

# **USING DIGITAL MEDIA IN IMPROVING STUDENTS' VOCABULARY**

**THESIS**

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## THESIS

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The Bachelor Degree of Education in English Language Teaching

by.

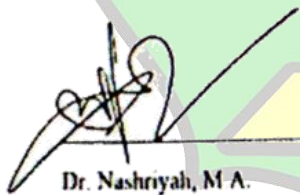
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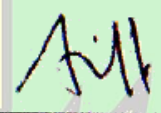
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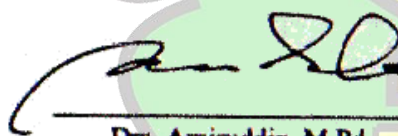
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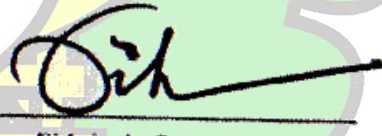
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### USING DIGITAL MEDIA IN IMPROVING STUDENTS' VOCABULARY

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

A R - R A Banda Aceh, 01 April 2024

Saya yang membuat surat pernyataan,



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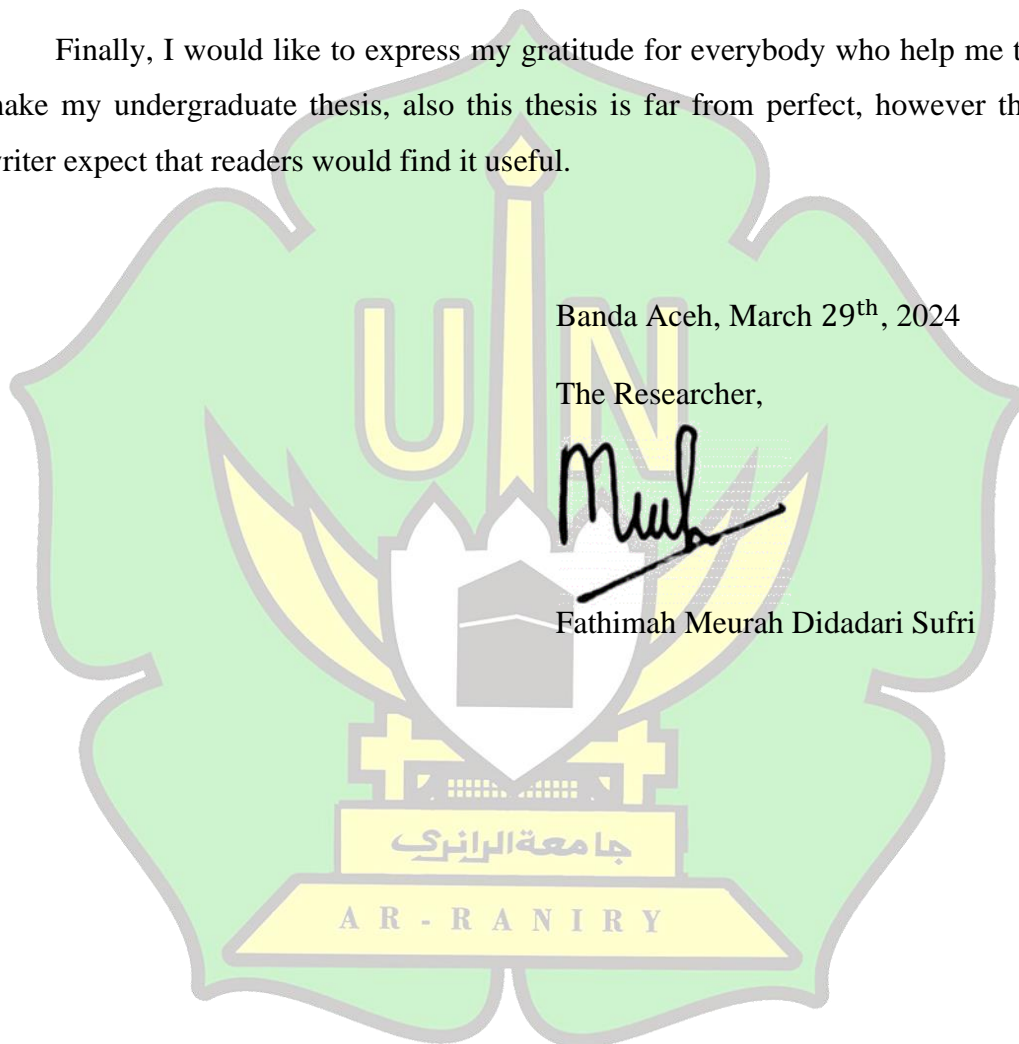
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## ABSTRACT

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Keyword : Digital Media; Vocabulary Mastery; Students' Improvement

Vocabulary is one of the most important aspects in mastering English because it can determine how well students communicate in written or spoken form. There are many EFL students who do not master English vocabulary through traditional vocabulary teaching methods so that in nowadays digital era, it is expected that using digital media including YouTube and power point can improve students' vocabulary mastery. This research aimed to find out about the extent of using digital media in improving students' vocabulary. The population of this research were all of the eighth-grade students of SMPN 19 Percontohan Banda Aceh and the sample were divided into a control class (VIII-1) and an experimental class (VIII-2) which consist of 31 students in each class. The data were collected through doing experimental teaching and giving test. The result of this study was calculated using T-test and statistical formula. The result showed a significant difference in the improvement of students' vocabulary mastery by using digital media with the value of Sig. (2-tailed)  $0,000 < 0,05$  then ( $H_a$ ) was accepted. This proved the hypothesis given such as: ( $H_a$ ) is accepted, using digital media was effective in improving students' vocabulary.

## TABLE OF CONTENTS

<b>COVER</b>	
<b>APPROVAL LETTER</b>	
<b>EXAMINER SHEET</b>	
<b>DECLARATION OF ORIGINALITY</b>	
<b>ACKNOWLEDGEMENT</b> .....	<b>v</b>
<b>ABSTRACT</b> .....	<b>vii</b>
<b>TABLE OF CONTENTS</b> .....	<b>viii</b>
<b>LIST OF TABLES</b> .....	<b>x</b>
<b>LIST OF CHARTS</b> .....	<b>xi</b>
<b>LIST OF APPENDICES</b> .....	<b>xii</b>
 <b>CHAPTER I : INTRODUCTION</b>	
A. Background of Research .....	1
B. Research Question .....	3
C. Aim of Study .....	3
D. Hypothesis .....	4
E. Significance of Study .....	4
F. Terminology .....	5
G. Scope and limitation of research.....	6
 <b>CHAPTER II : LITERATURE REVIEW</b>	
A. The Aspect of Vocabulary .....	7
B. Types of Vocabulary.....	8
C. Techniques of Teaching Vocabulary .....	9
D. Digital Media for Learning .....	10
E. Vocabulary Learning Strategies Using Digital Media .....	12
F. Previous Studies Related to Research .....	16
 <b>CHAPTER III : RESEARCH METHODOLOGY</b>	
A. Research Design .....	19
B. Hypothesis.....	20
C. Research Site.....	20
D. Population and Sample .....	20



E. Data Collection.....	21
F. Data Anaylsis .....	22

#### **CHAPTER IV : FINDING AND DISCUSSION**

A. Research Setting .....	24
B. Research Finding .....	27
1. The Result of Students Pre-Test and Post-Test Score in Control Class.....	28
2. The Result of Students Pre-Test and Post-Test Score in Experimental Class .....	30
3. The T-Test's Result of Pre-Test and Post-test in Control and Experimental Class .....	33
C. Discussion .....	38

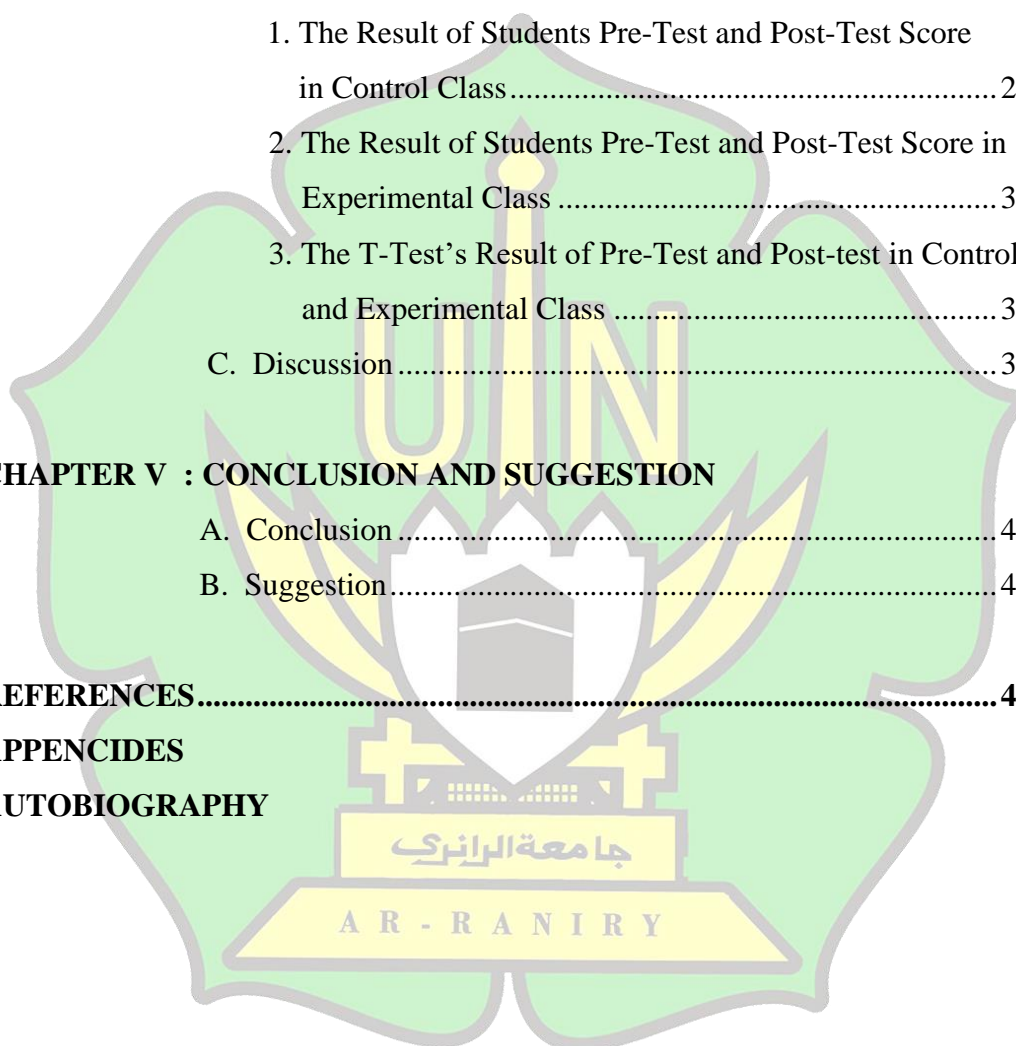
#### **CHAPTER V : CONCLUSION AND SUGGESTION**

A. Conclusion .....	40
B. Suggestion.....	41

<b>REFERENCES.....</b>	<b>43</b>
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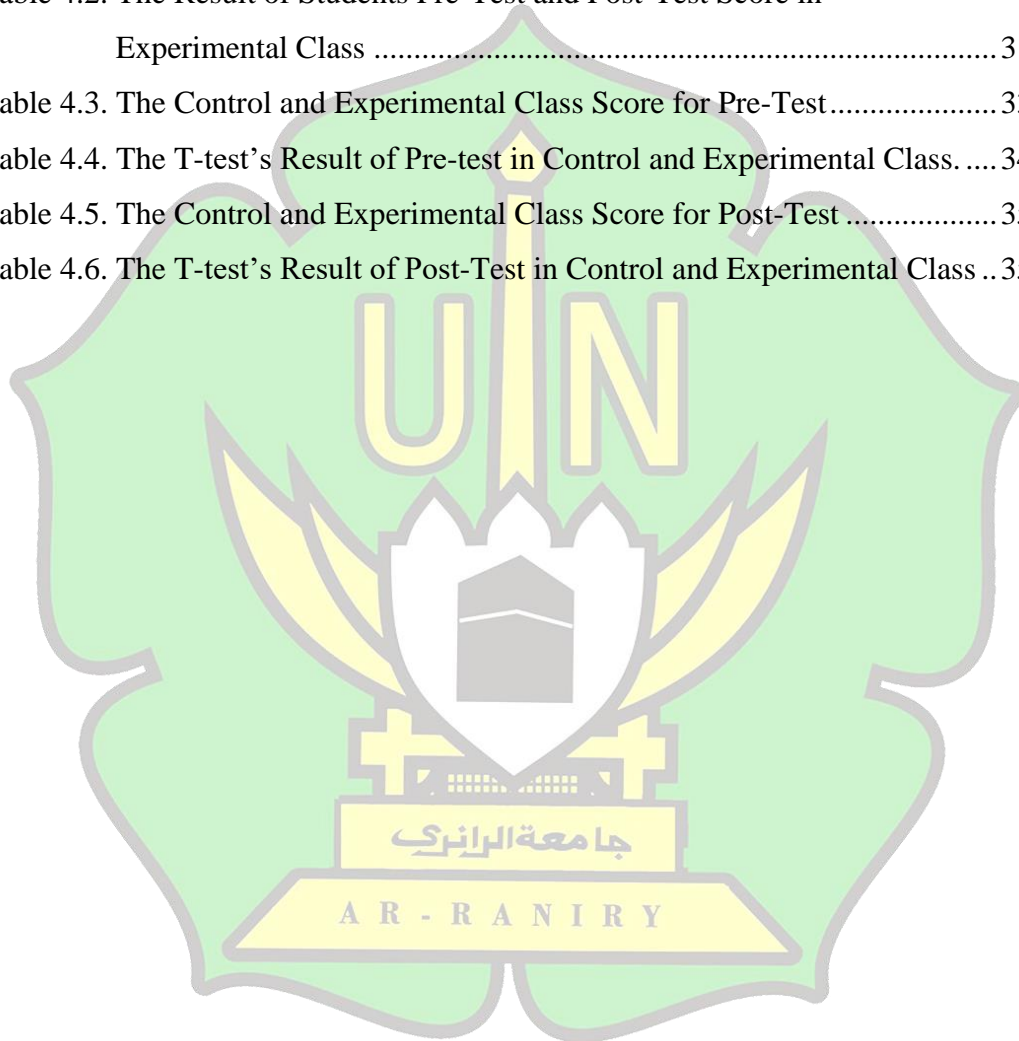
#### **APPENCIDES**

#### **AUTOBIOGRAPHY**



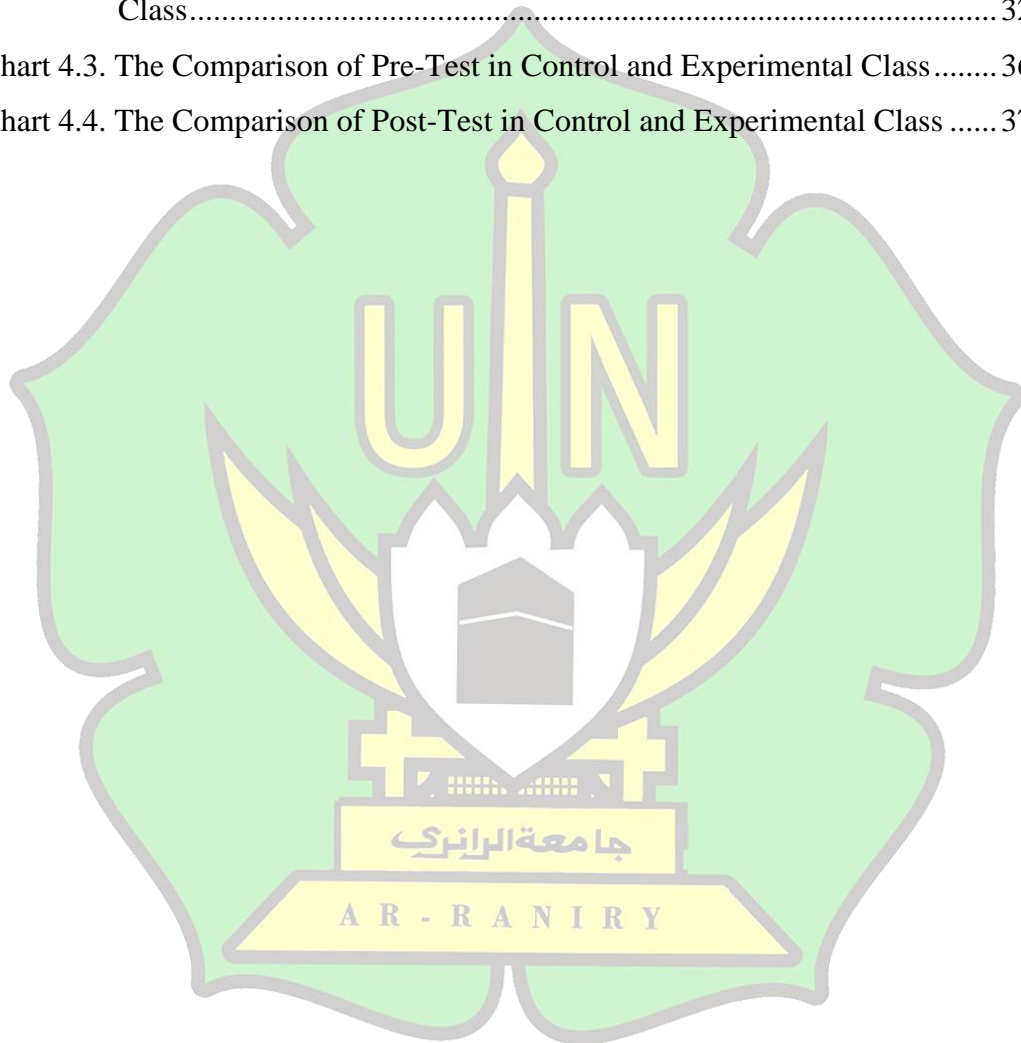
## LIST OF TABLES

Table 2.1. Description of Element of Digital Media.....	25
Table 4.1. The Result of Students Pre-Test and Post-Test Score in Control Class.....	28
Table 4.2. The Result of Students Pre-Test and Post-Test Score in Experimental Class .....	31
Table 4.3. The Control and Experimental Class Score for Pre-Test.....	33
Table 4.4. The T-test's Result of Pre-test in Control and Experimental Class. ....	34
Table 4.5. The Control and Experimental Class Score for Post-Test .....	35
Table 4.6. The T-test's Result of Post-Test in Control and Experimental Class ..	35



