957	24	0.390
	posttestexperiment	0.140	24	0.254	0.960	24	0.436
a.Liliefors SignificanceCcorrection							

Based on the table above, it can be seen that the significance values between the pre-test and post-test experimental classes with the pre-test and post-test control classes are 0.713, 0.240, 0.226, and 0.254, respectively. This means that if the significance value is below 0.005, then the data is normally distributed. Based on the data that has been tested above, it can be concluded

that the pre-test and post-test scores of the control and experimental classes are normal. This means that the researcher can continue the paired sample T-test.

B. Homogeneity Test

To determine whether the data is homogeneous, a homogeneity test is performed. Scientists use SPSS version 29 to determine data homogeneity. Data can be declared homogeneous if the homogeneity test results exceed the 0.05 criterion.

Table 4.6 Test of Homogeneity

Test of Homogeneity of Variance					
		Levene Statistic	Df1	Df 2	Sig.
Vocabulary Score	Based on Mean	1.842	3	92	0.132
	Basedon Median	1.601	3	92	0.198
	Based on Median and with adjusted df	1.601	3	92	0.198
	Based on trimmed mean	2.487	3	92	0.061

The table shows that the sig/p value for each data point is greater than 0.05, indicating that the data are homogeneous. Researchers can conduct a paired sample t-test because the data have been proven to be normally distributed and have evenly distributed variance.

c. Paired Samples T-Test

The paired sample t-test is used to compare two unrelated class means to determine whether there is statistical evidence that the related population means are significantly different. Researchers conducted the identical sample t-test using SPSS version 29.

Table 4.7 paired Sample Test

Paired samples test									
		Paired differences					t	df	Sig.(2-tailed)
		mean	Std.error deviation	Std. error mean	95%confidence interval of the difference				
					lower	upper			
Pair 1	Pre-test experiment Post-experiment	-29.167	13.512	2.758	-34.872	-23.461	-10.575	23	.000
Pair 2	Pre-test control Post-control	17.417	10.325	2.108	-21.776	-13.057	-8.264	23	.000

The data shows a Sig (2-tailed) value of 0.000, indicating that 0.000 is less than 0.005. This indicates that the experimental and control classes differ significantly.

d. Significant Vocabulary Learning Using the *cepat mahir* Application

To compare student vocabulary scores in the control and experimental classes, see the table below.

Table 4.8 Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std.Deviation
Pre-test experiment	24	12	80	49.17	18.66
Post-test experiment	24	44	100	78.33	12.53
Pre-test control	24	8	80	47.17	20.09
Post-test control	24	24	92	64.58	16.68
Valid N(listwise)	24				

The explanations in previous research provide the basis for the results showing that learning through *cepat mahir* applications appears to have a different impact. Students who use *cepat mahir* applications and those who use conventional learning techniques differ significantly. The average post-test results for the experimental and control classes demonstrate this. Compared to the control class, the average post-test score for the experimental class was higher. In the experimental class, the average post-test score was 78.83, while in the control class it was only 64.67.

From the explanation above, it can be concluded that implementing the teaching process using application-based methods does have a different impact. Based on the findings of this study, there was a significant difference between students taught using *cepat mahir* applications.

The purpose of this study was to determine whether the use of application-based learning methods can improve students' ability to remember and apply the conventional learning process. The comparisons the researchers obtained during the study allowed for direct confirmation of these results. Pre- and post-test results for the experimental and control groups demonstrated this. However, a brief discussion of these procedures will be provided before the researchers present their findings.

The vocabulary test was administered as a pre-test as part of the researchers' first research procedure. Before the researchers used the *cepat mahir* application and conventional in the control and experimental subjects, a pre-test was administered to measure the skills of 24 students from the experimental and control

groups. This was done after the pre-test results for each group and the different treatments were received.

The *cepat mahir* application and materials provided by the researcher were used to handle the experimental class. Meanwhile, the control group received instruction through conventional games, as well as materials and listening to the researcher's explanations. The researcher conducted testing as the final stage. A comprehension test was administered as a post-test. This test was used to measure how well the children performed after receiving the treatment. At the final conference, the post-test was administered.

The average score of 64.67 was determined by analyzing data from the control students' final test. For students in the experimental class, the average final test score was 78.83. This indicates that students achieved better learning outcomes after using the *cepat mahir* application. According to the study's findings, the *cepat mahir* application can help you learn more words.

Students who used the *cepat mahir* application and the conventional learning method were significantly different. The results of the pre- and post-tests in both groups showed this. In the experimental class, the pre-test scores ranged from 12.00 to 64.00, with an average of 49.25. The lowest score of 12.00 and the maximum score of 64.00 was observed in the experimental class, with an average post-test score of 78.83. The pre-test scores of the control class ranged from a minimum of 20.00 to a maximum of 80.00, with an average of 67.17. The post-test scores of the control class ranged from a minimum of 50.00 to a maximum of 100.00, with an

average of 64.67. As can be observed from the statistics discussed previously, students in the experimental class scored higher than those in the control group. From the previous justification, it is clear that the use of the *cepat mahir* application in the teaching and learning process has the same impact and results. On the other hand, there appears to be a significant difference between subjects that only use the *cepat mahir* application and those that use conventional learning. Therefore, it can be said that in the 2025 academic year, seventh-grade students at SMPN 10 *REJANG LEBONG* can improve their vocabulary through the use of *the cepat mahir* application.

B. DISCUSSION

Research findings on students at SMPn 10 Rejang Lebong in the control and experimental classes show differences in vocabulary mastery after the treatment, namely the experimental class using the *cepat mahir* application and the control class using conventional learning. This section describes the previous results.

1. Vocabulary Learning Using Conventional Learning in Control Classes

Based on findings from previous researchers, students' vocabulary learning without using conventional learning in control classes was significantly different from that in experimental classes. This aligns with several previous researchers who emphasized how vocabulary learning is compared. For example, researchers Putri Fitriah et al., in 2025, explained what would happen without using conventional learning in control classes. They

stated that the control class would have a lower level of significance than the experimental class, which aligns with research findings.⁵¹

In this study, class VIIC, the control class, used conventional learning strategies. The treatment in this class involved the use of conventional methods during teaching and practicing the material. The treatment was given not only to the experimental class but also to the control class. The post-test results showed a score of 64.67 and a pre-test score of 47.17. This means the average score in the control class was lower than that of the experimental class.

The results of the study revealed several factors that contributed to the significant difference in the control class. These factors include internal factors (low memory, low motivation, and interest in English) and external factors (learning facilities, environment, and situation).