## LIST OF CHARTS

Chart 4.1. The Difference between Pre-test and Post-test in Control Class.....	30
Chart 4.2. The Difference between Pre-test and Post-test in Experimental Class.....	32
Chart 4.3. The Comparison of Pre-Test in Control and Experimental Class .....	36
Chart 4.4. The Comparison of Post-Test in Control and Experimental Class .....	37



## LIST OF APPENDICES

APPENDIX 1. Supervisor's Thesis Letter

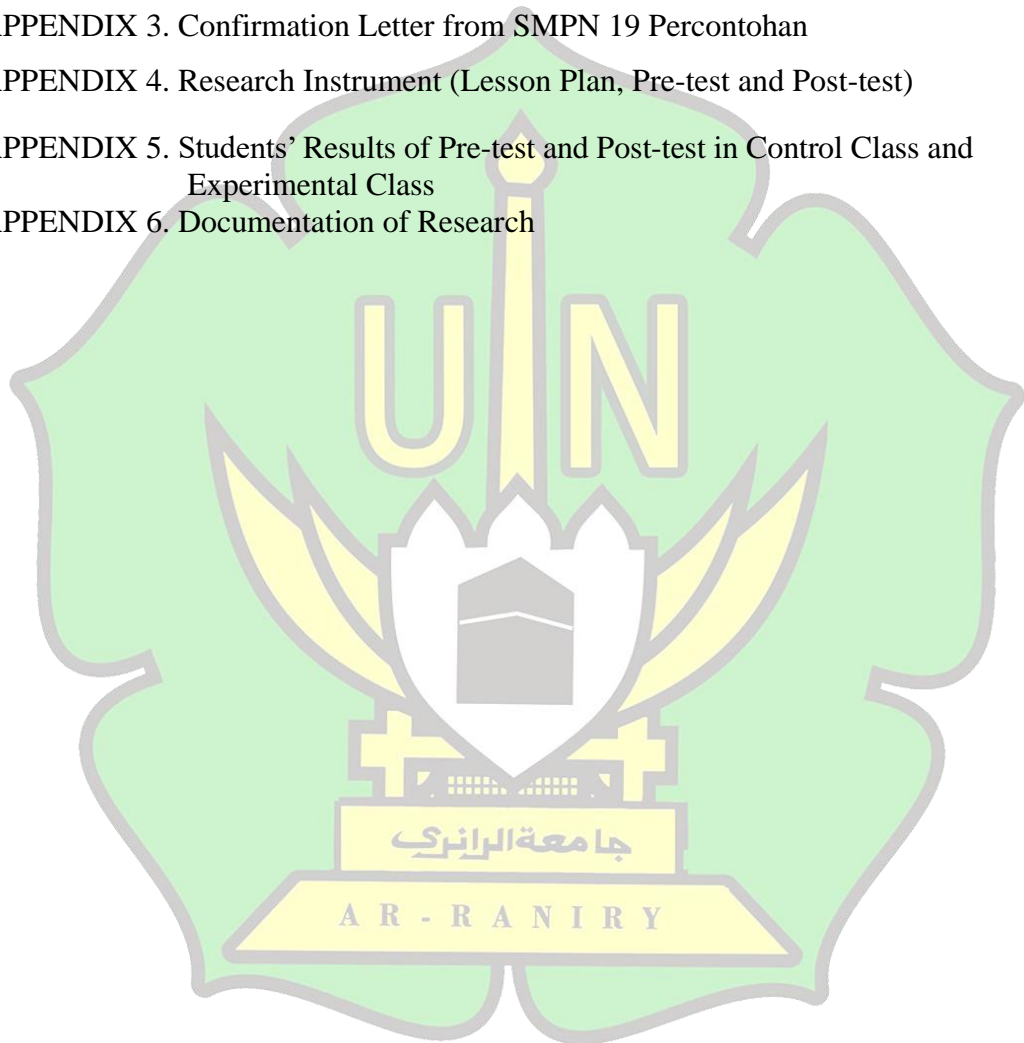
APPENDIX 2. Recommendation Letter from Faculty of Education and Teacher  
Training to conduct field research

APPENDIX 3. Confirmation Letter from SMPN 19 Percontohan

APPENDIX 4. Research Instrument (Lesson Plan, Pre-test and Post-test)

APPENDIX 5. Students' Results of Pre-test and Post-test in Control Class and  
Experimental Class

APPENDIX 6. Documentation of Research



# CHAPTER I

## INTRODUCTION

In this chapter, the researcher discusses and elaborates some points related to the study. The discussion focuses on background of research, formulation of research question, aim of study, significance of study and definition of key terms. This chapter also discusses about the previous studies conducted by the previous researchers related to the topic of the study about Using Digital Media in Improving Students' Vocabulary.

### A. Background of research

One of the significant elements which students need in order to be able to master a foreign language is vocabulary. Hornby (1995) stated that a vocabulary is the total number of words that make up a language. While Hatch and Brown (1995) defined that vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of a language might use. From the above statement can be understood that the words are important terms about vocabulary which ones should have in a language.

Vocabulary has an important role in English Learning. It is one of that aspects of the language element which one should master in English learning. According to Richard and Renandya (2002), vocabulary is a core component of listening, speaking, reading, and writing. Nation (2001) added that in English a



foreign language (EFL) learning vocabulary items play a vital role in all English Language Skills. In short, vocabulary is the main component to master all of the English skills.

Vocabulary is one of the most important aspects in mastering English because it can determine in how well students learn to speak, listen, read and write a language. By mastering vocabulary, it will be easy for students to communicate their ideas both in written or spoken form and comprehend what people said. In order to master all those skills, the students need to have good vocabulary mastery. Adequate numbers of words which is acquired by the students will enable them to master English skills easily. Meanwhile, the lack of vocabulary knowledge will result in a lack of meaningful communication toward the students.

Teaching vocabulary is not an easy thing to do. Wherein there are still many students who do not master English vocabulary so they also have difficulty in mastering the four English skills. These difficulties can be seen when someone in college, they have a lack of vocabulary so they are unable to communicate both orally and written well. Therefore, the right strategy is needed in teaching vocabulary in order to improve students' vocabulary. Many strategies that can be used in teaching vocabulary, one of which is by using digital media.

Digital media is a learning media that utilizes technology such as the internet and various devices (mobile phones, laptops, computers, and others) as learning tools. In the nowadays era, the use of digital technology as a learning media is an alternative way that is very suitable for the habits and environment of students. The

use of digital media as a learning media is considered more practical, flexible, not limited by space and time. Through digital media, students can explore themselves to gather information from various sources.

The researcher's interest in doing this research is for some reasons. The researcher has observed English Subject Class in SMPN 19 Percontohan. Based on the researcher's observation, teachers use the 2013 curriculum textbook and lecturing methods in the teaching process. Departing from the discussion, it is assumed that teachers should know the right strategy that use in teaching English vocabulary and use attractive learning media such as digital media which can help the students improve their vocabulary and more interest in participating in the learning process

Based on the above, the researcher wants to find out the extent of using digital media improve students' vocabulary.

### **B. Research Question**

Based on the background of the study, the problem statement was formulated to answer the question as follow: "To what extent does using digital media improve students' vocabulary?"

### **C. Aim of Study**

Based on the problem above, the researcher wanted to find out about the extent of using digital media in improving students' vocabulary.

#### **D. Hypothesis**

Hypothesis is temporary answer of problems in research until proven from the data which was collected. In conducting the research, the researcher proposed the working hypothesis are:

1. (Ha) Using digital media is effective in improving students' vocabulary, due to a significant difference in the experimental class which has a higher post-test score compared to the control class score
2. (Ho) Using digital media is not effective in improving students' vocabulary, due to no significant difference between the post-test scores for the experimental class and the control class.

#### **E. Significance of Study**

The significances of this study were expected to be useful for the following:

1. For teachers or lecturers, this research should be input in using digital media as learning tool to help students improve their vocabulary. For students, this research will give solution for student's difficulties in improving their vocabulary through digital media.
2. For the researcher herself, this study was expected to gain her great experience to the future. For other researchers, the result can be used as a reference for those who want to conduct the similar research and give information and general guidance for the researcher.

## F. Terminology

Definition of key terms are necessary to be given in order to avoid misunderstanding and misinterpretation about the title of study, the terms are:

### 1. Vocabulary

Alizadeh (2016) argued vocabulary as knowledge of words and their meanings. Meriam Webster dictionary (2003) added that vocabulary is a list or collection of words or of words and phrases usually alphabetically arranged and explained or defined. So, Vocabulary is a set of words which can be defined in the language. For this research, the researcher used concrete vocabulary including family and job vocabulary.

### 2. Digital Media

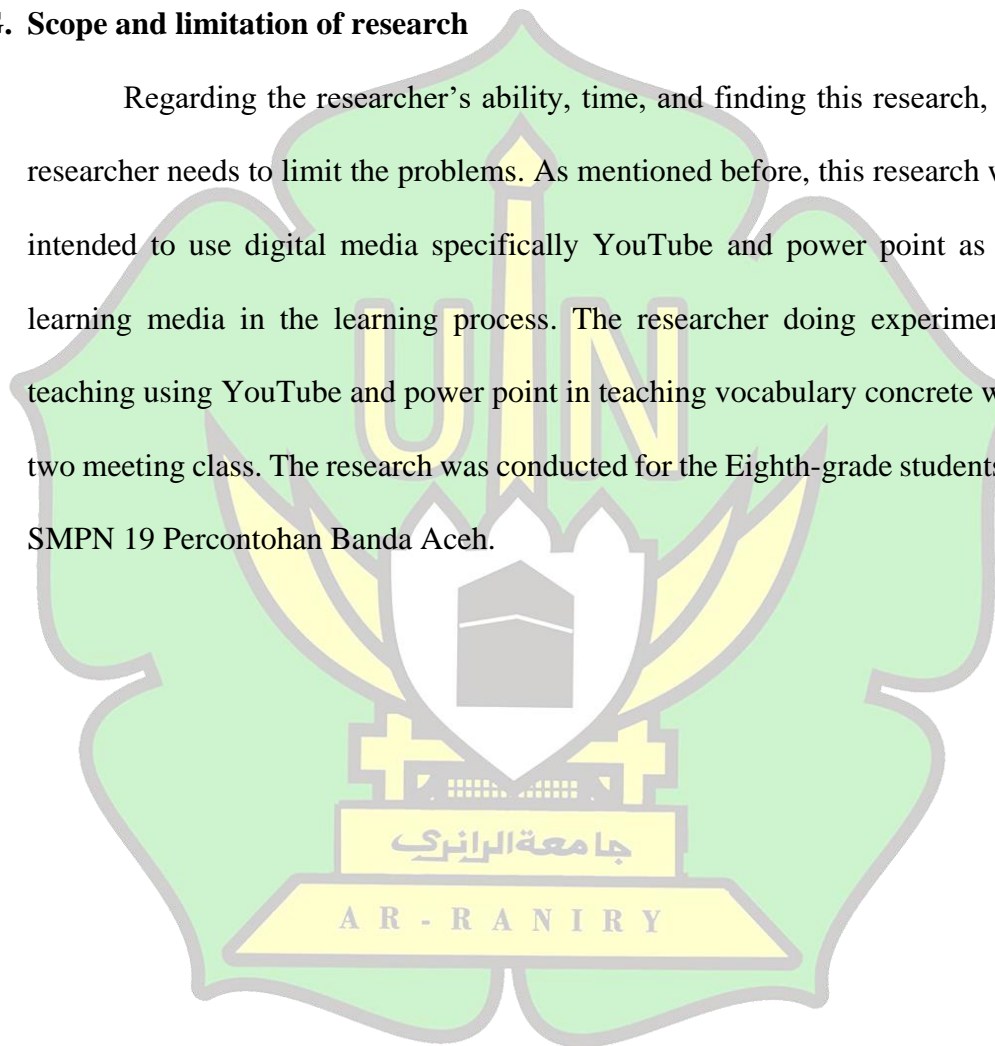
The word “digital” comes from Yunani *digitus*, which mean “fingers” where the term digital is related to electronic devices such as computers or the internet used. The word “media” comes from the Latin *medium*, which mean means “intermediary or introduction”. According to Djamarah (1995), media is any tool that can be used as a message distributor to achieve learning goals.

Florence (2020) stated digital media can be defined as digitized content that includes a variety of the media elements through various. So, the term digital media referred to any form of media that deliver information by the internet used which is accessible through various

electronic devices (mobile phones, laptops, computers, etc) that can be used in the learning process. In this research, digital media refers to the use of YouTube and Power Point as the learning media which can help in improving students' vocabulary.

#### **G. Scope and limitation of research**

Regarding the researcher's ability, time, and finding this research, the researcher needs to limit the problems. As mentioned before, this research was intended to use digital media specifically YouTube and power point as the learning media in the learning process. The researcher doing experimental teaching using YouTube and power point in teaching vocabulary concrete with two meeting class. The research was conducted for the Eighth-grade students of SMPN 19 Percontohan Banda Aceh.





## **CHAPTER II**

### **LITERATURE REVIEW**

In this chapter, the researcher will discuss and describe some opinion related to this study, The theories are about the aspect of vocabulary, types of vocabulary, techniques of teaching vocabulary, digital media for learning and vocabulary learning strategies using digital media.

#### **A. The Aspect of Vocabulary**

Vocabulary becomes an important thing in learning English, because vocabulary is related to English Skill. By Having a good vocabulary, we can convey thoughts, feelings, and the meaning of the words and make it easier for us to communicate. In mastering vocabulary, we must know what aspects of vocabulary are. According to Harmer (1991), the aspects of vocabulary consist of understanding the meaning, word use, word formation, and word grammar are all part of having a good vocabulary.

This is similar to Lado's opinion (1957) argued that there are some aspects that have to be known in vocabulary, such are word meaning, word spelling, word pronunciation, word classification, and word usage. Based on definition above, it can be concluded that word meaning, word pronunciation, word classification, and word use can be categorized as the important aspect of vocabulary that student have to learn in mastering English vocabulary itself.

## B. Types of Vocabulary

According to Miller (2000), there are some categorizes of vocabulary, as follow:

### 1) Listening vocabulary

All of the words a person can recognise through listening (e.g listening music or podcast). This vocabulary is all aided in size by context and tone of voice.

### 2) Speaking vocabulary

All of the words a person can use through speech. A lot of times, both speaking and writing vocabularies are combined and can complimented each other very well.

### 3) Reading vocabulary

All of the words a person can recognise by reading text. This is generally the largest type of vocabulary simply because the reader tends to be exposed more words by reading than by listening speech.

### 4) Writing vocabulary

All of the words a person can be employed in writing. Many written words do not commonly appear in speech, the writers generally use a limited set of words when communicating

In another hand, Hiebert and Kamil (2005) explained that the types of vocabulary are consist of two, as follows:

1. Hiebert and Kamil (2005) stated that receptive vocabulary is a set of words which learners understand when they listen and read. Receptive vocabulary

can be called as passive vocabulary. These words that are often less well known and less frequent use to students.

2. Hiebert and Kamil (2005) stated that productive vocabulary is a set of words which learners use when they speak or write, and it is called as active vocabulary. These words are well-known, familiar, and used frequently by the students.

Based on the definition above, the researcher can conclude that the types of vocabulary have differences, which consist of English Skills such as listening, speaking, writing, and reading also based on the usage of the context that students understand by hearing and reading the words or it is used when writing or speaking. These types of vocabulary need to be learned in order to know the differences and implementation so it can improve students' vocabulary.

### **C. Techniques of Teaching Vocabulary.**

Teaching vocabulary deals with knowing meaning from the words. The teachers should teach the words that related to the students' life by using the appropriate strategy, media, technique, etc. The teacher should adjust them based on the level of students. According to Cameron (2001), teaching vocabulary focuses on helping students to build up knowledge of words also it will be able to the students to use the language efficiently and successfully.

In teaching vocabulary, the teacher must use technique that make the learning process run effectively. It is useful for the students to understand the

material easily. Gairns and Redman (2005) argued that there are many techniques of vocabulary teaching such as: visual technique that include mime and gesture, visual aids, verbal explanation, Translation and contextual guesswork. This is similar to Harmer (1991) stated that There are several techniques that can be made of teachers in teaching vocabulary such as: by demonstration and picture that include using an action, gesture and an object also by verbal explanation that include translation, using synonym and the context of words.

The researcher can conclude that teaching vocabulary can be presented in many ways, whether it is by oral or written, demonstration or verbal explanation or by translating the word. Teachers can use different and interesting techniques based on the needs and level of the students, which can improve students' curiosity and enthusiasm in teaching and learning process.

#### **D. Digital Media for Learning**

The term of digital media synonymously with multimedia. Mayer (2003) stated that multimedia learning occurs when students build mental representations from words and pictures that are presented to them. Neo and Neo (2001) argued Multimedia as the combination of various digital media types, such as text, images, sound, and video, into an integrated multi-sensory interactive application or presentation to convey a message or information to an audience. In short digital media means digitized content that includes a variety

of the media elements such as text, images, audio, video, animation that support learning process. Here is the description of tools that used in the various digital media elements as seen in table;

**Table 2.1**

*Description of Element of Digital Media*

<b>Digital</b>	<b>Media</b>	<b>Description</b>	<b>Example</b>
<b>Element</b>			
<b>Text</b>		Text can be written or printed. With so many types of typographical fonts available, printed text can be depicted in different formats in digital media.	E-book, Journal, Website, magazine, etc
<b>Image (Photo/ Graphics)</b>		Image is a visual representation of content. Images can be captured as a photo or synthesized by the computer as graphics.	Canva, Poster, etc
<b>Audio</b>		Audio is sound that is recorded, transmitted, reproduced, or created in frequencies that can be heard by the human ear.	Podcast, song, etc
<b>Video</b>		Video is the recording and reproducing of moving visual images.	YouTube, Conferences, zoom, google meet, etc



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It could combine a sequence of images  
to form a moving picture.