This argument is also supported by Purnomo et al. In their study, they found similar factors so that researchers can find the right way to overcome this situation.⁵² Although the control class also received treatment, it is clear that the control class did not have a significant effect. Scores from pre-test to post-test did experience a significant increase. However, this increase could not exceed the value of the experimental class. From these results, researchers can prove that learning using the *cepat mahir* application is effective in improving students' vocabulary. In this case, researchers are involved in vocabulary learning research

⁵¹ Putri, Fitriah, et al. *The Effectiveness of Learn English Vocabulary Application in Enriching Vocabulary Learning*. (JSRET: Journal of Scientific, education and Technology, 2023). Vol.02, p. 357

⁵² Hari, Purnomo. S. A, et al. *Students Problems in Building up English Vocabulary*. (Scripta: Department Journal, 2023). Vol. 10. No. 01, p. 45

using the *cepat mahir* application. This can be seen from the average post-test scores for the control class and the experimental class, namely the control class (64.67) and the experimental class (78.25). Several relevant studies also show extraordinary results from the use of the *cepat mahir* application.

2. Learning Vocabulary Using the *cepat mahir* Application in the Experimental Class

In this study, class VIIB in the experimental class used the "*cepat mahir*" application for vocabulary learning as a treatment. The results obtained by the researchers through data analysis indicated that using the *cepat mahir* application improved students' vocabulary. This was evidenced by the experimental class's average post-test score of 78.83, higher than the control class' average post-test score of 64.67. Furthermore, there was an increase in pre-test to post-test scores in the experimental class after the treatment.

One relevant study related to the discussion of this study's results is similar to Melda Salsabila's. This study used the same type of research but with different methods. The results showed that scores in the experimental class were significantly higher after being given different treatments compared to the control class. This proves that the *cepat mahir* application can improve student learning skills effectively and according to expectations.⁵³ This is evidenced by the results of student test data that have been examined by the researcher.

⁵³ 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

3. Significant Influence of English Vocabulary on Students in the Control and Experimental Classes

The purpose of this study was to determine whether the use of application learning methods can improve students' ability to remember and metode konvensional the learning process. According to Hesti, the use of digital technology media is an alternative way to provide vocabulary learning to students.⁵⁴ By comparing the results obtained during the study, the results can be directly confirmed. This is demonstrated by the pre-test and post-test results in the experimental and control classes. However, before presenting the research results, the process will be discussed first.

In conducting this research, the first step the researcher took was a pre-test by administering a vocabulary test. The pre-test was given to 48 students from the experimental and control classes to gauge their abilities before the researcher administered treatment using conventional learning methods and the *cepat mahir* application in the control and experimental classes. After obtaining the pre-test results for both groups and having received different treatments, the researcher administered the different treatments.

The experimental class received treatment using the *cepat mahir* application and materials provided by the researcher. Meanwhile, in the control class, students were taught using a conventional learning process, accompanied by

⁵⁴ Hesti Aulia, 1. *Unlocking Language Proficiency: Exploring Duolingo's Impact on Vocabulary* English Language Education Department of UMG: Journal of English Teaching, Literature, -d Linguistics, 2024), Vol. 08, No. 01, p. 77

providing materials and listening to the researcher's explanations. Finally, the researcher conducted a post-test. The post-test was a comprehension test. This test was used to measure students' abilities after receiving the treatment. The post-test was administered at the final meeting.

Based on the analysis obtained from the control students' final test, the average score was 64.67. Meanwhile, the average score for the experimental class students' final test was 78.83. This indicates that after receiving treatment using the *cepat mahir* application, students had better learning achievement. The results of the study indicate that skills acquired through the *cepat mahir* application can improve.

There is a significant difference between students who learn vocabulary using the *cepat mahir* application and those who learn with conventional methods. This can be seen from the results of the pre-test and post-test in both groups. The average pre-test score of the experimental class was 49.25 with a minimum score of 12.00 and a maximum score of 80.00. The average post-test score of the experimental class was 78.83 with a minimum score of 44.00 and a maximum score of 100.00. Meanwhile, the average pre-test score of the control class was 64.67 with a minimum score of 08.00 and a maximum score of 80.00. The average post-test score of the control class was 64.67 with a minimum score of 92.00 and a maximum score of 92.00. From the data previously explained, it can be seen that the scores of the experimental class students were higher than the control class students.

From the explanation above, it can be concluded that the use of the *cepat mahir* application in the learning process is effective when implemented in the teaching and learning process. This *cepat mahir* application serves as a significant source of motivation for students to explore more vocabulary and improve their skills. This increases interest in improving vocabulary. The engaging and practical need to communicate with other players is a strong motivating factor for students to improve their vocabulary.⁵⁵

In other words, interaction with the application across various language backgrounds contributes significantly to vocabulary improvement. However, based on the findings of this study, there appears to be a significant difference between students taught using the *cepat mahir* application and those taught solely using the learning method. Therefore, it can be concluded that the *cepat mahir* application can improve the vocabulary of grade VIIB students at SMPN 10 Rejang Lebong in the 2025 academic year.

⁵⁵ Rafida Putri. A, et al. *The Utilization of Online Games to Engchance EFL Students' y Mastery in Senior High Schools*, (JOLLT: Journal of Languages and Language Teaching, 112, No. 1, p. 434

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the research findings, learning English vocabulary through the *cepat mahir* application can help students understand vocabulary better. This is evidenced by the findings and discussion above.

1. In this study, class VIIC, the control class, used conventional learning strategies.

The treatment in this class involved the use of conventional methods during the learning process and material practice. The post-test results showed a score of 64.67 and a pre-test score of 47.17. Although the control class also received treatment, it was clear that the control class did not have a significant impact. Scores from pre-test to post-test did increase significantly.

2. In this study, class VIIB was an experimental class that used the *Cepat Mahir* application for vocabulary learning as a treatment. The results obtained by researchers through data analysis showed that the use of the *Cepat Mahir* application improved students' vocabulary. This was evidenced by the average post-test result of the experimental class of 78.83, higher than the average post-test result of the control class of 64.67. Furthermore, there was an increase in pre-test to post-test scores in the experimental class after being given the treatment.

3. There is a significant difference between students who learn vocabulary using the *cepat mahir* application and those who learn vocabulary using conventional methods. This can be seen from the results of the pre-test and post-test in both

groups. The average pre-test score of the experimental class was 49.25 with a minimum score of 12.00 and a maximum score of 80.00. The average post-test score of the experimental class was 78.83 with a minimum score of 44.00 and a maximum score of 80.00. Meanwhile, the average pre-test score of the control class was 47.17 with a minimum score of 08.00 and a maximum score of 80.00. The average post-test score of the control class was 64.67 with a minimum score of 24.00 and a maximum score of 92.00. Based on the data explained previously, it can be seen that the scores of the students in the experimental class were higher than those of the students in the control class. Therefore, it can be concluded that learning through the *Cepat Mahir* application is effective in improving the vocabulary mastery of the seventh-grade students of SMPN 10 Rejang Lebong. This learning method is considered effective because the improvement in students' scores reached more than 10–15 points, which meets the criteria for an effective educational research.