---

**Animation**      digital                      images                      to google slides, Kahoot,  
create moving images.                      etc

---

These digital media can be delivered through various types such as instructional videos, instructional games and simulations, social media, and emerging learning technologies. So, the use of digital media allows student to learn anywhere and anytime without the boundaries of space and time.

#### **E. Vocabulary Learning Strategies Using Digital Media**

Digital media can be a suitable learning tools to improve students' vocabulary. Here are some specific strategies for utilizing digital media in the classroom:

##### **1. Online Translator**

Online Translator provides a general definition of words; hence, learners who use it may have varying interpretations of the meaning of the word. The use of Online Translator in teaching and learning English may be practical when it is employed as the first tool for finding the definition of one or more unfamiliar words. Online Translator also corrects high-frequency

typographical errors and suggests the word or idea that is intended by the user instead of reproducing the user's error.

Josefsson (2011) investigated the use of Google Translate in the learning strategies and the study found that, as a supporting tool on learners' mobile phones, Google Translate performed much better than traditional tools such as dictionaries. Google Translate provided high accuracy and speed, especially in the translation of collocations, phrases, and technical words. Despite errors and limitations, the translations generated by Google Translate were comprehensible and close to the minimum level required by most learning institutions.

## 2. Games

Games are used to assist learners during their language learning. Huyen Ang Nga, (2003) and Uberman(1998) agreed that games create a fun and relaxed atmosphere where learners could learn fast and retain words better. This atmosphere helps in forming comprehensible input including what they understood as they listen and read, and comprehensible output including writing and speaking. So, it can be concluded that games are an effective tool to teach vocabulary to learners because students pay more attention and enjoy themselves with the classroom and do better during and after the game.

Scrabble was one of a game technique for English vocabulary learning. There was study conducted by Sari et al., (2022) titled "*Scrabble game technique: A game changer for English vocabulary learning*". The results

showed that the SGT could improve students' mastery of vocabulary in reading comprehension. This technique also provided a fun way for spelling practice to improve students' vocabulary, reading, and overall grammar skills. So, it can be concluded that the SGT did not only help improve students' vocabulary in reading comprehension, but also give positive outcomes in their learning process on reading comprehension.

### 3. Song

It is obvious that songs are a part of a student's daily routine so it can easily be transferred to the learners as an effective pedagogical tool. According to Shen (2009), using songs makes learners enjoy while building their vocabulary. They learn new words and they have fun at the same time. Schunk (1991) stated that Entertainment is the key to motivation which increases learning as well.

Apart from being a fun element, songs are great resources that have repetition in themselves. While listening to songs, learners hear the same words over and over which helps them to restore the meaning and their pronunciation. As stated by Sarıçoban and Metin (2000), repetition and rhymes make it easier for learners to understand, follow and repeat. Murphey (1992) argued that songs are useful tools while teaching and learning vocabulary, sentence structure, and sentence patterns. So, it can be concluded that using song as a learning tool can be very beneficial because the student enjoys the learning process also it helps student to improve their language

skill and give a great influence on the development of pronunciation, stress of the words and connecting grammar.

#### **4. YouTube**

YouTube is a video sharing website that allows users to share and view video. The main function of YouTube is not for educational purposes, but recently people often using YouTube to learn the English language. Useful resource that plays an important role in education and also considered as an attractive learning resource for English Foreign Language (EFL) learners to practice the language. YouTube offers an ideal platform through which to incorporate audio blogs into the classroom and instructors can use the blog to manage oral assignments, interact with learners and to evaluate performance results (Comac, 2008).

YouTube is considered to be an interesting lesson a source of power, the students can learn from YouTube genuine as daily activities, sport, music, tutorial, and many other contents that can help students improve English vocabulary. YouTube is a platform that provides various types of videos that can be selected regarding to each person's needs, with many choices available video can help both students, teachers and other people in choosing the material they want to study easily.

#### **5. Google**

Google Apps proposes to utilize the technologies in order to increase student's learning and implement innovative educational technology. Using

Google Apps for education purposes is a good strategy to engage students to create learning content in collaboration with teachers. Brown and Hocutt (2015) argued that students perceive Google Apps as useful tools when they incorporate these tools into learning objectives in the college. Google Apps offers some customized applications for free to guide teachers and students in the teaching and learning process.

Brown and Hocutt (2015) added that Institutional users who manage Google's account and connect with the existing student information system (SIS) have access to Google Docs for word processing, Google sheets for spreadsheet use, Google Slides for creating presentations, Google Hangouts for real-time video collaboration, Google Classroom for online classes, Google meet for online meeting, Google jamboard for online whiteboard and other Google applications.

#### **F. Previous Studies Related to Research**

In this study, the researcher took a review of related literature from other researches. The researcher relates this study to the previous research which has similarities that can be used for the material review. First, the study was conducted by Maifulah et al., (2017) about the effectiveness of online media in improving vocabulary skills of english education department student. This study investigated the effectiveness of Online Media in improving vocabulary skills in students. The results show that the use of Online Media is less effective for learning English especially in vocabulary wherein the final value of the T- test



is lower than the value of T- table which the test results after treatment was T- test shows 1.667 and T-table shows 2.045.

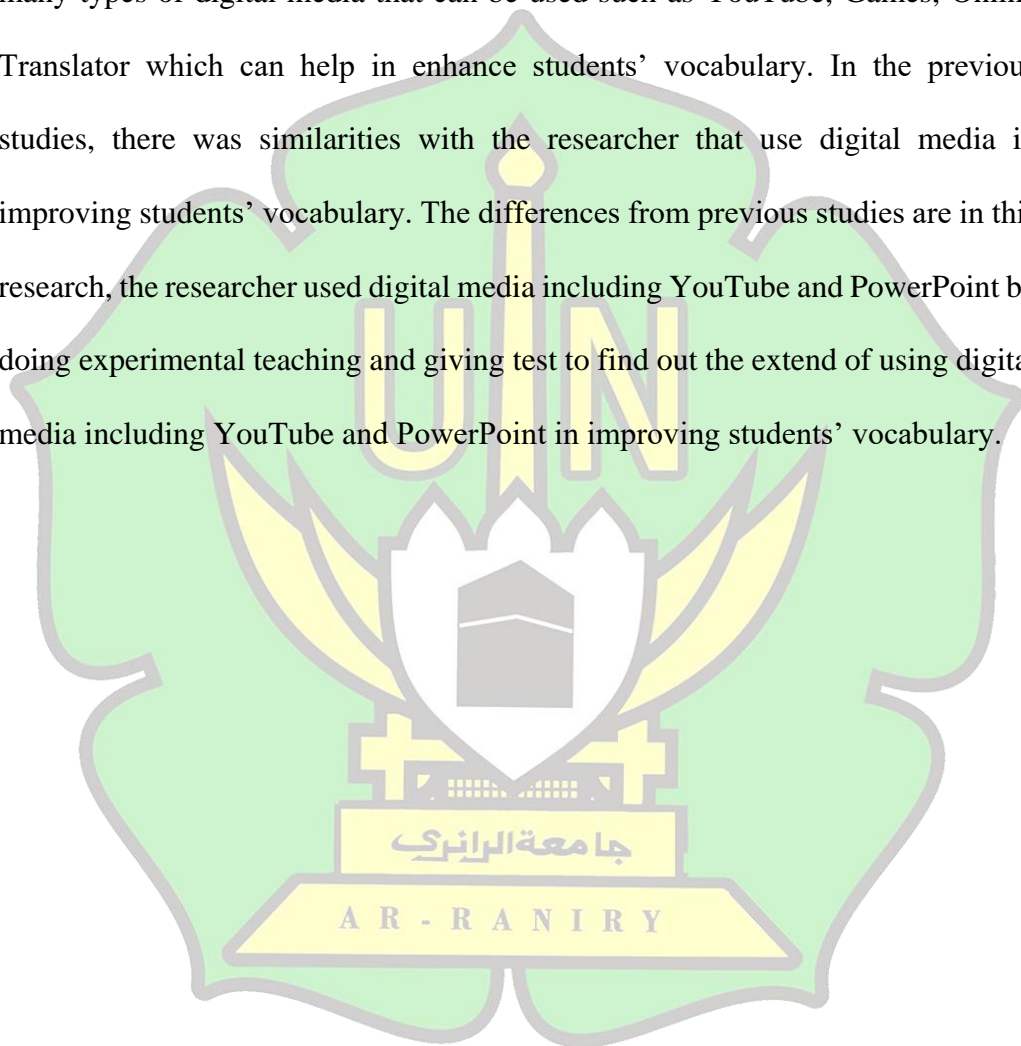
The second research was conducted by Maulana (2023) about the effectiveness of using YouTube channel in improving students' vocabulary mastery at Madrasah Tsanawiyah Miftahul Huda. This research aimed to examine the improvement on the vocabulary comprehension of English as foreign language students at MTS Miftahul Huda using YouTube. The results of the analysis indicate that the group that viewed YouTube clips fared better on the post-test than the control group that did not view YouTube clips. The result showed that YouTube video is able to support the improvement of the students' vocabulary mastery.

The third research was conducted by Sari et al., (2022) about scrabble game technique: a game changer for English vocabulary learning". This study purposed to investigate EFL students' learning outcomes through the use of the SGT in learning English vocabulary through narrative texts to seventh-grade students at a junior high school. The result shows that the percentage of mastery of nouns and verbs in the post-test was better than in the pre-test. So, it was concluded that students' learning outcomes were better after being taught through the SGT.

The next research was conducted by Kai et al., (2021) titled "enhancing English language vocabulary learning through google translate mobile application among indigenous learners". This study aimed to examine the effectiveness of the Google Translate mobile application in improving indigenous learners' English language vocabulary. The findings of this study imply that Google Translate could

be an effective teaching tool to enhance learners' English language vocabulary, due to almost all participants achieved high scores in the post-test.

Based on those previous studies, researchers assume that using digital media can be considered as an effective media in facilitating learning process. There are many types of digital media that can be used such as YouTube, Games, Online Translator which can help in enhance students' vocabulary. In the previous studies, there was similarities with the researcher that use digital media in improving students' vocabulary. The differences from previous studies are in this research, the researcher used digital media including YouTube and PowerPoint by doing experimental teaching and giving test to find out the extend of using digital media including YouTube and PowerPoint in improving students' vocabulary.



### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

Research method is a significant element in the research activity. In this chapter, the researcher presents the discussion about the research methods and some aspects used to conduct this study. They include the research design, research site, population and sample, data collection method, and data analysis.

##### **A. Research Design**

This study using digital media in improving students' vocabulary. In this research, the researcher used quantitative analysis as the research design. As stated by Creswell (2008), quantitative research means a objective theories by examining the relationship among variables wherein these variables can be measured, typically on instruments. So, the numbered of data can be analyzed using statistical procedure. The researcher applied quantitative design throughout the experimental study, with the form of experimental study that the researcher uses is a quasi-experimental design. The experimental study consists of two groups, an experimental group and a control group. In this study, the researcher chose her two classes. The first was the experimental class that received treatment by taught using digital media such as YouTube and the second was the control class that was taught through to the model normally used by teachers.

## B. Research Site

This research was conducted at SMPN 19 Percontohan Banda Aceh, which is located at Lamlagang, Kec. Banda Raya, Banda Aceh City. In this school has 3 English teachers with bachelor and master degree in education and has various excellent programs including: learning activities Monday-Friday, English course, English club, storytelling, English Olympiad study group, self-development program, extracurricular, etc which can help students hone their abilities and enthusiasm for learning.

In supporting the learning activities in the school environment, SMPN 19 Percontohan has complete school facilities. In particular, there is a well-functioning computer laboratory, a library with a complete collection of books including English books and translated dictionaries, a tablet that can be used by students to find learning references, the availability of internet access in the school environment that can be used to find learning resources, a projector in the classroom that can be used as learning media by teachers, each classroom is neatly arranged and clean which can make teachers and students comfortable in the learning process, and other supporting facilities.

## C. Population and Sample

### 1. Population

The population in this study consisted only eighth-grade students of SMPN 19 Percontohan Banda Aceh. The eighth-grade students divided into 3 classes and consist consist of 93 students.

## 2. Sample

In this research, the researcher used purposive sampling in selecting the sample which consist of 62 eighth-grade students of SMPN 19 Percontohan Banda Aceh. The sample divided into two classes: a control class (VIII-1) and an experimental class (VIII-2).

### D. Data Collection

In this research some technique will be used in collecting data as follow:

#### 1. Pretest

Before teaching it was given a pretest to all student. Pretest is used to measure the extent of students' abilities in learning English subject which the result of the test was analyzed by comparing between the result of experimental teaching and controlled one. The test item type is multiple choice item of vocabulary test with the number of questions is 20.

#### 2. Post- test

After teaching it is given a post-test to all students. Post test is used to perceive the students' vocabulary mastery after using digital media; to what extent does using digital media improves students' vocabulary. Apparently, the result of the test was analyzed by comparing the result of experimental teaching and controlled one. The test item type is multiple choice item of vocabulary test with the number of questions is 40. This test item aims to find out the students' results objectively and it is also easy to mark or score.



## E. Data Analysis

Data analysis that used in this study is statistical formula. The data was calculated using T-test in the SPSS program. The T-test was intended to prove the hypothesis given was accepted or rejected and whether there was significant difference in the improvement of students' vocabulary mastery between control class and the experimental class. and the formula was:

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

$$s^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

$$\bar{X} = \frac{X_1 + X_2 + X_3 \dots X_N}{N}$$

Where:

$\bar{x}_1$  = The mean score of experimental group

$\bar{x}_2$  = The mean score of control group

$n_1$  = The number of experimental group

$n_2$  = The number of control group

$s_1^2$  = The deviation standard of experimental group

$s_2^2$  = The deviation standard of control group.

Where

$\bar{X}$  = the mean

$X_1$  = the first value

$X_2$  = the second value

$X_3$  = the third value

$X_N$  = the last value

$N$  = the number of valuse

The hypothesis testing is used to test whether the hypothesis of this study is accepted or rejected. In this research the hypothesis was:

1. (Ha) Using digital media is effective in improving students' vocabulary, due to a significant difference in the experimental class which has a higher post-test score compared to the control class score.
2. (Ho) Using digital media is not effective in improving students' vocabulary, due to no significant difference between the post-test scores for the experimental class and the control class.



In the hypothesis testing, the criteria for accepted or rejected  $H_a$  based on significance (sig) as follows:

If Sig. (2-tailed)  $> \alpha$ ,  $H_0$  is accepted then  $H_a$  is rejected

If Sig. (2-tailed)  $< \alpha$ ,  $H_a$  is accepted then  $H_0$  is rejected

## **F. Experimental Teaching**

In this study, the researcher doing the experimental teaching by using digital media including YouTube and power point in the experimental class with two meeting class only exclude of pre-test and post-test.

In the first meeting class, before I explained the material I asked the students to made a list of family vocabulary that they know, then I explain the material of vocabulary concrete about family using YouTube and power point. After that I asked them to made a description of their family and design their own family tree that consisted of the vocabulary of family.

In the second meeting class, Before I explained the material, I asked the students to translate some of English job vocabulary, then I explained the material of vocabulary concrete about job using YouTube and power point. After that I gave a work in pair activity, where every student will be given a piece of paper that contain several jobs name and the description of the job then the students must match the pairs between the job name and the correct description of the job.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter discussed the research finding and discussion that was discussed by the researcher. It deals with the research result, data analysis and the discussion of research findings.

#### **A. Findings**

This study was conducted at SMPN 19 Percontohan Banda Aceh. The population in this study included all 8th grade students of 93 students in 3 classes. The samples in this study were divided into two classes, a control class (VIII-1) and an experimental class (VIII-2). There were 31 students in each class. The study began on February 21 to 29 2024 in the control class and February 20 to 28 2024 in the experimental class. The researcher and students had four classroom meetings, including before and after the test.

The control class pre-test was held on Wednesday, February 21 2024 and the teaching process took place from February 22 to 28 2024. The post-test on Thursday, February 29 2024. The pre-test for the experimental class took place on Tuesday, February 20 2024, and the teaching process took place from February 21 to 27 2024. The post-test was held on Wednesday, February 28 2024.

In order to arrange and calculate the data systematically, the researcher analyzes the data by using SPSS program. Moreover, the explanation of the results of the research was presented in the following section.

### 1. *The Result of Students Pre-Test and Post-Test Score in Control Class*

Researchers used two types of tests to collect data. pre-test and post- test.

Table 4.3 show the results of the students' pre-test and post-tests and the mean scores of the control classes. The students in control classes are referred to as "control 1, control 2, etc."