B. Suggestions

Based on the results of this study, several recommendations are provided to various parties involved in this research, as follows:

1. For English teachers

Before developing materials, consider students' needs and interests. It is crucial for teachers to use a variety of activities based on students' needs and interests, as this can prevent student boredom during the teaching and learning process. Appropriate English teachers can consider implementing *the cepat mahir* application in the learning process.

2. For students

Students can learn English effectively while also expressing their opinions by using the *cepat mahir* application, as learning using an application is very suitable for today's digital era.

3. For other researchers

A limitation of this study is the limited time available to carry out the activities. Other researchers interested in the same topic should take long-term measures to achieve the best results and see more substantial progress.

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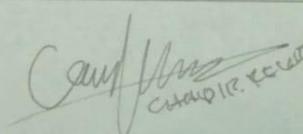
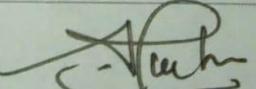
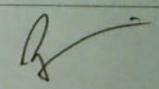
APPENDIX I

BERITA ACARA


KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
PROGRAM STUDI TADRIS BAHASA INGGRIS
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BERITA ACARA
SEMINAR PROPOSAL SKRIPSI TADRIS BAHASA INGGRIS
IAIN CURUP

(Diisi oleh mahasiswa setelah seminar proposal)

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Angkatan	: 2019	NIP/NIDN	: 198110202006091002		
Semester	: 12	Dosen pembimbing 2			
		Nama	: Dr. Eka Apriani, M. Pd		
		NIP/NIDN	: 199006052015032005		
Judul Proposal yang diseminarkan:					
Pelaksanaan Seminar					
Waktu		Tempat		Jumlah peserta	
Hari	Tanggal	Ruang	Gedung	Mahasiswa	Dosen
Hasil Seminar					
Pertanyaan dan tanggapan yang relevan mengenai isi proposal					
Saran yang relevan dan penting untuk perbaikan proposal					
Tanggal	Tanda tangan				
	Mahasiswa	Pembimbing 1	Pembimbing 2		
	 CHA'DIR BENATA	 Dr. Sakat Anshori	 Dr. Eka Apriani		

APPENDIX II

SURAT REKOMENDASI PENELITIAN



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Jln. Dr. A.K. 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 : /In.34/FT/PP.00.9/10/2025
 Lampiran : Proposal dan Instrumen
 Hal : Permohonan Izin Penelitian

13 Oktober 2025

Kepada Yth. **Kepala Dinas Penanaman Modal dan
 Pelayanan Terpadu Satu Pintu (PTSP)
 Kab. Rejang Lebong**

Assalamualaikum Wr, Wb

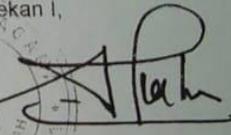
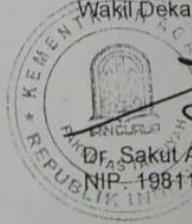
Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Chaidir Renata
 NIM : 19551013
 Fakultas/Prodi : Tarbiyah / Tadris Bahasa Inggris
 Judul Skripsi : THE EFFECT OF CEPAT MAHIR APLIKASI TO IMPROVE
 VOCABULARY
 MASTERY (A Quasi-Experimental Study at Seventh Grade of SMPN
 10 Rejang
 Lebong)
 Waktu Penelitian : 13 Oktober 2025 s.d. 13 Januari 2026
 Lokasi Penelitian : SMPN 10 REJANG LEBONG

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 REJANG LEBONG
DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
Jalan Basuki Rahmat No. 10 Kelurahan Dwi Tunggal

SURAT IZIN
 Nomor: 503/131026010/IP/DPMP/TSP/X/2025

TENTANG PENELITIAN
KEPALA DINAS PENANAMAN MODAL DAN PTSP KABUPATEN REJANG LEBONG

Dasar : 1. Keputusan Bupati Rejang Lebong Nomor 14 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan Berusaha Berbasis Risiko dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong
 2. -- Hal Rekomendasi Izin Penelitian

Dengan ini mengizinkan, melaksanakan Penelitian Kepada
 Nama / TTL : CHAJDIR RANATA
 NIM : 19551013
 Program Studi/Fakultas : TADRIŞ BAHASA INGGRIS/ TARBIYAH
 Judul Proposal Penelitian : **THE EFFECT OF CEPAT MAHIR APPLICATION TO IMPROVE VOCABULARY MASTERY (A QUASI-EXPERIMENTAL STUDY AT SEVENTH GRADE OF SMPN 10 REJANG LEBONG)**
 Lokasi Penelitian : SMPN 10 REJANG LEBONG
 Waktu Penelitian : 2025-10-13 s/d 2026-01-13
 Pernanggung Jawab : WAKIL DEKAN I

Dengan ketentuan sebagai berikut :

- Harus mentaati semua ketentuan Perundang-undangan yang berlaku.
- Selesai melakukan penelitian agar melaporkan / menyampaikan hasil penelitian kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong
- Apabila masa berlaku Izin ini sudah berakhir sedangkan pelaksanaan penelitian belum selesai perpanjangan izin Penelitian harus diajukan kembali kepada instansi pemohon
- Izin ini dicabut dan dinyatakan tidak berlaku, apabila ternyata pemegang surat Izin ini tidak menaati mengidahkan ketentuan-ketentuan seperti tersebut diatas.

Demikian Izin ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya

Dikeluarkan di : C U R U P
 Pada Tanggal : 13 Oktober 2025
PLT KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KABUPATEN REJANG LEBONG

DON AFRISAL, S.Sos
 Pembina
 NIP. 19730109 200212 1 002





Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh Balai Sertifikasi Elektronik (BSrE), BSSN.