**Table 4.1.**

*The Result of Students Pre-Test and Post-Test Score in Control Class*

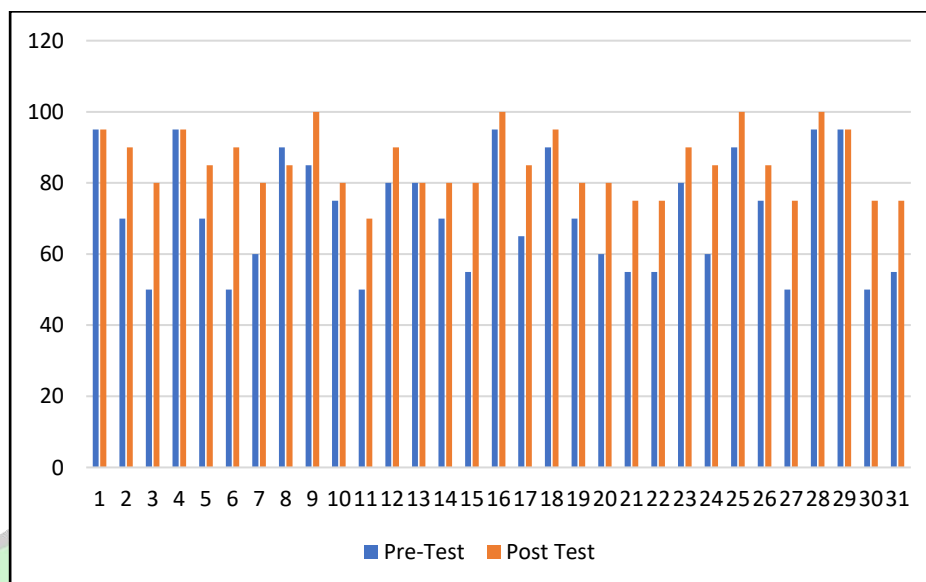
No	Name	Control Class	
		Pre-Test	Post Test
1	Control 1	95	95
2	Control 2	70	90
3	Control 3	50	80
4	Control 4	95	95
5	Control 5	70	85
6	Control 6	50	90
7	Control 7	60	80
8	Control 8	90	85
9	Control 9	85	100
10	Control 10	75	80
11	Control 11	50	70
12	Control 12	80	90
13	Control 13	80	80
14	Control 14	70	80
15	Control 15	55	80
16	Control 16	95	100
17	Control 17	65	85
18	Control 18	90	95

19	Control 19	70	80
20	Control 20	60	80
21	Control 21	55	75
22	Control 22	55	75
23	Control 23	80	90
24	Control 24	60	85
25	Control 25	90	100
26	Control 26	75	85
27	Control 27	50	75
28	Control 28	95	100
29	Control 29	95	95
30	Control 30	50	75
31	Control 31	55	75
<b>Mean Score</b>		71.45	85.48

The result above showed that the mean score of student's Pre-Test in the control class was 71,45 and the mean score for Post-Test was 85,48. The students of control class were taught by the researcher for two times without any treatment of using digital media, the result of pre-test and post-test of the students has actually increased when the post-test was held, however the result of the control class was not significantly increased as the experimental class students results. The result of the test of the control class would be served by the following chart.

**Chart 4.1.**

*The Difference between Pre-test and Post-test in Control Class.*



Based on chart 1, it showed that the result of students' post-test score was higher compared to the pretest in the control class which did not receive the experimental teaching.

## **2. The Result of Students Pre-Test and Post-Test Score in Experimental Class**

The researcher used two tests in collecting the data; pre-test and post-test. The pre-test was given to the students in the first meeting before the researcher implemented the treatment, while the post-test was given after the treatments of using digital media were given by the researcher. The treatment for experimental class was held two times. The table 4.4. showed the result of pre-test, post-test, and the mean score of experimental class.

**Table 4.2.***The Experimental Class Score for Pre-Test and Post-Test*

No	Name	Experimental Class	
		Pretest	Post Test
1	Experimental 1	65	90
2	Experimental 2	80	100
3	Experimental 3	85	100
4	Experimental 4	50	85
5	Experimental 5	50	85
6	Experimental 6	75	95
7	Experimental 7	65	100
8	Experimental 8	75	90
9	Experimental 9	50	90
10	Experimental 10	75	95
11	Experimental 11	55	90
12	Experimental 12	70	90
13	Experimental 13	95	100
14	Experimental 14	80	100
15	Experimental 15	60	90
16	Experimental 16	50	85
17	Experimental 17	50	85
18	Experimental 18	60	90
19	Experimental 19	95	100
20	Experimental 20	50	85
21	Experimental 21	70	90
22	Experimental 22	50	85
23	Experimental 23	90	100

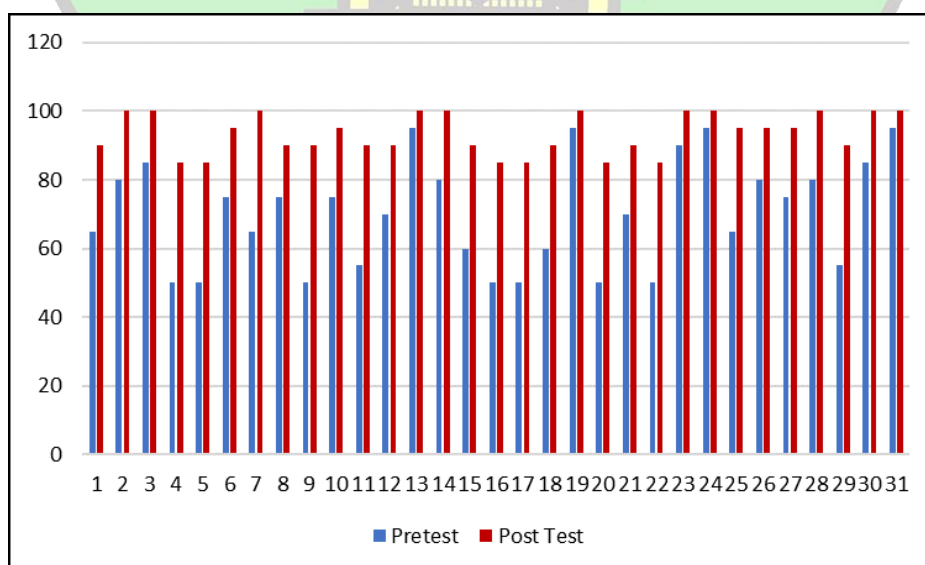


24	Experimental 24	95	100
25	Experimental 25	65	95
26	Experimental 26	80	95
27	Experimental 27	75	95
28	Experimental 28	80	100
29	Experimental 29	55	90
30	Experimental 30	85	100
31	Experimental 31	95	100
<b>Mean Score</b>		<b>70.16</b>	<b>93.39</b>

The result above showed that the mean score of student's Pre-Test in the experimental class was 70,16 and the mean score for Post-Test was 93,39. This means showed that the result of the experimental class students was significantly increased compared to control class result. The result of the test was served by the following chart.

**Chart 4.2.**

*The Difference between Pre-test and Post-test in Experimental Class.*



Based on chart 2, it showed that the result of students' post-test score was higher compared to the pretest score in the experimental class after got experimental teaching by using digital digital media

### 3. *The T-Test's Result of Pre-Test and Post-test in Control and Experimental Class*

The researcher used T-test on SPSS program to see whether there is a significant difference between pre-test and post-test in both classes or not. Therefore, this is the T-test's result of pre-test and post-test of both classes. The researcher compared the result between control and experimental class score on the following table.

**Table 4.3.**

*The Control and Experimental Class Score for Pre-Test*

<b>Group Statistics</b>				
<b>Kelas</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Std. Error Mean</b>
Control Class	31	71.45	16.391	2.944
Pre-Test Experimental Class	31	70.16	15.678	2.816

**Table 4.4.**

*The T-test's Result of Pre-test in Control and Experimental Class.*

Independent Samples Test												
Levene's Test for Equality of Variances				t-test for Equality of Means								
									95% Confidence Interval of the Difference			
				F	Sig.	T	Df	Sig.(2-tailed)	Mean Difference	Std Error Difference	Lower	Upper
Pre-Test Score	Equal variances assumed			.155	.695	.317	60	.753	1.290	4.074	-6.858	9.439
	Equal variances not assumed					.317	59.882	.753	1.290	4.074	-6.850	9.439

The data above shows the result of pre-test in control and experimental class. It tells value of Sig. (2-tailed) column is 0,753 which is more than 5% or 0,05. According to Sugiyono (2018), if the T-test result is more than 5% mean that both classes are homogen, therefore  $H_0$  is accepted. It means that student's vocabulary mastery in the control and experimental class did not have a significant difference. In the other word, both classes are at the same level in terms of vocabulary mastery. Next following table is post-test score in control and experimental class which will be explained in the following table.

**Table 4.5.***The Control and Experimental Class Score for Post-Test*

Group Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Post-Test	Control Class	31	85.48	8.790	1.579
	Experimental Class	31	93.39	5.829	1.047

**Table 4.6.***The T-test's Result of Post-Test in Control and Experimental Class.*

Independent Samples Test									
Levene's Test for Equality of Variances				t-test for Equality of Means					
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper
Post-Test Score	Equal variances Assumed	5.314	.025	-4.172	60	.000	-7.903	4.074	-11.692 -4.114
	Equal variances not assumed			-4.172	52.111	.000	-7.903	4.074	-11.704 -4.102

The data above shows the result of post-test in control and experimental class.

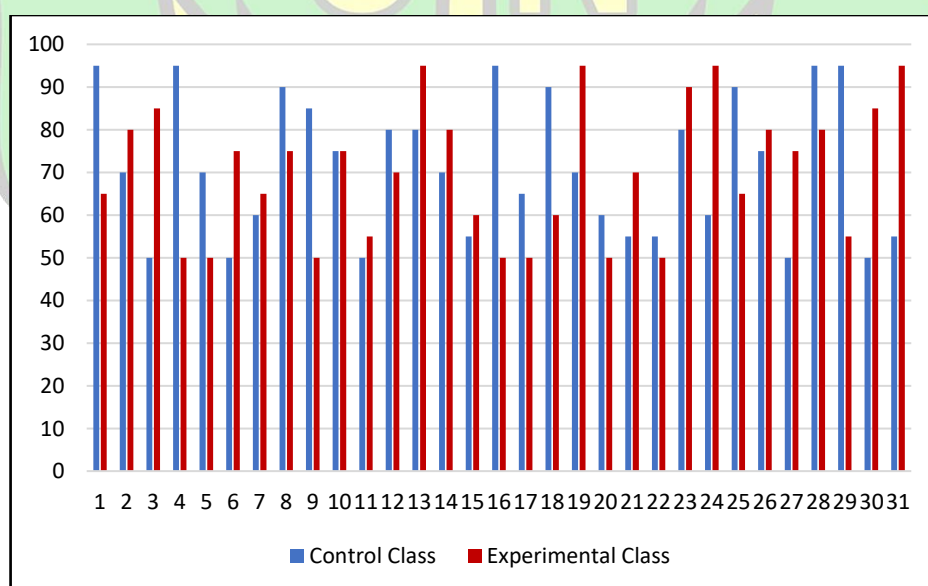
It tells the value of Sig. (2-tailed) column is 0,000 which is less than 5% or 0,05 therefore  $H_0$  is rejected and  $H_a$  is accepted. It means that student's vocabulary mastery in the control and experimental class had a significant difference

compared to post-test score. However, if it was compared to the result of mean score of both classes, where the experimental class got 93,39 and the control class got 85,48 so that scores comparison was 7,91. This comparison showed that the experimental class showed more 9,26% significant progress on using digital media in improving students' vocabulary mastery than control class on the result of SPSS program.

Then, the pre-test score of the control and experimental class would be compared in the following chart.

**Chart 4.3.**

*The Comparison of Pre-Test in Control and Experimental Class*

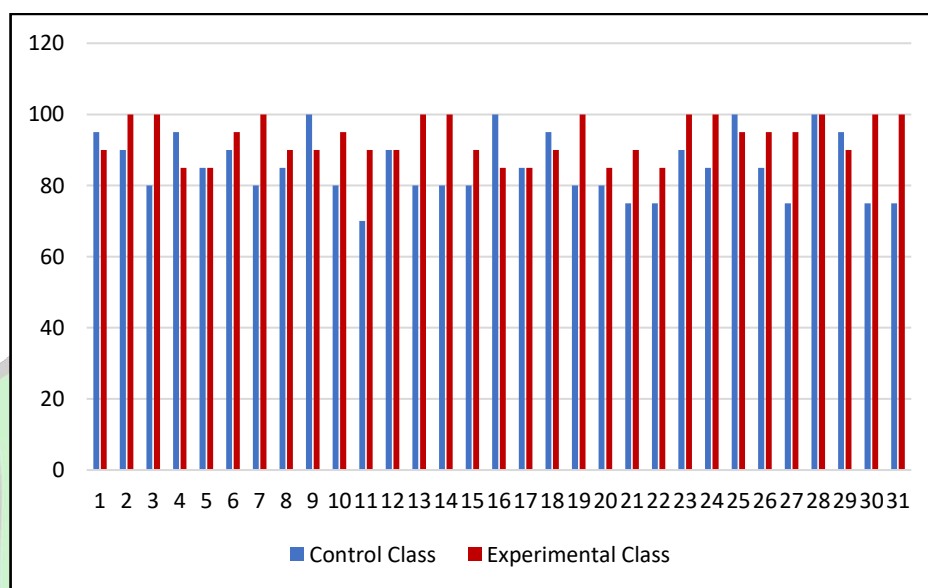


It showed in the chart 3 that the result of pre-test of both classes were not significantly difference, based on the finding of SPSS program according to Sig.

(2-tailed)  $> \alpha$  namely  $0,753 > 0,05$ , then  $H_0$  is accepted which meant the control and experimental classes were at the same level of vocabulary mastery.

#### Chart 4.4.

*The Comparison of Post-Test in Control and Experimental Class*



It showed in the chart 4 that there was a significant difference, according to Sig. (2-tailed)  $< \alpha$  namely  $0,000 < 0,05$  then  $H_a$  is accepted which mean that in the experimental class got a higher post-test score compared to the control class.

#### 4. Hypothesis

In hypothesis testing, the criteria for accepted or rejected  $H_a$  based on significance (sig) as follows:

If Sig. (2-tailed)  $> \alpha$ ,  $H_0$  is accepted then  $H_a$  is rejected

If Sig. (2-tailed)  $< \alpha$ ,  $H_a$  is accepted then  $H_0$  is rejected



The provided data indicated that the significance value was smaller than  $\alpha$  Sig. (2-tailed)  $0,000 < \alpha 0,05$  then ( $H_a$ ) was accepted and ( $H_o$ ) was rejected.

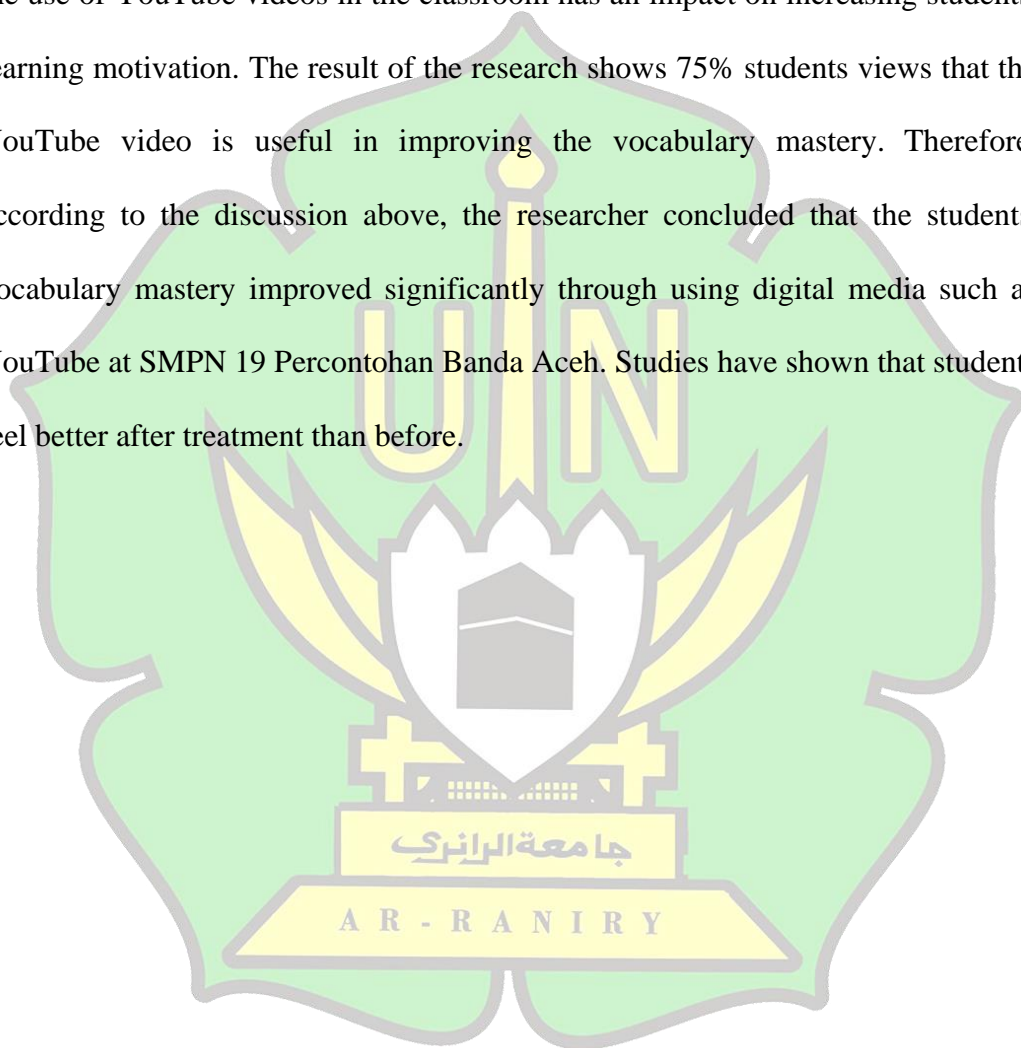
So, there was an improvement in students' vocabulary mastery on using digital media due to the experimental which got a higher post-test score compared to the control class. This result proved the hypothesis given such as: ( $H_a$ ) was accepted, using digital media was effective in improving students' vocabulary.

## B. Discussion

In this part, the researcher would like to discuss the research questions of this Research such as: "To what extent does using digital media improve students' vocabulary?". The researcher got the results that using digital media such as YouTube is effective in improving students' vocabulary mastery, this is because there was a significant difference in the experimental class which has a higher post-test score compared to the control class score, where the experimental class got 93,39 and the control class got 85,48 so that scores comparison was 7,91 This comparison showed that the experimental class showed more 9,26% significant progress on using digital media in improving students' vocabulary mastery than control class. Before being given treatment, the result of pre-test of both classes were not significantly different which means that both classes are at the same level in terms of vocabulary mastery.

This finding supported by previous research finding (Maulana, 2023) stated that YouTube is an effective media that can help students learn and understand English especially in improving students' vocabulary mastery. The results indicate

that the group that viewed YouTube clips fared better on the post-test than the control group that did not view YouTube clips which mean that there is significant difference in the improvement of the students' vocabulary mastery. Another study by Alwehaibi (2013) shows that the fun and entertaining atmosphere presented by the use of YouTube videos in the classroom has an impact on increasing students' learning motivation. The result of the research shows 75% students views that the YouTube video is useful in improving the vocabulary mastery. Therefore, according to the discussion above, the researcher concluded that the students' vocabulary mastery improved significantly through using digital media such as YouTube at SMPN 19 Percontohan Banda Aceh. Studies have shown that students feel better after treatment than before.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presented the conclusions of this research related to the use of digital media in improving students' vocabulary and also recommendations for further researchers.