APPENDIX IV

SURAT TELAH MELAKUKAN PENELITIAN


PEMERINTAH KABUPATEN REJANG LEBONG
SMP NEGERI 10 REJANG LEBONG
 Alamat : Jln. Pembangunan Kelurahan Tempel Rejo Kecamatan Curup Selatan 39124
 Email-Smp10rejanglebong85@gmail.com

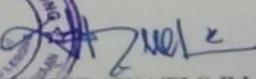
SURAT KETERANGAN SELESAI PENELITIAN
 Nomor : 421.3/52.3 / KP / SMPN 10/RL/2025

Berdasarkan surat Kepala Dinas Penanaman Modal dan PTSP Kabupaten Rejang Lebong, Nomor: 503/131026010/IP/DPMPPTSP/X/2025 tanggal 13 Oktober 2025 Perihal Permohonan Izin Penelitian, berkenaan dengan hal tersebut bersama ini kami menerangkan bahwa :

Nama	: CHAIDIR RENATA
TTI	: Remayu, 17 Desember 2001
NIM	: 19551013
Jurusan/Prodi	: Tarbiyah/Tadris Bahasa Inggris

Telah selesai melaksanakan penelitian di SMP 10 Rejang Lebong Kecamatan Curup Selatan terhitung dari tanggal 13 Oktober 2025 s/d 5 November 2025, dengan judul proposal penelitian "THE EFFECT OF CEPAT MAHIR APLICATIONTO IMPROVE VOCABULARY MASTERY (A QUASI-EXPERIMENTAL STUDY AT SEVENTHGRADE OF SMPN 10 REJANG LEBONG) ".

Demikian surat keterangan ini kami buat dengan sebenar-benarnya, dan untuk dipergunakan sebagaimana mestinya .

Rejang Lebong, 03 November 2025
 Kepala Sekolah

N. HERAWATI S.Pd.MM
 Pembina Tk.1 IV/b
 NIP.19720514 199702 2 001



APPENDIX V

KARTU BIMBINGAN SKRIPSI

**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP**

Jalan AK gani no. 01 kotak pos 108 telpn. (0732)21010-21759 fax. 21010
Homepage: <http://iaicurup.ac.id> Email: admin@iaicurup.ac.id kode pos 39119

KARTU BIMBINGAN SKRIPSI

NAMA	:	CHAIDIR ZENATA
NIM	:	19551013
PROGRAM STUDI	:	
FAKULTAS	:	
DOSEN PEMBIMBING I	:	
DOSEN PEMBIMBING II	:	
JUDUL SKRIPSI	:	
MULAI BIMBINGAN	:	
AKHIR BIMBINGAN	:	

NO	TANGGAL	MATERI BIMBINGAN	PARAF PEMBIMBING II
1.		BAB 1-3	[Signature]
2.		BAB 1-3, tantang belajar	[Signature]
3.		memparbaiki BAB 1	[Signature]
4.		Bimbingan akhir BAB 2	[Signature]
5.		memparbaiki BAB 2 dan 3	[Signature]
6.		Bimbingan 2-3, malangkapi	[Signature]
7.		acc samirar proposal	[Signature]
8.		Bimbingan Bab 1,2,3,4 dan 5	[Signature]
9.		memparbaiki BAB 4	[Signature]
10.		malangkapi Footnote BAB 4	[Signature]
11.		acc sidang Skripsi	[Signature]
12.			[Signature]

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

PEMBIMBING I _____

CURUP, 2025
PEMBIMBING II
[Signature]
Dr. Eka Adrians, M.Pd.
NIP. 199004032015052005

NIP. _____

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP

Jalan AK gani no. 01 kotak pos 108 telpn. (0732)21010-21759 fax. 21010
Homepage: http://iaicurup.ac.id Email: admin@iaicurup.ac.id kode pos 39119

KARTU BIMBINGAN SKRIPSI

NAMA	: CHAIDIA ZEAMATA
NIM	: 19551013
PROGRAM STUDI	:
FAKULTAS	:
DOSEN PEMBIMBING I	:
DOSEN PEMBIMBING II	:
JUDUL SKRIPSI	:
MULAI BIMBINGAN	:
AKHIR BIMBINGAN	:

NO	TANGGAL	MATERI BIMBINGAN	PARAF
			PEMBIMBING II
1.		BAB 1-3	<i>[Signature]</i>
2.		BAB 1-3, tantang belajar	<i>[Signature]</i>
3.		mampar baki BAB 1	<i>[Signature]</i>
4.		Bimbingan onite BAB 2	<i>[Signature]</i>
5.		mampar baki BAB 2 dan 3	<i>[Signature]</i>
6.		Bimbingan 2-3, maangkepki	<i>[Signature]</i>
7.		acc samirar proposal	<i>[Signature]</i>
8.		Bimbingan Bab 1,2,3,4 dan 5	<i>[Signature]</i>
9.		mampar baki BAB 4	<i>[Signature]</i>
10.		maangkepki Footnote BAB 4	<i>[Signature]</i>
1.		acc sidang Skripsi	<i>[Signature]</i>
2.			<i>[Signature]</i>

BERPENDAPAT BAHWA SKRIPSI INI
DAPAT DIAJUKAN UJIAN SKRIPSI IAIN

PEMBIMBING I

PEMBIMBING II

Curup, 2025

[Signature]
Dr. Eka Adriani, M.Pd.
NIP. 199004032015032005

NIP.

APPENDIX VI

**SCORE PRE-TEST AND POST-TEST IN CONTROL AND
EXPREIMENTAL CLASS**

STUDENTS	Control Class		Experimental Class	
1	20	24	12	44
2	8	24	20	60
3	16	44	16	68
4	20	60	24	72
5	24	56	32	76
6	40	52	36	80
7	36	56	40	76
8	32	60	40	72
9	44	68	56	80
10	44	72	60	72
11	44	64	56	64
12	56	64	60	72
13	52	68	54	80
14	60	68	52	84
15	60	72	44	72
16	52	76	56	96
17	48	72	44	92
18	60	62	54	80
19	52	68	80	84
20	56	80	72	96
21	76	80	68	84
22	80	84	68	88
23	80	84	72	88
24	72	92	64	100
Total	1.132	1.552	1.182	1.892
Nean	47,17	64,67	49,25	78,83

APPENDIX VII

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

MODUL AJAR KURIKULUM MERDEKA

TAHUN 2025 KELAS VII SEMESTER II

1.MODUL AJAR EXPERIMENTAL CLASS

A.Informasi Umum

Nama penyusun	CHAIDIR RENATA
Institusi	SMPN 10 REJANG LEBPNG
Tahun pembuatan	2025
Mapel	BAHASA INGGRIS
Jenjang	SMP/MTS
Kelas	VII
Alokasi waktu	8 PERTEMUAN (1X PERTEMUAN 90MENIT)

B. Komponen inti

Menerapkan fungsi sosial,penggunaan kosakata.menyusun kosakata berupa teks narrative dan prosedur ,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 memperoleh kosakata bahasa ingris dari aplikasi cepat mahir 2. Peserta didik dapat menjelaskan sturuktur dan unsur kebahasaan dari pembelajaran menggunakan aplikasi cepat mahir
----------------------------	---

	<p>3. Peserta didik dapat meningkatkan kosata dan menerapkan kosakata yang mereka dapatkan di dalam aplikasi cepat mahir</p> <p>4. Peserta didik dapat menggunakan kosakata dan tata bahasa sederhana yang tepat saat berbicara dan menulis.</p> <p>5. Peserta didik dapat merancang sebuah kalimat , dengan memperhatikan tanda baca dan tata bahasa yang benar.</p>
Pertanyaan pemantik	Bertanya kepada murid tentang aplikasi cepat mahir dan cara kerja aplikasi
Persiapan pembelajaran	<p>1.guru melakukan asesmen diagnostic dalam bentuk sebuah kuis sederhana sebelum pembelajaran</p> <p>2.guru menyiapkan kosakata yang terkait dengan aplikasi cepat mahir yang akan di gunakan sebagai media belajar</p>
Materi pembelajaran	Aktipitas sehari-hari, anggota tubuh, cuaca dan lain-lain
Metode pembelajaran	E-Learning
Media dan sumber pembelajaran	Media:smart phone dan alat tulis,sumber:aplikasi cepat mahir

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

		<p>(berdoa,absensi,dan menyiapkan sumber belajar</p> <ul style="list-style-type: none"> • Bertanya kepada murid tentang materi yang ada didalam aplikasi cepat mahir dan cara kerja aplikasi • Menyiapkan topik dan agenda pembelajaran
	Kegiatan inti(60 menit)	Siswa belajar siswa belajar frasa umum dalam Bahasa inggris di dalam aplikasi cepat mahir,
	Kegiatan penutup(15 menit)	Melakukan refleksi pembelajaran menyampai agenda pertemuan berikutnya
2	Kegiatan awal (15 menit)	<ul style="list-style-type: none"> • Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran <p>(berdoa,absensi,dan menyiapkan sumber belajar</p> <ul style="list-style-type: none"> • Bertanya kepada murid tentang materi yang ada didalam aplikasi cepat mahir dan cara kerja aplikasi • Menyiapkan topik dan agenda pembelajaran
	Kegiatan inti(60 menit)	Guru menjelaskan grammar ,seperti pronoun,articles,noun,singular dan plural dan lain-lain yang ada dalam aplikasi cepat mahir.

	penutup(15 menit)	Melakukan refleksi pembelajaran menyampai 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 • Bertanya kepada murid tentang materi yang ada didalam aplikasi cepat mahir dan cara kerja aplikasi • Menyiapkan topik dan agenda pembelajaran
	Kegiatan inti(60 menit)	Pembelajaran vocabulary pilihan seperti kata ganti,family,personality,country,nasionality dan lain lain didalam aplikasi cepat mahir
	penutup(15 menit)	Melakukan refleksi pembelajaran menyampai 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 • Bertanya kepada murid tentang materi yang ada didalam aplikasi cepat mahir dan cara kerja aplikasi • Menyiapkan topik dan agenda pembelajaran

	Kegiatan inti(60 menit)	Guru menyuruh siswa untuk membuat percakapan Bahasa Inggris dan menghapalkan kosakata yang ada dalam percakapan
	penutup(15 menit)	Melakukan refleksi pembelajaran menyampai 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 • Bertanya kepada murid tentang materi yang ada didalam aplikasi cepat mahir dan cara kerja aplikasi • Menyiapkan topik dan agenda pembelajaran
	Kegiatan inti(60 menit)	Guru menerangkan kata slang,seperti singkatan dan kata gaul kekinian
	penutup(15 menit)	Melakukan refleksi pembelajaran menyampai 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

		<ul style="list-style-type: none"> • Bertanya kepada murid tentang materi yang ada didalam aplikasi cepat mahir dan cara kerja aplikasi • Menyiapkan topik dan agenda pembelajaran
	Kegiatan inti(60 menit)	Idiom pilihan ,guru menerangkan dan murid menghafal kata yang mereka dapatkan dari idiom di aplikasi cepat mahir
	penutup(15 menit)	Melakukan refleksi pembelajaran menyampai 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 • Bertanya kepada murid tentang materi yang ada didalam aplikasi cepat mahir dan cara kerja aplikasi • Menyiapkan topik dan agenda pembelajaran
	Kegiatan inti(60 menit)	Guru menjelaskan apa itu story dan cara membuatnya lalu guru menyuruh siswa membuat shorts story ,setiap siswa membaca shorts story mereka dan kosakata apa saja yang mereka hapal.
	penutup(15 menit)	Melakukan refleksi pembelajaran menyampai agenda pertemuan berikutnya

8	Kegiatan awal (15 menit)	<ul style="list-style-type: none"> • Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa,absensi,dan menyiapkan sumber belajar • Bertanya kepada murid tentang materi yang ada didalam aplikasi cepat mahir dan cara kerja aplikasi • Menyiapkan topik dan agenda pembelajaran
	Kegiatan inti(60 menit)	Guru mengajarkan cara berpidato dan memberikan teks pidato lalu setiap murid membaca dan menghafal kosakata yng ada dalam pidato yang guru berikan
	penutup(15 menit)	Melakukan refleksi pembelajran menyampai agenda pertemuan berikutnya

2.MODUL AJAR CONTROL CLASS

A.Informasi Umum

Nama penyusun	CH Aidir Renata
Institusi	SMPN 10 Rejang Lebong
Tahun pembuatan	2025
Mapel	Bahasa Inggris
Jenjang	SMP/MTS
Kelas	VII
Alokasi waktu	8 pertemuan (1x pertemuan 90menit)

B.Komponen inti

Menerapkan fungsi sosial, penggunaan kosakata, menyusun kosakata berupa teks narrative dan prosedur, 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 memperoleh kosakata bahasa Inggris 2. Peserta didik dapat menjelaskan struktur dan unsur kebahasaan dari pembelajaran menggunakan konvensional 3. Peserta didik dapat meningkatkan kosakata dan menerapkan kosakata 4. Peserta didik dapat menggunakan kosakata dan tata bahasa sederhana yang tepat saat berbicara dan menulis. 5. Peserta didik dapat merancang sebuah kalimat, dengan memperhatikan tanda baca dan tata bahasa yang benar.
Pertanyaan pemantik	Bertanya kepada murid tentang materi yang akan diajar
Persiapan pembelajaran	<ol style="list-style-type: none"> 1. guru melakukan asesmen diagnostic dalam bentuk sebuah kuis sederhana sebelum pembelajaran 2. guru menyiapkan kosakata yang terkait dengan pembelajaran yang akan digunakan sebagai media belajar
Materi pembelajaran	Aktivitas sehari-hari, anggota tubuh, cuaca dan lain-lain
Metode pembelajaran	Discovery Learning
Media dan sumber pembelajaran	Media: buku cetak dan alat tulis, sumber: buku SMPN 10 Rejang Lebong