#### A. Conclusion

The findings of this research showed that using digital media such as YouTube effectively improve students' vocabulary mastery of SMPN 19 Percontohan Banda Aceh especially in experimental class. After the experimental teaching was completed and a post-test was conducted, the post-test results showed that there was a significant difference in the post-test results of the experimental class compared to the control class. This proved the hypothesis given such as: (Ha) is accepted, using digital media was effective in improving students' vocabulary. This is because there is a significant difference in the experimental class which has a higher post-test score compared to the control class score. It means that the use of digital media in improve students' vocabulary mastery is effective. So, the students of experimental class have significantly improved their vocabulary mastery by using digital media such as YouTube and PowerPoint compared to the students in the control class who did not receive the treatment.

Using digital media such as YouTube and Power Point not only improved students' vocabulary mastery, but also improved their motivation in the teaching and learning process. This was reflected in students' more active participation in classroom activities. They enjoyed the learning process and were able to understand

the material provided easily. The students' difficulties in focusing on learning was also resolved through learning using digital media.

## **B. Suggestion**

Based on the result of this research, the researcher suggests that:

### **1. For School**

School can consider and support English teachers in implementing digital media such as YouTube and Power Point in the learning process to make classroom learning process more active and enjoyable. Thus, it can increase students' participation in learning and improve students' vocabulary mastery.

### **2. For Teacher**

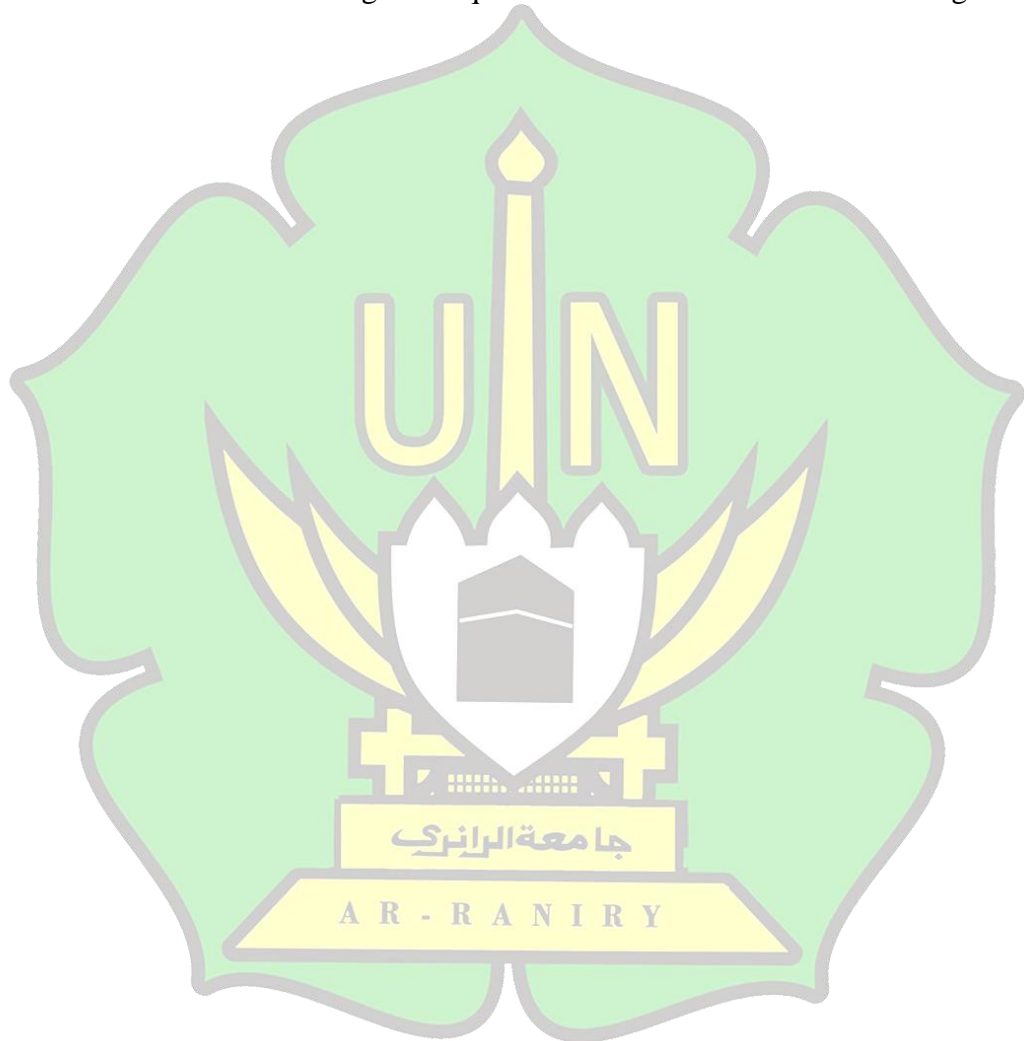
The researcher recommends that the English language teachers of this school use digital media in teaching English. The use of Digital Media itself can be a solution for teacher regarding the problem of students' lack of interest in participating the learning process, and also can improve students' vocabulary mastery. Not only in learning English, digital media can also be applied in other lessons, with the aim of increasing students' enthusiasm and participation in learning process.

### **3. For Students**

With using digital media in learning process, students are expected to be more confident, active in learning process, more enthusiastic, and improve their vocabulary mastery.

#### 4. For Next Researcher

This study can serve as a reference for a new researcher, and the use of digital media such as YouTube and Power Point can be implemented in another school. The author hopes that the next researcher find benefit from this thesis and find other interesting techniques or methods to teach and learn English.



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## APPENDIX 1

### Supervisor's Thesis Letter



**KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH**  
NOMOR : 11447/Un.08/FTK/Kp.07.8/10/2023

**TENTANG:**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA**

**DENGAN RAHMAT TUHAN YANG MAHA ESA**

**DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH**

- Menimbang** :
- bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi;
  - bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;
  - bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
- Mengingat** :
- Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
  - Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
  - Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
  - Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
  - Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
  - Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
  - Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
  - Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
  - Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
  - Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
  - Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.
- MEMUTUSKAN**
- Menetapkan** :
- Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa
- KESATU** :
- Menunjuk Saudara :
- Dr. Nashriyah, M.A. Sebagai Pembimbing pertama
  - Drs. Lukmanul Hakim, M.A. Sebagai Pembimbing kedua
- Untuk membimbing Skripsi
- Nama : Fathimah Meurah Didadari Sufri
- NIM : 190203143
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : Using Digital Media in Improving Students' Vocabulary
- KEDUA** :
- Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;
- KETIGA** :
- Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2023 Tanggal 30 November 2022 Tahun Anggaran 2023;
- KEEMPAT** :
- Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan;
- KELIMA** :
- Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh  
Pada tanggal : 20 Oktober 2023  
Dekan,

Safrul Muluk

**Tembusan**

- Sekjen Kementerian Agama RI di Jakarta;
- Direktur Pendidikan Islam Kementerian Agama RI di Jakarta;
- Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
- Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
- Rektor UIN Ar-Raniry di Banda Aceh;
- Kapala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh;
- Yang bersangkutan;
- Arsip.



## APPENDIX 2

Recommendation Letter from Faculty of Education and Teacher Training to  
conduct field research



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI AR-RANIRY**  
**FAKULTAS TARBIYAH DAN KEGURUAN**  
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-2034/Un.08/FTK.1/TL.00/2/2024  
Lamp : -  
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

1. Kepala Dinas Pendidikan dan Kebudayaan Kota Banda Aceh
2. Kepala SMPN 19 Percontohan Banda Aceh

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **Fathimah Meurah Didadari Sufri / 190203143**  
Semester/Jurusan : X / Pendidikan Bahasa Inggris  
Alamat sekarang : Jln. Seulanga, Lr.IV, NO.46, Lamlagang, Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Using Digital Media in Improving Students' Vocabulary*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 13 Februari 2024  
an. Dekan  
Wakil Dekan Bidang Akademik dan  
Kelembagaan,



Berlaku sampai : 22 Maret  
2024

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.



## APPENDIX 3

### Confirmation Letter from SMPN 19 Percontohan



**PEMERINTAH KOTA BANDA ACEH**  
**DINAS PENDIDIKAN DAN KEBUDAYAAN**  
**SEKOLAH MENENGAH PERTAMA NEGERI 19 PERCONTOHAN**  
JALAN SULTAN MALIKUL SALEH NO. - LAMLAGANG TELP./FAX (0651) 637987  
E-mail : [smpn19percontohanbaca@gmail.com](mailto:smpn19percontohanbaca@gmail.com) Website : <https://smpn19percontohanbaca.sch.id/>  
Kode Pda : 23229

**SURAT KETERANGAN**  
**Nomor : 422 / 130 / 2024**

Kepala Sekolah Menengah Pertama (SMP) Negeri 19 Percontohan Banda Aceh dengan ini menerangkan :

Nama : **Fathimah Meurah Didadari Sulri**  
NIM : **190203143**  
Judul Penelitian : **"Using Digital Media in Improving Students' Vocabulary".**

Benar telah melaksanakan penelitian mengumpulkan data pada SMP Negeri 19 Percontohan Banda Aceh, sesuai dengan surat Universitas Islam Negeri Ar-Raniry, Fakultas Tarbiyah dan Keguruan Nomor : B.2034/Un.08-FTK.1/TL.00/2.2024 Tanggal 13 Februari 2024 Dimulai dari Tanggal 20 s.d. 29 Februari 2024 Pelaksanaannya berjalan dengan baik.

Demikian Surat Keterangan ini kami buat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Banda Aceh, 5 Maret 2024  
Kepala Sekolah,

  
Sukmawati, S.Pd, M.Pd  
NIP. 19730204 200012 2 001

جامعة الرانيري

AR - RANIRY

## APPENDIX 4

Research Instrument (Lesson Plan, Pre-test and Post-test)

### RENCANA PELAKSANAAN PEMBELAJARAN

Nama Madrasah : SMPN 19 Percontohan  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VIII/Genap  
Materi Pokok : Teks Deskriptif  
Alokasi Waktu : 4JP x 40 menit (2 pertemuan)

#### A. Kompetensi Inti (KI)

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.  
KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.  
KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.  
KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

#### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7 Membandingkan fungsi sosial, struktur teks, dan	3.7.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur



---

unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya

---

kebahasaan yang terkandung dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana tentang orang.

**3.7.2 Mengidentifikasi** kosakata baru dan artinya dalam teks deskripsi tentang orang dan pekerjaan.

---

#### **4.7 Teks Deskriptif**

**4.7.1 Menyusun** teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

---

**4.7.1 Membuat** teks deskriptif pendek dan sederhana terkait orang secara tulis

### **C. Tujuan Pembelajaran**

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan yang terkandung dalam teks deskriptif tentang orang.
- Mengidentifikasi kosakata baru dan artinya dalam teks deskripsi tentang pekerjaan.
- Membuat teks deskriptif pendek dan sederhana terkait orang secara lisan

#### **D. Materi Pembelajaran**

1. Pengertian Text Deskriptif

Descriptive text adalah suatu teks yang menjelaskan orang, binatang, tempat ataupun suatu benda. Umumnya, yang dideskripsikan adalah bentuk, ciri, ataupun sifatnya.

2. Purpose / Social Function

Tujuan dari descriptive text adalah mendeskripsikan atau menggambarkan suatu objek secara detail (rinci). Objek-objek ini bisa berupa orang, hewan, benda, atau tempat.

3. Structure of Descriptive Text

Identification : Identification merupakan bagian pengenalan dari sebuah teks dalam deskriptive text seperti pengenalan tokoh ataupun pengenalan karakter dan juga topik.

Description : Pada bagian ini berfungsi untuk mendeskripsikan atau menggambarkan suatu hal secara detail dan lengkap dari berbagai warna, bentuk, ciri dan lain sebagainya.

4. Language Features of Descriptive Text

- Specific participant : has a certain object, is not common and unique (only one). for example: Bandengan beach, my house, Borobudur temple, uncle Jim
- The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, etc.
- The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
- Action verb: verbs that show an activity (for example, run, sleep, walk, cut, etc)

#### **E. Model Pembelajaran**

- 1. Pendekatan : Scientific Approach
- 2. Model Pembelajaran : Discovery Learning

3. Metode : Tanya jawab, diskusi, dan *work in group*

## F. Media, Alat dan Bahan Pembelajaran

### 1. Media

- a) Power Point
- b) Youtube Video
- c) Worksheet

### 2. Alat dan bahan

- a) Papan Tulis
- b) Spidol
- c) Penghapus
- d) Infocus
- e) Laptop

## G. Sumber Belajar:

- 1. <https://youtu.be/ugsRzHMIF2o?si=sba8niHgDEIjAP6p>
- 2. <https://youtu.be/3wdM1Rx0HdI?si=SBr2bJ-00iT-Tys>
- 3. Power Point Slides
- 4. Online Translator
- 5. Internet

## H. Langkah-Langkah Pembelajaran

		Alokasi Waktu
Kegiatan	Deskripsi	
Pendahuluan	<ul style="list-style-type: none"><li>• Guru memberi salam dan mempersilahkan ketua kelas memimpin peserta didik untuk memulai dengan doa bersama</li></ul>	10 menit
	<ul style="list-style-type: none"><li>• Guru memeriksa kehadiran peserta didik sebagai bagian dari sikap disiplin</li></ul>	

	<ul style="list-style-type: none"> <li>• Guru mengkondisikan suasana belajar yang menyenangkan</li> <li>• Guru mengaitkan materi pembelajaran dengan materi yang akan diajarkan dengan pengalaman peserta didik pada pertemuan sebelumnya</li> <li>• Guru memberitahukan materi yang akan dipelajari</li> <li>• Guru menyampaikan tujuan dan manfaat pembelajaran dalam kehidupan sehari-hari peserta didik</li> <li>• Guru menjelaskan hal-hal yang akan dipelajari dan kompetensi yang akan dicapai</li> </ul>	
<b>Kegiatan Inti</b>	<ul style="list-style-type: none"> <li>• Guru mengajukan pertanyaan yang berkaitan dengan materi pembelajaran</li> <li>• Peserta didik diminta untuk berpartisipasi aktif dalam menjawab pertanyaan yang diberikan oleh guru</li> <li>• Peserta didik diberikan materi tentang descriptive text terkait orang dan pekerjaan</li> </ul>	60 menit

- 
- Guru menjelaskan kosa kata tentang describing persons beserta pengucapan nya, dan mengajak siswa untuk berpartisipasi aktif dalam proses pembelajaran
  - Peserta didik mendengarkan materi yang disampaikan oleh guru
  - Peserta didik mengidentifikasi contoh penggunaan descriptive text terkait orang dan pekerjaan
  - Peserta didik mengajukan pertanyaan tentang informasi yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan untuk mengembangkan kreativitas, rasa ingin tahu, dan membentuk pikiran kritis
  - Peserta didik membaca dan mencari
    - dari berbagai sumber guna
    - meningkatkan dan mendorong
    - kemampuan literasi siswa.
-

- 
- Guru membagikan kelompok yang terdiri dari 2 anggota di setiap kelompok
  - Guru menjelaskan Permainan Guessing game
  - Peserta didik menentukan deskripsi pekerjaan yang sesuai dengan pasangannya, kemudian mempresentasikan kedepan
  - Peserta didik lain berusaha menebak/ menanggapi dengan aktif penampailan kelompok dan menumbuhkan sikap teliti, sopan, dan menghargai pendapat orang lain
  - Guru memberikan penguatan berdasarkan hasil kerja kelompok dan melakukan perbaikan pada kesalahan peserta didik jika ada yang perlu diperbaiki
  - Guru menyimpulkan dan memaparkan hasil kerja kelompok siswa

---

**Penutup**

- Guru bersama peserta didik menyimpulkan, merefleksi dan memberikan umpan balik

10 menit

---



---

terhadap proses dan hasil pembelajaran

- Peserta didik dengan bimbingan guru, membuat resume tentang poin-poin penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
- Guru memberikan apresiasi kepada seluruh peserta didik yang telah bekerjasama dengan baik.
- Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya
- Guru menutup kegiatan belajar dengan membaca doa dan salam

---

## **I. Penilaian Hasil Belajar**

### **1. Test tulis**

- Pre-test
- Post-test

Banda Aceh, 08 Februari 2024

Mahasiswa

**Fathimah Meurah Didadari Sufri**

NIM. 190203143

## LAMPIRAN

### A. Materi Bahan Ajar :

#### 1) Definisi Descriptive Text

Descriptive text adalah suatu teks yang menjelaskan atau mendeskripsikan orang, hewan atau benda. Penjelasan atau deskripsi ini meliputi bentuk, sifat, dan lain sebagainya

#### 2) Tujuan Descriptive Text

Tujuan dari descriptive text hanya ada satu, yaitu untuk menggambarkan, mewakili atau mengungkapkan seseorang atau suatu objek. Inilah mengapa descriptive text ditulis dengan bahasa yang lugas dan singkat agar isi teks mudah dipahami.

#### 3) Struktur Descriptive Text

Descriptive text memiliki dua struktur, yaitu identification (pendahuluan) dan description (penjabaran).

- Identification adalah pengenalan atau penggambaran umum mengenai objek atau topik yang akan dibahas. Bagian ini terletak pada paragraf pertama. Tokoh dapat berupa orang, objek, tempat ataupun peristiwa.
- Description berisi penjelasan secara jelas dan khusus tentang ciri-ciri, sifat, kebiasaan atau hal-hal lain yang berkaitan dengan objek yang akan dideskripsikan.

#### 4) Unsur kebahasaan Descriptive Text

- ❖ Specific participant: memiliki objek tertentu, tidak bersifat umum dan unik (hanya ada satu). Misalnya: Uncle Jack, Borobudur Temple.
- ❖ Penggunaan adjective (kata sifat) untuk memperjelas noun (kata benda). Misalnya: a handsome man, a beautiful woman.
- ❖ Penggunaan simple present tense: Pola kalimat yang digunakan adalah simple present karena menceritakan fakta dari objek yang dideskripsikan.