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 • Bertanya kepada murid tentang materi yang akan diajarkan • Menyiapkan topik dan agenda pembelajaran
	Kegiatan inti(60 menit)	Siswa belajar siswa belajar frasa umum dalam Bahasa inggris
	Kegiatan penutup(15 menit)	Melakukan refleksi pembelajran menyampai 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 • Bertanya kepada murid tentang materi yang akan diajar • Menyiapkan topik dan agenda pembelajaran
	Kegiatan inti(60 menit)	Guru menjelaskan grammar ,seperti pronoun,articles,noun,singular dan plural dan lain-lain yang ada di buku
	penutup(15 menit)	Melakukan refleksi pembelajran menyampai 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

		<ul style="list-style-type: none"> Bertanya kepada murid tentang materi yang ada didalam buku Menyiapkan topik dan agenda pembelajaran
	Kegiatan inti(60 menit)	Pembelajaran vocabulary pilihan seperti kata ganti,family,personality,country,nasionality dan lain lain yang menggunakan metode konvensional
	penutup(15 menit)	Melakukan refleksi pembelajaran menyampai 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 Bertanya kepada murid tentang materi yang ada didalam buku Menyiapkan topik dan agenda pembelajaran
	Kegiatan inti(60 menit)	Guru menyuruh siswa untuk membuat percakapan Bahasa Inggris dan menghafalkan kosakata yang ada dalam percakapan
	penutup(15 menit)	Melakukan refleksi pembelajaran menyampai 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 Bertanya kepada murid tentang materi yang ada didalam buku Menyiapkan topik dan agenda pembelajaran
	Kegiatan inti(60 menit)	Guru menerangkan kata slang,seperti singkatan dan kata gaul kekinian

	penutup(15 menit)	Melakukan refleksi pembelajaran menyampai 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 • Bertanya kepada murid tentang materi yang ada didalam buku Menyiapkan topik dan agenda pembelajaran
	Kegiatan inti(60 menit)	Idiom pilihan ,guru menerangkan dan murid menghafal kata yang meraka dapatkan dari idiom di
	penutup(15 menit)	Melakukan refleksi pembelajaran menyampai 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 • Bertanya kepada murid tentang materi yang ada didalam buku Menyiapkan topik dan agenda pembelajaran
	Kegiatan inti(60 menit)	Guru menjelaskan apa itu story dan cara membuatnya lalu guru menyuruh siswa membuat shorts story ,setiap siswa membaca shorts story mereka dan kosakata apa saja yang meraka hapal.
	penutup(15 menit)	Melakukan refleksi pembelajaran menyampai agenda pertemuan berikutnya
8	Kegiatan awal (15 menit)	<ul style="list-style-type: none"> • Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa,absensi,dan menyiapkan sumber belajar

		<ul style="list-style-type: none"> Bertanya kepada murid tentang materi yang ada didalam buku Menyiapkan topik dan agenda pembelajaran
	Kegiatan inti(60 menit)	Guru mengajarkan cara berpidato dan memberikan teks pidato lalu setiap murid membaca dan menghafal kosakata ynag ada dalam pidato yang guru berikkan
	penutup(15 menit)	Melakukan refleksi pembelajaran menyampai agenda pertemuan berikutnya

APPENDIX VIII

VOCABULARY TEST

PRE-TEST AND POST-TEST

TEST PERTAMA PRE-TEST DAN POST-TEST

Read each question carefully before answering. Choose the most appropriate answer from options a, b, c, or d. Mark a cross (X) or circle (O) on the letter of the correct answer. Check your answers again before submitting them.

<p>1.  Which one is NOT a stationery item?</p> <p>a. Pen</p> <p>b. Ruler</p> <p>c. Notebook</p> <p>d. Chicken</p> <p>Answer: d. Chicken</p> <p>2.  Where do students usually borrow books?</p> <p>a. Canteen</p> <p>b. Playground</p> <p>c. Library</p> <p>d. Laboratory</p> <p>Answer: c. Library</p> <p>3.  What subject do you study about numbers?</p> <p>a. Math</p> <p>b. English</p> <p>c. History</p> <p>d. PE</p> <p>Answer: a. Math</p> <p>4.  You eat food in the _____.</p>	<p>11.  Which one is a drink?</p> <p>a. Rice</p> <p>b. Chicken</p> <p>c. Tea</p> <p>d. Bread</p> <p>Answer: c. Tea</p> <p>12.  People usually eat fish with ...</p> <p>a. Rice</p> <p>b. Milk</p> <p>c. Notebook</p> <p>d. Shoes</p> <p>Answer: a. Rice</p> <p>13.  Which hobby uses a ball?</p> <p>a. Swim</p> <p>b. Play football</p> <p>c. Sing</p> <p>d. Draw</p> <p>Answer: b. Play football</p> <p>14.  Which activity uses a racket?</p>
---	---

a. Classroom

b. Canteen

c. Library

d. Playground

Answer: b. Canteen

5.    

What do we use to erase mistakes in writing?

a. Pencil

b. Pen

c. Eraser

d. Notebook

Answer: c. Eraser

6.     

What do you do after you wake up?

a. Sleep again

b. Brush teeth

c. Play football

d. Go to school

Answer: b. Brush teeth

7.    

Which activity do you usually do at night?

a. Take a bath

b. Have breakfast

c. Do homework

d. Go to school

Answer: c. Do homework

8. "Ayah" in English is ...

a. Mother

a. Play badminton

b. Swim

c. Dance

d. Read books

Answer: a. Play badminton

15.     

We use colors and pencils when we ...

a. Sing

b. Dance

c. Draw

d. Swim

Answer: c. Draw

16.    

Which one can fly?

a. Car

b. Airplane

c. Train

d. Boat

Answer: b. Airplane

17.    

Which transportation moves on water?

a. Boat

b. Bus

c. Motorcycle

d. Bicycle

Answer: a. Boat

18.    