- ❖ Action verbs: terdapat kata kerja yang menunjukkan sebuah kegiatan (aktivitasnya dapat dilihat). Misalnya: run, walk, cut, etc.

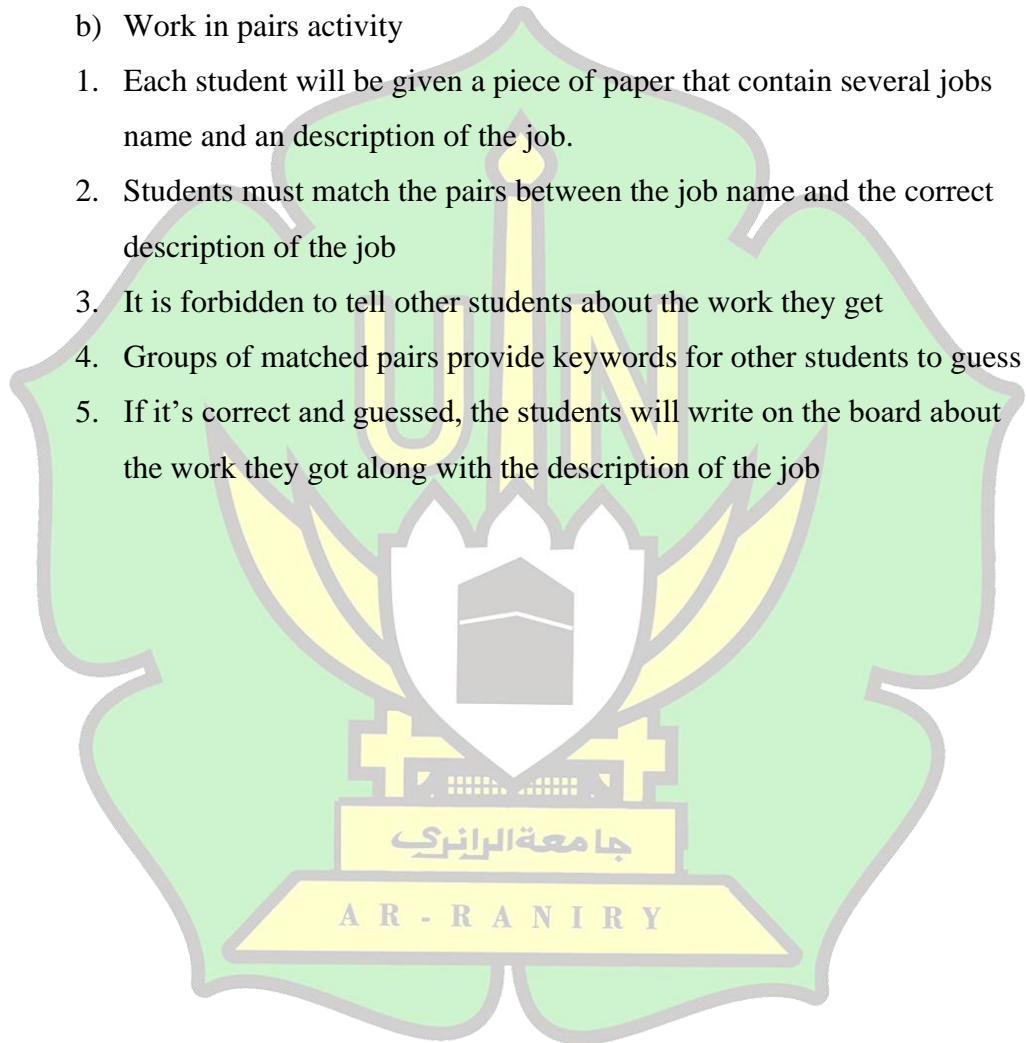
## **B. Latihan Soal**

### a) Individual exercise

1. Describe about your family and design a family tree!

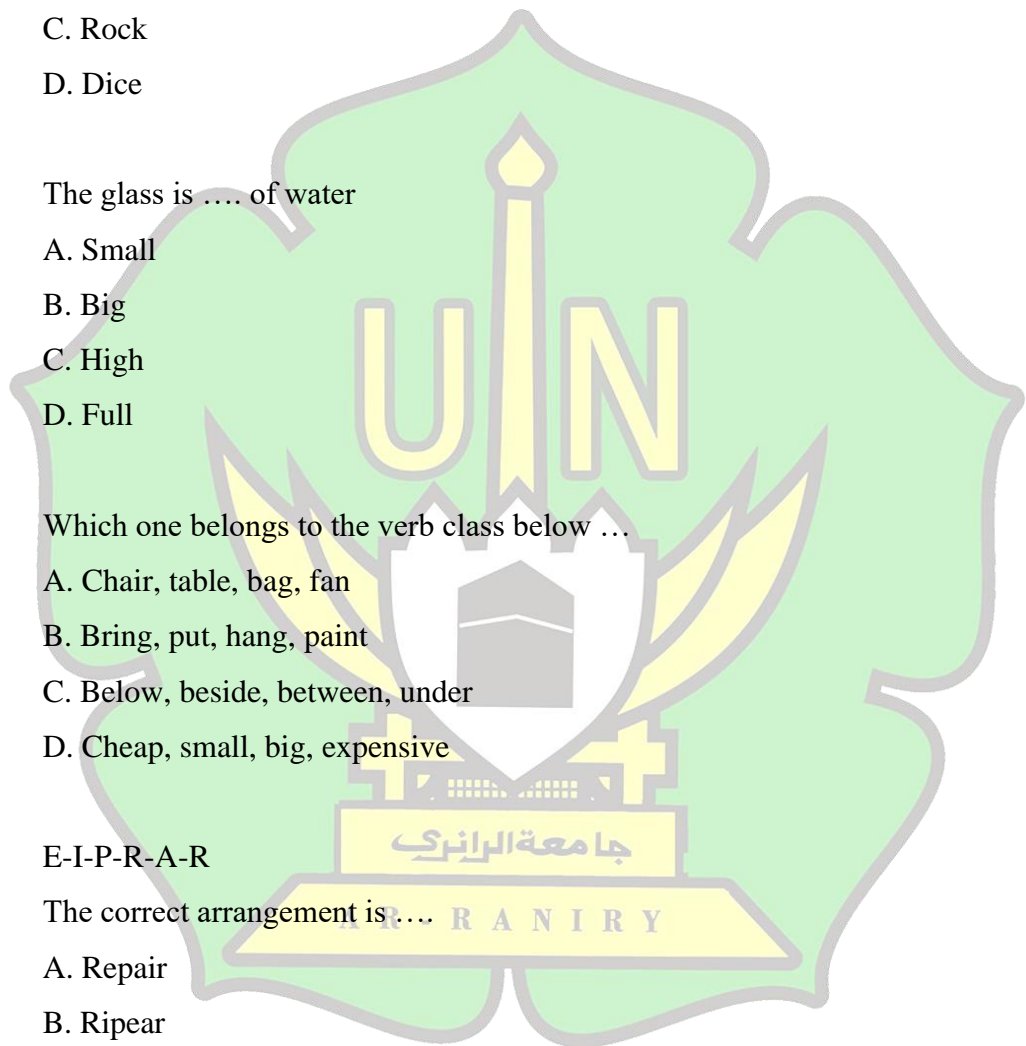
### b) Work in pairs activity

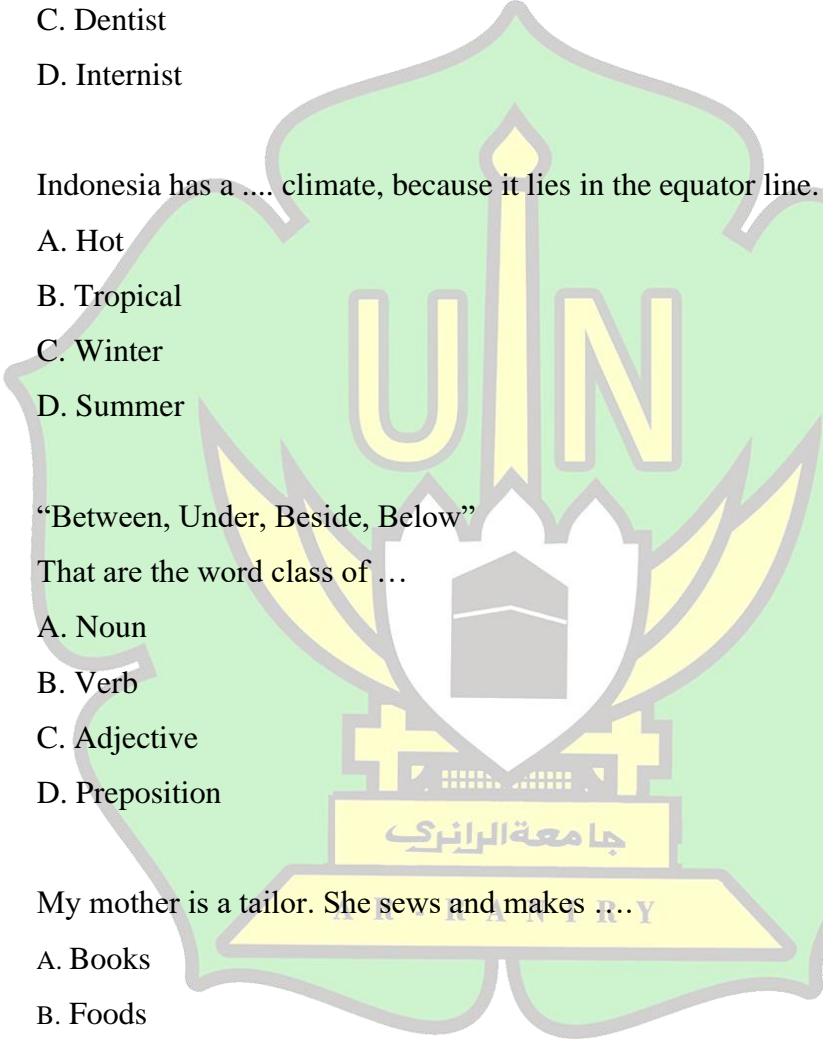
1. Each student will be given a piece of paper that contain several jobs name and an description of the job.
2. Students must match the pairs between the job name and the correct description of the job
3. It is forbidden to tell other students about the work they get
4. Groups of matched pairs provide keywords for other students to guess
5. If it's correct and guessed, the students will write on the board about the work they got along with the description of the job



### Pre-Test

1. To play "Snake and ladder" game, every player must throw the .... to get the number.  
A. Box  
B. Marble  
C. Rock  
D. Dice
2. The glass is .... of water  
A. Small  
B. Big  
C. High  
D. Full
3. Which one belongs to the verb class below ...  
A. Chair, table, bag, fan  
B. Bring, put, hang, paint  
C. Below, beside, between, under  
D. Cheap, small, big, expensive
4. E-I-P-R-A-R  
The correct arrangement is ....  
A. Repair  
B. Ripear  
C. Raiper  
D. Riaper
5. These are parts of the body we use to see something.  
A. Lungs  
B. Heart



- C. Eyes  
D. Ears
6. If we have a toothache, we go to the ....  
A. Surgeon  
B. Pediatrician  
C. Dentist  
D. Internist
7. Indonesia has a .... climate, because it lies in the equator line.  
A. Hot  
B. Tropical  
C. Winter  
D. Summer
8. "Between, Under, Beside, Below"  
That are the word class of ...  
A. Noun  
B. Verb  
C. Adjective  
D. Preposition
9. My mother is a tailor. She sews and makes ...  
A. Books  
B. Foods  
C. Rices  
D. Clothes
10. Sita: "... do you read a newspaper?"  
Fifi: "Every day."  
A. What time
- 

- B. How often
- C. How long
- D. How many times

11. “He never give me a flower”

The underlined word has the opposite meaning as ....

- A. Always
- B. Often
- C. Sometimes
- D. Seldom

12. My friend’s .... are sick, so he cannot hear anything well.

- A. Cheeks
- B. Nose
- C. Eyes
- D. Ears

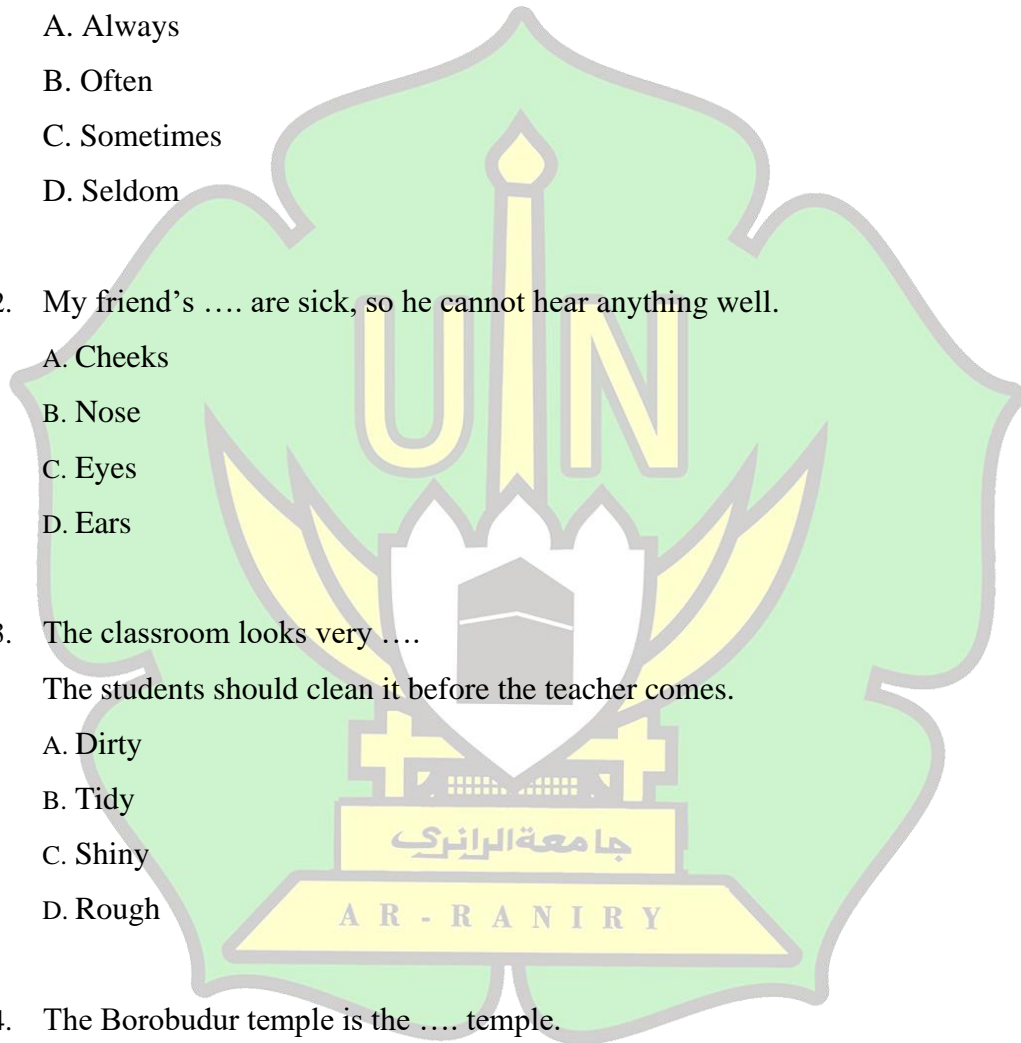
13. The classroom looks very ....

The students should clean it before the teacher comes.

- A. Dirty
- B. Tidy
- C. Shiny
- D. Rough

14. The Borobudur temple is the .... temple.

- A. Slowest
- B. Cheapest
- C. Largest
- D. Fastest





15. Talita always telling the truth.

From the information above we know that Talita is a .... person.

- A. Dilligent
- B. Honest
- C. Naughty
- D. Disobedient

16. The following animals are usually kept as pets, except ....

- A. Elephants
- B. Fish
- C. Rabbits
- D. Cats

17. Ayu always gets up at 05.00 every morning.

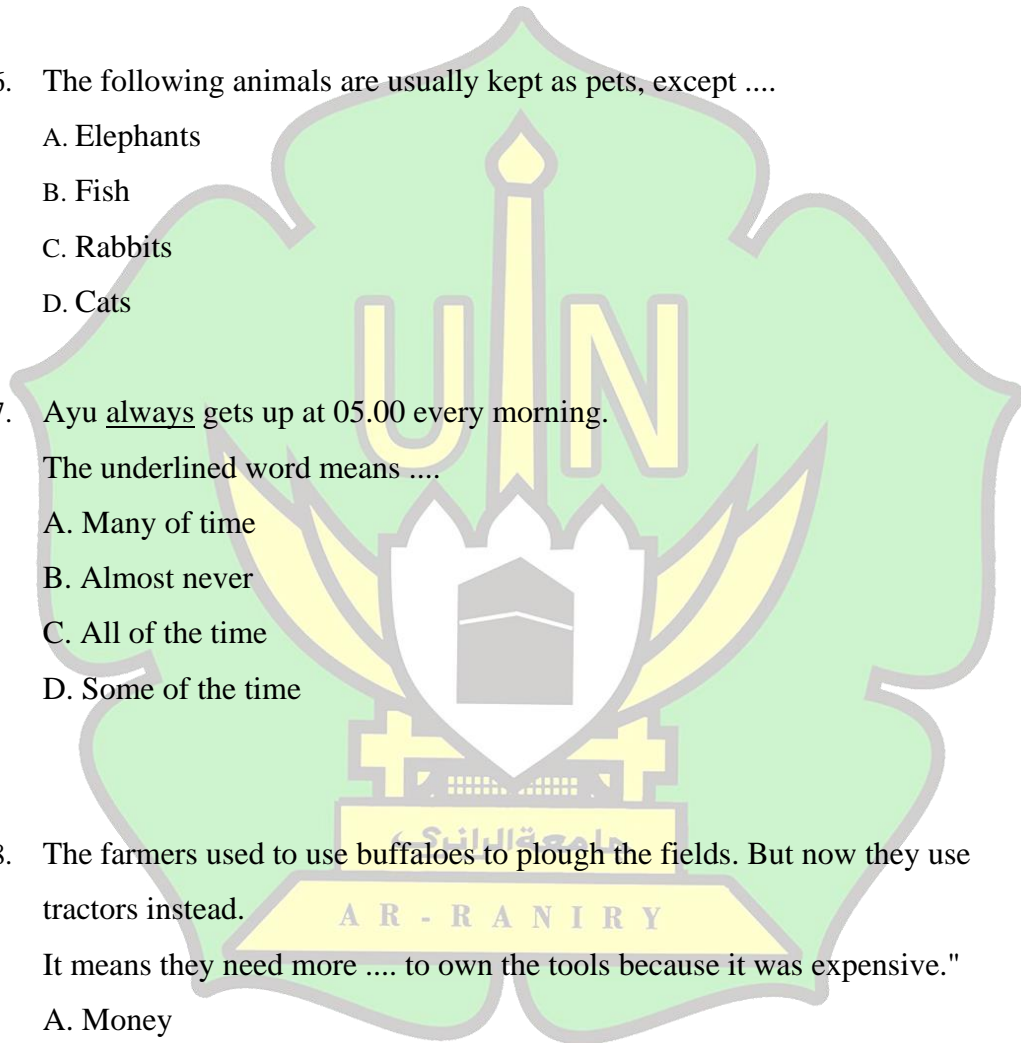
The underlined word means ....

- A. Many of time
- B. Almost never
- C. All of the time
- D. Some of the time

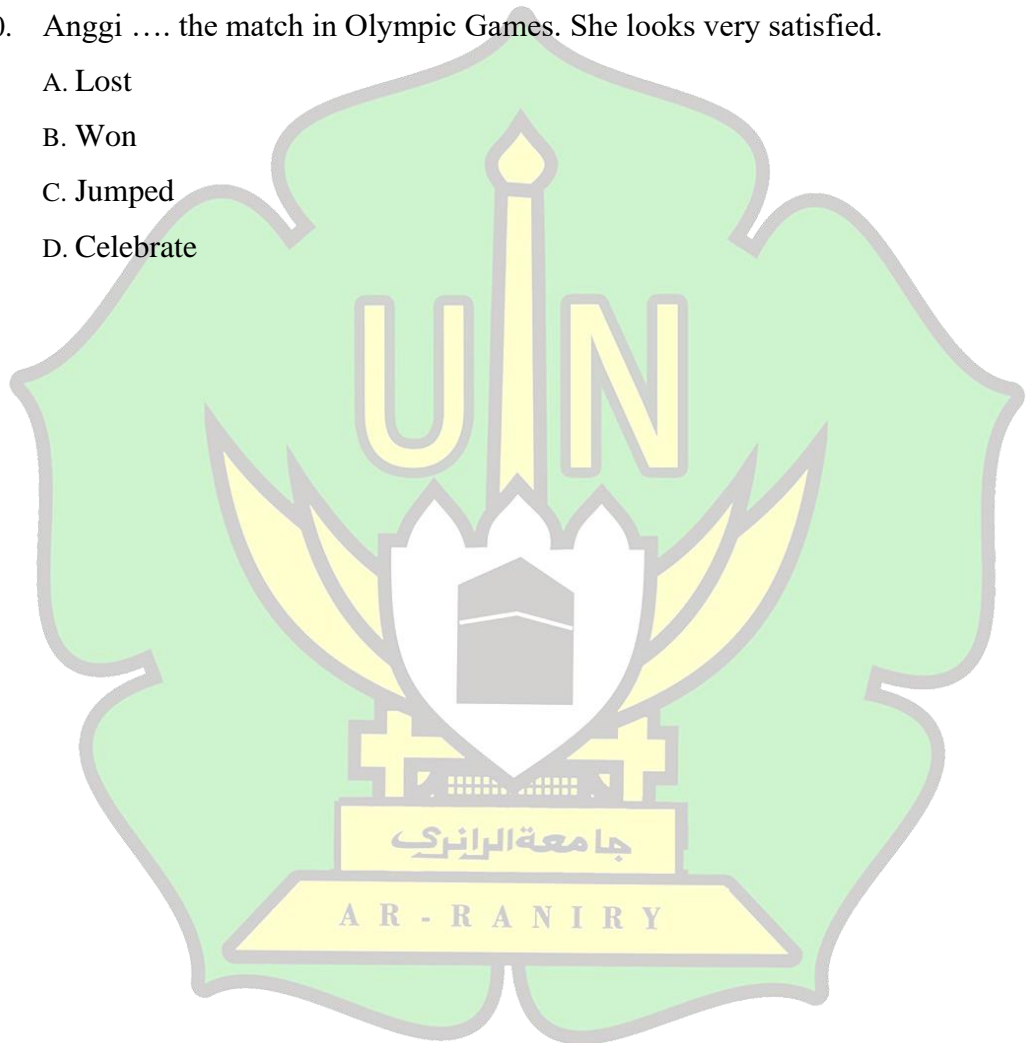
18. The farmers used to use buffaloes to plough the fields. But now they use tractors instead.

It means they need more .... to own the tools because it was expensive."

- A. Money
- B. Knowledge
- C. Experience
- D. Preparation



19. Dika always studies hard, so he is a .... person.
- A. Diligent
  - B. Careful
  - C. Friendly
  - D. Polite
20. Anggi .... the match in Olympic Games. She looks very satisfied.
- A. Lost
  - B. Won
  - C. Jumped
  - D. Celebrate




## POST TEST


Name :

Class :

### **Instructions:**

1. Write down your name and class above this sheet.
2. Give the cross (X) for the answer that you choose.

- 
- The logo of UIN Ar-Raniry is a large, light green shield-like shape with a yellow border. Inside the shield, there is a yellow minaret with a crescent moon and star on top. Below the minaret, the letters "UIN" are written in a large, yellow, stylized font. At the bottom of the shield, there is a yellow banner with the Arabic text "جامعة الرانيري" (UIN Ar-Raniry) and the English text "A R - R A N I R Y" below it.
1. Which of these is a synonym for “profession” ?
    - A. Occupation
    - B. Hobby
    - C. Family
    - D. Education
  2. A Baker work at a ....
    - A. Hotel
    - B. Studio
    - C. Museum
    - D. Bakery
  3. Which job involves working with music and performing arts?
    - A. Actor
    - B. Doctor
    - C. Musician
    - D. Artist
  4. What job involves treating people who are sick or injured?
    - A. Firefighter
    - B. Doctor
    - C. Chef
    - D. Lifeguard

5. What does a vet do?
- A. They make clothes
  - B. They treat sick animals
  - C. They help doctor
  - D. They arrest criminal
6. Which of these is a job that involves flying a plane and transporting passengers or goods?
- A. Driver
  - B. Engineer
  - C. Pilot
  - D. Athlete
7. Father, mother, brother and sister are ....
- A. Parents
  - B. Sibling
  - C. Family
  - D. Grandparents
8. I have a father and mother. They are my ...
- A. Family
  - B. Parents
  - C. Children
  - D. Grandparents
- 
- The logo of UIN Ar-Raniry is a large, light green stylized flower or leaf shape. In the center is a white lotus flower. Above the lotus is a yellow minaret with a crescent moon and star. The letters 'UIN' are written in large yellow font across the middle. Below the lotus is a yellow banner with the text 'جامعة الرانيري' in Arabic and 'A R - R A N I R Y' in English.

***Read the following text to answer questions 9 to 11.***

I am Gina. I have a family. There are father, mother, brother, and sister. My parents are Mr. Bayu and Mrs. Ayu. My brother is Andi and my sister is Evy. I love my family.

9. Mr. Bayu is Gina's ....

- A. Brother
- B. Father
- C. Mother
- D. Sister

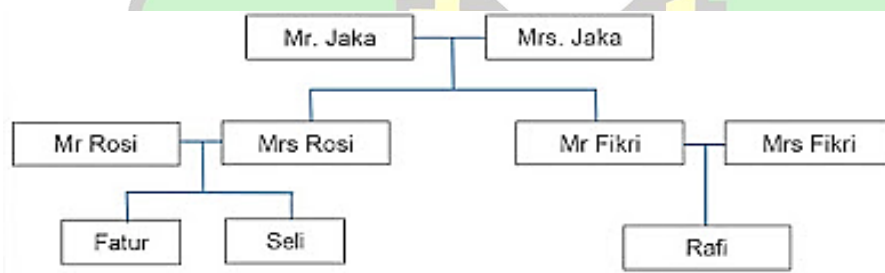
10. Mrs. Ayu is Gina's ....

- A. Mother
- B. Brother
- C. Father
- D. Sister

11. Gina, Evy and Andi are....

- A. Children
- B. Siblings
- C. Parents
- D. Family

***Look at the family tree below to answer questions 12 to 16***



12. .... is Fatur's cousin.

- A. Rafi
- B. Seli
- C. Heni
- D. Rosi

13. Rafi is Mr. and Mrs. Fikri's ....

- A. Children
- B. Nephew
- C. Brother
- D. Son

14. Mr. and Mrs. Jaka are Seli's ....

- A. Aunt
- B. Grandparents
- C. Parents
- D. Mother

15. Mr. Rosi's niece is ....

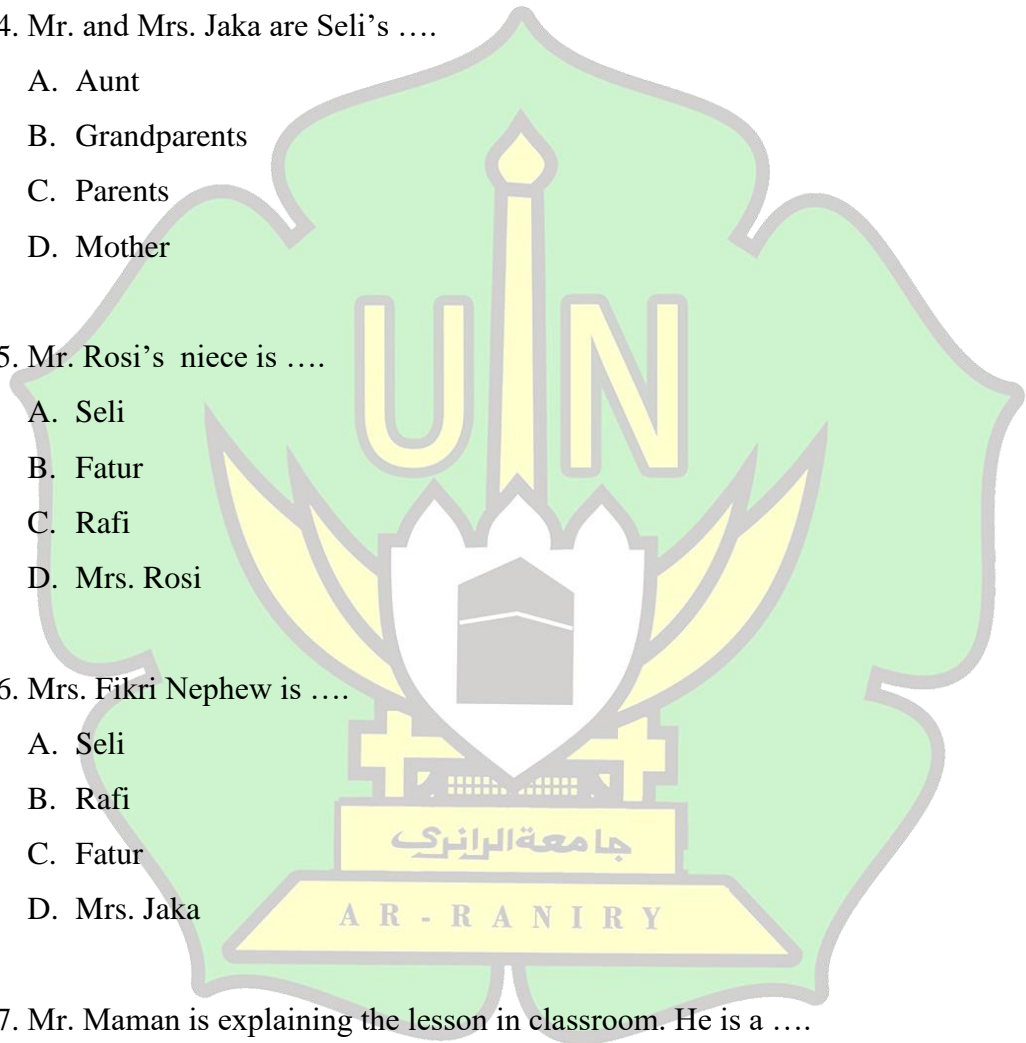
- A. Seli
- B. Fatur
- C. Rafi
- D. Mrs. Rosi

16. Mrs. Fikri Nephew is ....

- A. Seli
- B. Rafi
- C. Fatur
- D. Mrs. Jaka

17. Mr. Maman is explaining the lesson in classroom. He is a ....

- A. Doctor
- B. Farmer
- C. Teacher
- D. Chef





18. Which of these is a job that involves performing on stage or in front of a camera?

- A. Actor
- B. Mechanic
- C. Writer
- D. Photographer

19. Which of these is a synonym for “cook” ?

- A. Chef
- B. Baker
- C. Waiters
- D. Singer

20. A nurse work at a ....

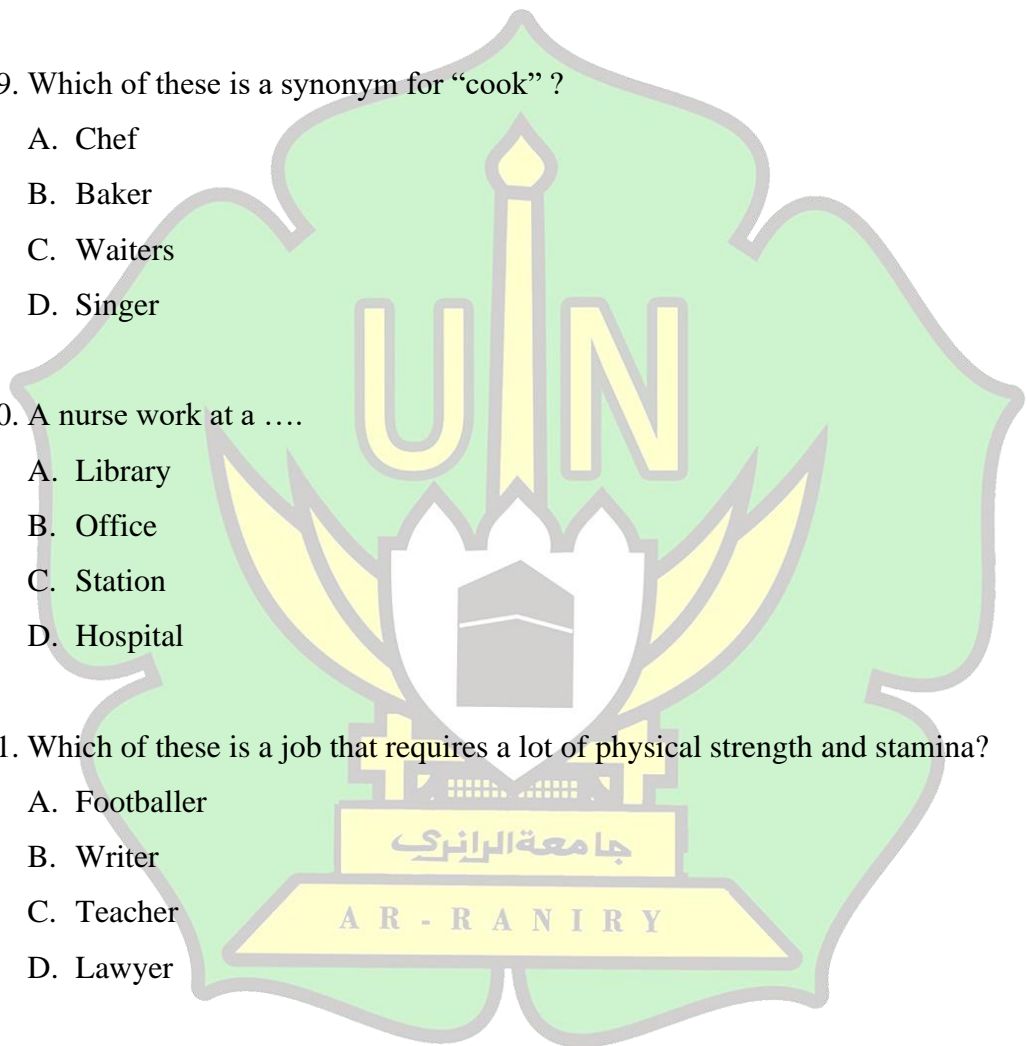
- A. Library
- B. Office
- C. Station
- D. Hospital

21. Which of these is a job that requires a lot of physical strength and stamina?

- A. Footballer
- B. Writer
- C. Teacher
- D. Lawyer

22. A hairdresser work at a ....

- A. Hospital
- B. Salon
- C. Restaurant
- D. Airport



*Read the following text to answer questions number 23 to 27*

**Zahra's Family**

My name is Zahra. I am a student. I have a big Family. Dion is my brother and Rahma is my sister. Mr. and Mrs. Haryono are my parents. I have grandparents. They are Mr. and Mrs. Haryadi. My aunt name is Mrs. Vivi, her husband is Mr. Hamid. Their children are Vinka and Rayhan.