When the weather is rainy, we usually use ...

a. Sunglasses

<p>b. Brother</p> <p>c. Father</p> <p>d. Uncle</p> <p>Answer: c. Father</p> <p>9. 😂 😞 😡 😭 A person who is very funny will make us ...</p> <p>a. Laugh</p> <p>b. Cry</p> <p>c. Angry</p> <p>d. Sleep</p> <p>Answer: a. Laugh</p> <p>10. 🍏 🍌 🍊 🍉 Which fruit is yellow?</p> <p>a. Apple</p> <p>b. Banana</p> <p>c. Orange</p> <p>d. Watermelon</p> <p>Answer: b. Banana</p>	<p>b. Umbrella</p> <p>c. Cap</p> <p>d. Gloves</p> <p>Answer: b. Umbrella</p> <p>19. ☀️ ☁️ 🌧️ 🧔 The opposite of sunny is ...</p> <p>a. Cloudy</p> <p>b. Rainy</p> <p>c. Windy</p> <p>d. Stormy</p> <p>Answer: b. Rainy</p> <p>20. ☀️ ☁️ 🍂 ❄️ In Indonesia, we only have two seasons: ...</p> <p>a. Summer and Winter</p> <p>b. Dry season and Rainy season</p> <p>c. Autumn and Spring</p> <p>d. Hot and Cold</p> <p>Answer: b. Dry season and Rainy season</p>
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Read the essay question carefully before answering. Answer clearly and in accordance with the question. Use complete sentences, not just keywords. Include explanations, reasons, or examples if necessary to make the answer more complete. Double-check the answers before submitting them.

1. Mention 3 examples of stationery?

Answer: pen, pencil, eraser (other correct answers: ruler, notebook)

2. Where do students usually play during break time?

Answer: Playground

3. What subject do you learn about the past?

Answer: History

4. Write 3 daily activities in English.

Answer: wake up, brush teeth, take a bath (other correct: have breakfast, do homework, sleep, play)

5. Translate into English: "Paman saya ramah."

Answer: My uncle is friendly.

6. Write 3 kinds of fruit and part of body in English

Answer: apple, banana, orange, shoulther, toot, feet, hand, finger

7. What is your favorite drink? (Answer may vary)

Example: My favorite drink is milk.

8. Write 3 hobbies you like.

Answer may vary: play football, read books, sing

9. What transportation do you use to go to school and season do we have when it rains almost every day in Indonesia?

Answer may vary: bicycle, motorcycle, bus, car and Rainy season

10. make a list of vocabulary that you know from the question above, which of 20 multiple choice and 10 essays

TEST KEDUA PRE-TEST DAN POST TEST

Read each question carefully before answering. Choose the most appropriate answer from options a, b, c, or d. Mark a cross (X) or circle (O) on the letter of the correct answer. Check your answers again before submitting them.

1. what do you use to see? a. mose b. eyes c. ears d. mounth	2. my hand has five..... a. arms b. fingers c. lags d. toes
3. we walk using our ? a. hands b. legs c. ears d. nose	4. I usually wake up at ____. a. morning b. night c. afternoon d. evening
5. She goes to school by ____. a. book b. car c. pencil d. house	6. What do you do after you wake up? a. I sleep again. b. I brush my teeth. c. I eat dinner. d. I watch TV.
7. My father's wife is my ____. a. sister b. mother	8. My uncle's son is my ____. a. cousin b. brother

c. aunt d. cousin	c. nephew d. father
9. My grandmother is my father's ____. a. sister b. aunt c. mother d. wife	10. The color of the sky is ____. a. blue b. red c. green d. yellow

Read the essay question carefully before answering. Answer clearly and in accordance with the question. Use complete sentences, not just keywords. Include explanations, reasons, or examples if necessary to make the answer more complete. Double-check the answers before submitting them.

1. We go to school with a learning tools ____ (create 4 examples)
2. what is animals have 4 feet? (create 4 examples)
3. What is your favorite activity in the morning?
4. Who cooks food in your family?
5. Mention three parts of your body for learn, speak and examples?
6. make vocabulary you know minimum 10 word.

APPENDIX IX

TABLE TREATMENT

A.TREATMENT IN CONTROL CLASS

Meeting	Special purpose	Core activity	media	value
1.introduction thema and pre test	Knowing the initial level, introduction of 12-15 basic words	1.pre test vocabulary 2.presentasi kata	Stationery and whiteboard	
2.repetition+meaning in context	Strengthen students' vocabulary	review	Test	
3.form dan word class	Knowing word classes and word variations	Memorize quickly with conventional methods	Test	
4.vocabulary increase	Check previous vocabulary	Develop vocabulary	Book	
5.game	Reduce boredom and strengthen memory	Game of guessing letters to make words	whiteboard	
6.everyday vocabulary	Knowing how much vocabulary you have memorized	Daily activities, such as conversations with friends	Book and draw	
7.everyday vocabulary	knowing how much vocabulary	Daily activities such as doing household chores	book	

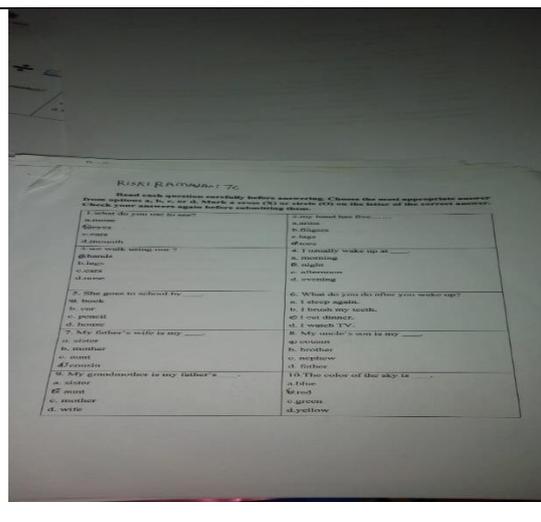
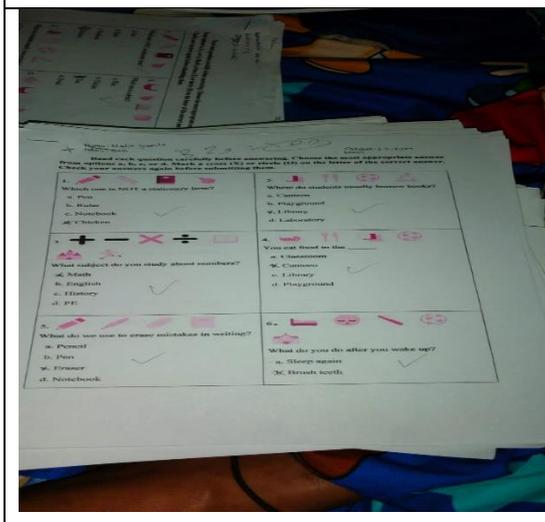
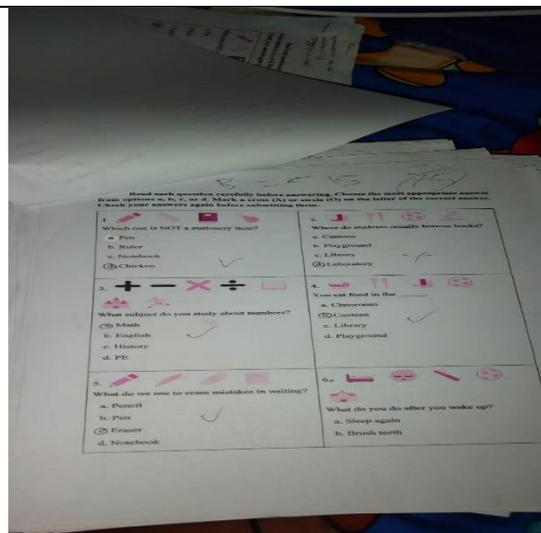
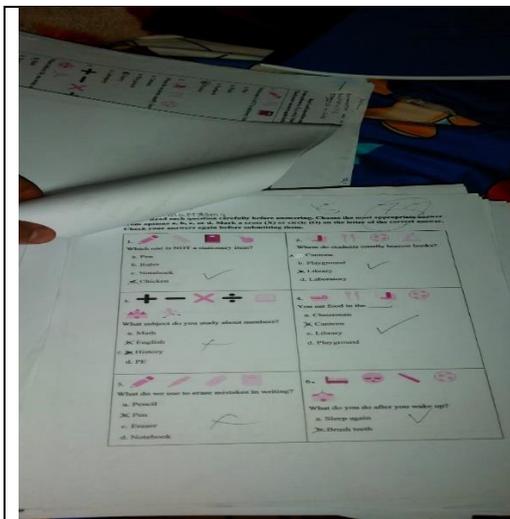
B.TREATMENT IN EXPERIMENTAL CLASS

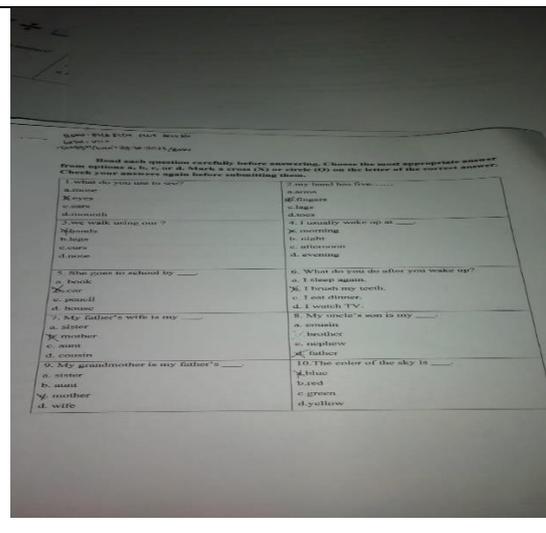
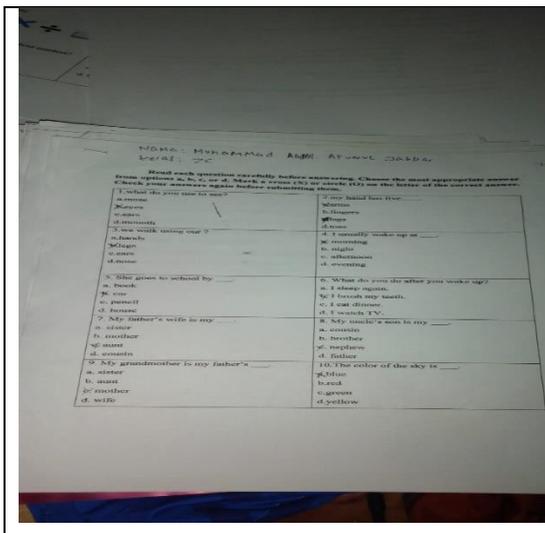
Meeting	Special purpose	Core activities	media	value
1.introduction to the theme and pre-test	Knowing the initial level, introduction of	1.Vocabulary pre-test	<i>cepat mahir</i>	

	12-15 basic words	2. Word presentation		
2. repetition + meaning in context	Strengthen students' vocabulary	review	<i>cepat mahir</i>	
3. form and word class	Knowing word classes and word variations	Memorize quickly with the words in the application	<i>cepat mahir</i>	
4. vocabulary increase	Check previous vocabulary	Develop vocabulary	<i>cepat mahir</i>	
5. game	Reduce boredom and strengthen memory	Game of guessing letters to make words	Whiteboard	
6. everyday vocabulary	Knowing how much vocabulary you have memorized	Daily activities, such as conversations with friends	<i>cepat mahir</i>	
7. every day vocabulary	knowing how much vocabulary	Daily activities such as doing household chores	<i>cepat mahir</i>	

APPENDIX XI

LEMBAR JAWABAN SISWA





APPENDIX XI

STATISTIK DATA ANALYSIS

1.DATA SAMPLE

Tests of normality							
	kelas	Komogorov-Smirnov			Shapiro-Wilk		
		statistik	df	sig.	statistik	df	Sig.
Hasil vocabulary kelas	pretestkontrol	0.104	24	0.713	0.965	24	0.554
	posttestkontrol	0.142	24	0.240	0.917	24	0.049
	pretestexperiment	0.144	24	0.226	0.957	24	0.390
	posttestexperiment	0.140	24	0.254	0.960	24	0.436
a.Liliefors Significance Correction							

Test of Homogeneity of Variance					
		Levene Statistic	Df1	Df2	Sig.
Vocabulary Score	Based on Mean	1.842	3	92	0.132
	Based on Median	1.601	3	92	0.198
	Based on Median and with adjusted df	1.601	3	92	0.198
	Based on trimmed mean	2.487	3	92	0.061

Paired samples test									
		Paired differences					t	df	Sig.(2-tailed)
		mean	Std.error deviation	Std. error mean	95%confidence interval of the difference				
					lower	upper			
Pair 1	Pre-test experiment Post-experiment	-29.167	13.512	2.758	-34.872	-23.461	-10.575	23	.000
Pair 2	Pre-test control Post-control	17.417	10.325	2.108	-21.776	-13.057	-8.264	23	.000

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std.Deviation
Pre-test experiment	24	12	80	49.17	18.66

Post-test experiment	24	44	100	78.33	12.53
Pre-test control	24	8	80	47.17	20.09
Post-test control	24	24	92	64.58	16.68
Valid N(listwise)	24				

APPENDIX XII
DOKUMENTATIONS











BIOGRAPY

The researcher's name is Chaidir Renata. He was born in Remayu Village on December 17, 2001. He is the first child of Mr. Wandu and Mrs. Suseksia Renani, and he has two younger brothers. He completed his elementary education in 2013, junior high school in 2016, and senior high school in 2019. In 2019, the researcher continued his study in the English Language Study Program at IAIN Curup in the academic year of 2019–2026