23. Zahra and Rahma is Mrs. Haryono's ...

- A. Daughter
- B. Sister
- C. Mother
- D. Siblings

24. Mr. Hamid is Zahra's ...

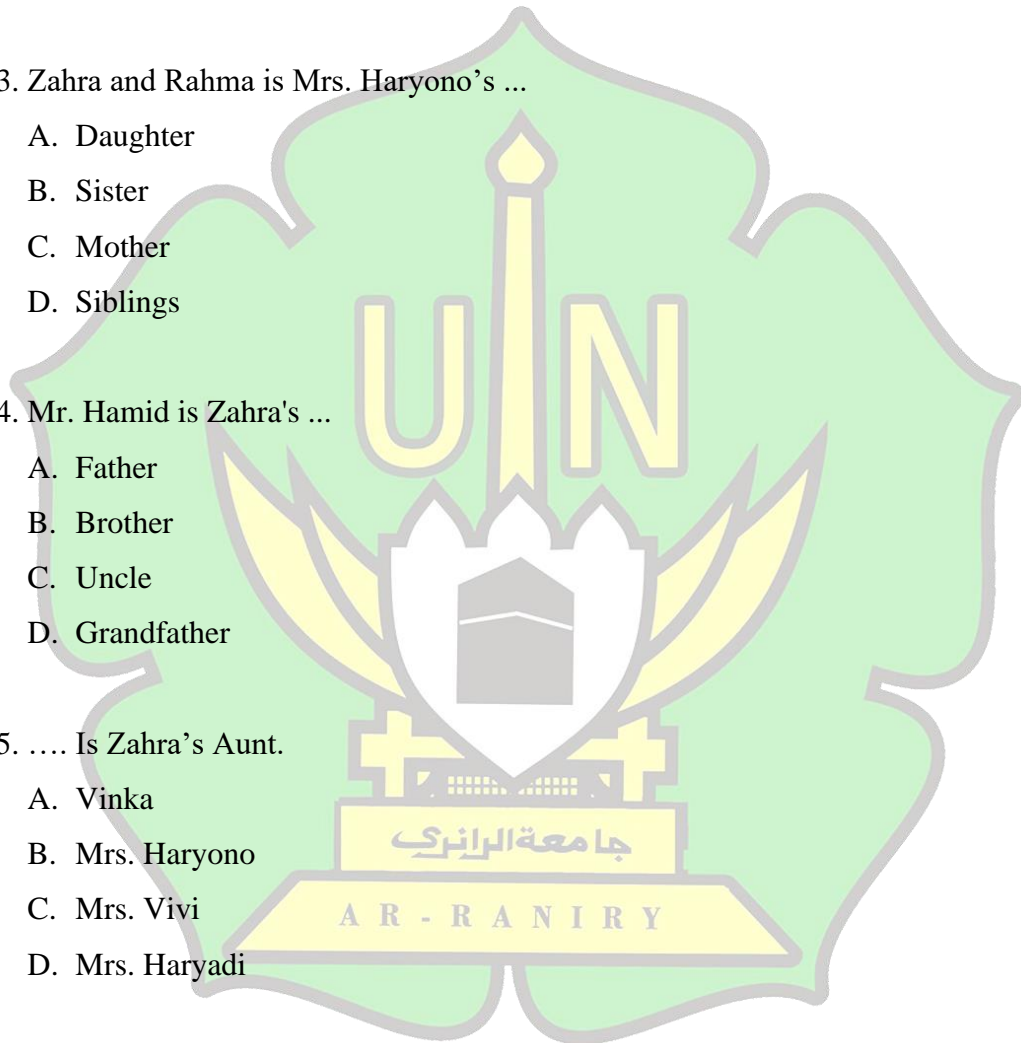
- A. Father
- B. Brother
- C. Uncle
- D. Grandfather

25. .... Is Zahra's Aunt.

- A. Vinka
- B. Mrs. Haryono
- C. Mrs. Vivi
- D. Mrs. Haryadi

26. Zahra, Vinka, Rayhan, Rahma and Dion are Mr. Haryadi's ....

- A. Grandparents
- B. Grandchildrens
- C. Grandfather
- D. Grandmother



27. .... is zahra's brother.

- A. Rayhan
- B. Dion
- C. Rahma
- D. Vinka

28. What does a journalist do?

- A. They build houses
- B. They write news stories for newspapers or websites
- C. They make clothes
- D. They read news on TV

29. What does a pharmacist do?

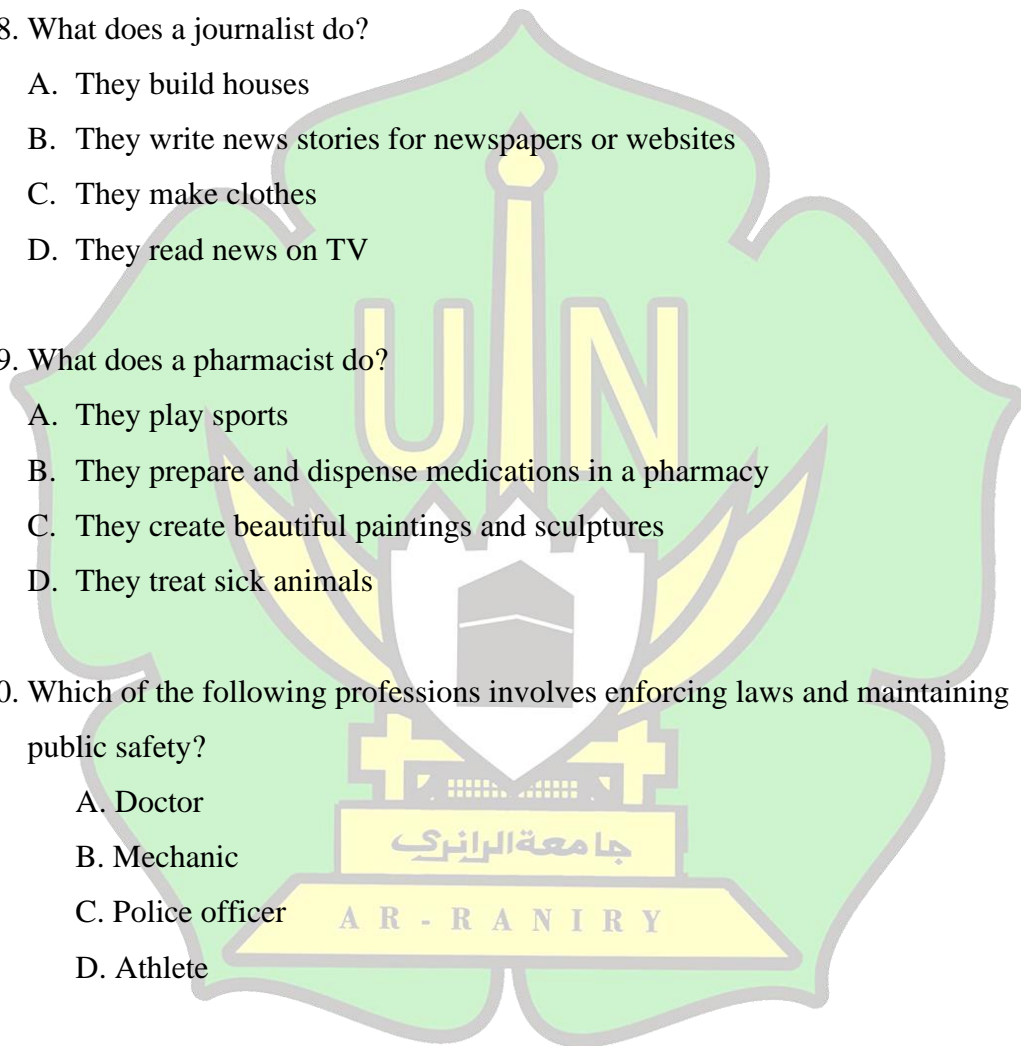
- A. They play sports
- B. They prepare and dispense medications in a pharmacy
- C. They create beautiful paintings and sculptures
- D. They treat sick animals

30. Which of the following professions involves enforcing laws and maintaining public safety?

- A. Doctor
- B. Mechanic
- C. Police officer
- D. Athlete

31. Which of the following jobs involves working outdoors and planting crops?

- A. Farmer
- B. Teacher
- C. Scientist
- D. Mechanic



32. What job involves putting out fires and rescuing people from burning buildings?

- A. Police officer
- B. Teacher
- C. Fire fighter
- D. Mechanic

33. What does an engineer do?

- A. They fly airplanes
- B. They design and build machines, structures, and systems
- C. They repair computers
- D. They play sports

34. A photographer work at a ....

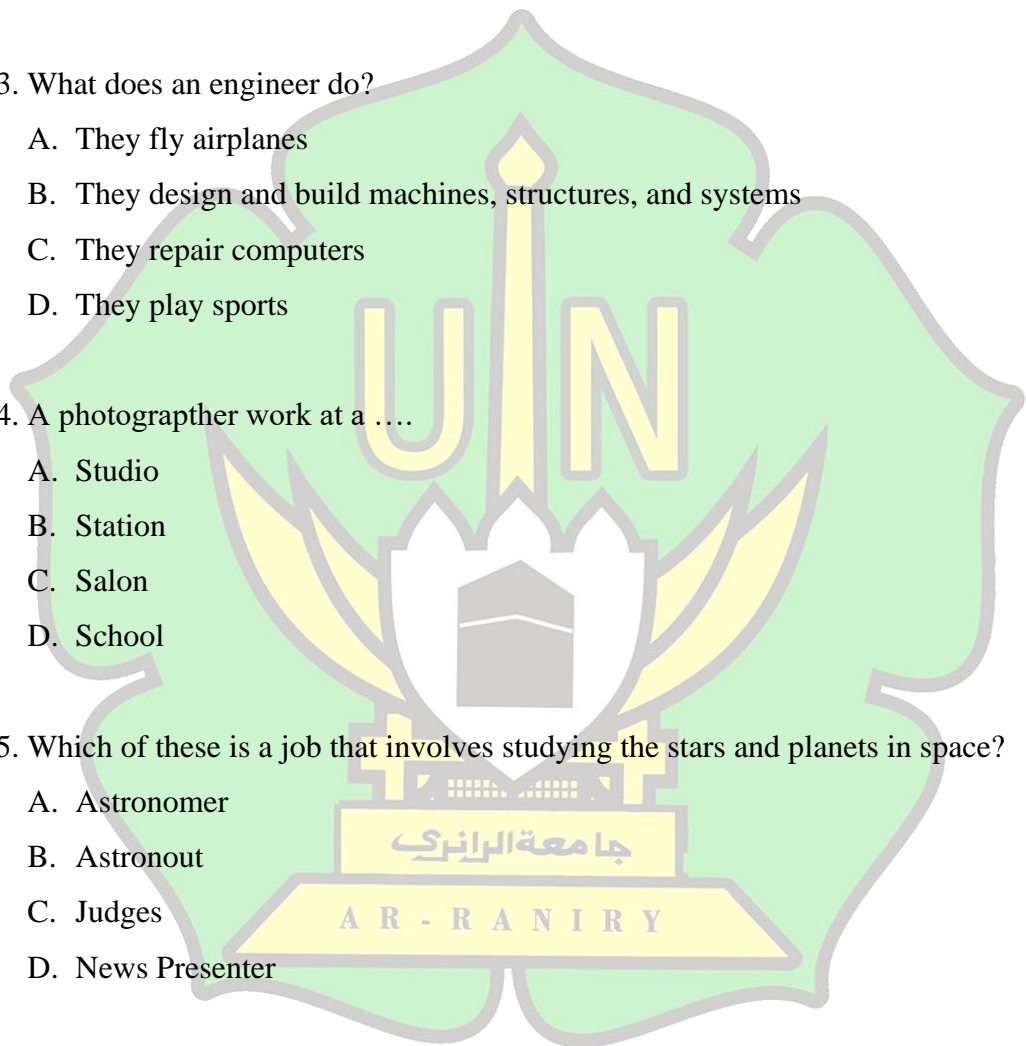
- A. Studio
- B. Station
- C. Salon
- D. School

35. Which of these is a job that involves studying the stars and planets in space?

- A. Astronomer
- B. Astronout
- C. Judges
- D. News Presenter

36. Which one belongs to the conjunctions class below ...

- A. Although, But, Neither, Or, And
- B. Believe, Think, Appear, Recognize
- C. Below, beside, between, under.
- D. Cheap, small, big, expensive



37. Siti: "... have you been learning English?"

Fifi: "Almost three years"

- A. What time
- B. How long
- C. How often
- D. How many times

38. "Polite, Honest, Careful, Dilligent"

That are the word class of ...

- A. Verb
- B. Preposition
- C. Adjective
- D. Noun

39. "Sharon lost her friend's watch that she borrowed yesterday"

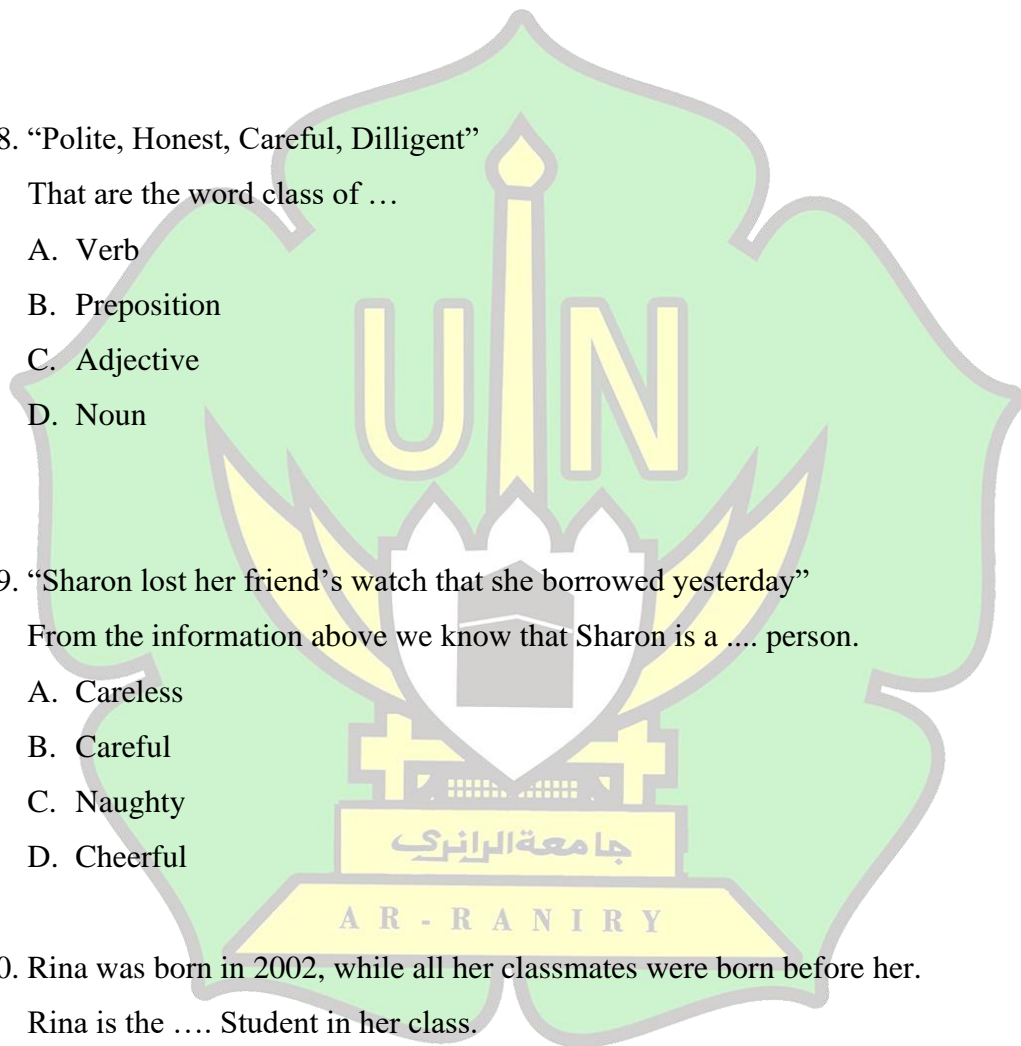
From the information above we know that Sharon is a .... person.

- A. Careless
- B. Careful
- C. Naughty
- D. Cheerful

40. Rina was born in 2002, while all her classmates were born before her.

Rina is the .... Student in her class.

- A. Oldest
- B. Tallest
- C. Smallest
- D. Youngest



## APPENDIX 5

Students' Results of Pre-test and Post-test in Control Class and Experimental Class

### A. THE RESULT OF STUDENTS' PRE-TEST AND POST-TEST IN CONTROL CLASS

No	Name	Control Class	
		Pre-Test	Post Test
1	Control 1	95	95
2	Control 2	70	90
3	Control 3	50	80
4	Control 4	95	95
5	Control 5	70	85
6	Control 6	50	90
7	Control 7	60	80
8	Control 8	90	85
9	Control 9	85	100
10	Control 10	75	80
11	Control 11	50	70
12	Control 12	80	90
13	Control 13	80	80
14	Control 14	70	80
15	Control 15	55	80
16	Control 16	95	100
17	Control 17	65	85
18	Control 18	90	95
19	Control 19	70	80
20	Control 20	60	80
21	Control 21	55	75
22	Control 22	55	75
23	Control 23	80	90
24	Control 24	60	85
25	Control 25	90	100
26	Control 26	75	85
27	Control 27	50	75
28	Control 28	95	100
29	Control 29	95	95
30	Control 30	50	75
31	Control 31	55	75
Mean Score		71.45	85.48



B. THE RESULT OF STUDENTS' PRE-TEST AND POST-TEST IN  
EXPERIMENTAL CLASS

No	Name	Experimental Class	
		Pretest	Post Test
1	Experimental 1	65	90
2	Experimental 2	80	100
3	Experimental 3	85	100
4	Experimental 4	50	85
5	Experimental 5	50	85
6	Experimental 6	75	95
7	Experimental 7	65	100
8	Experimental 8	75	90
9	Experimental 9	50	90
10	Experimental 10	75	95
11	Experimental 11	55	90
12	Experimental 12	70	90
13	Experimental 13	95	100
14	Experimental 14	80	100
15	Experimental 15	60	90
16	Experimental 16	50	85
17	Experimental 17	50	85
18	Experimental 18	60	90
19	Experimental 19	95	100
20	Experimental 20	50	85
21	Experimental 21	70	90
22	Experimental 22	50	85
23	Experimental 23	90	100
24	Experimental 24	95	100
25	Experimental 25	65	95
26	Experimental 26	80	95
27	Experimental 27	75	95
28	Experimental 28	80	100
29	Experimental 29	55	90
30	Experimental 30	85	100
31	Experimental 31	95	100
Mean Score		70.16	93.39

## APPENDIX 6

### Documentation of Research

#### PRE-TEST IN EXPERIMENTAL CLASS



#### PRE-TEST IN CONTROL CLASS 1



#### TREATMENT PROCESS IN EXPERIMENTAL CLASS



#### POSTEST IN EXPERIMENTAL CLASS



#### A POSTEST IN CONTROL CLASS



## AUTOBIOGRAPHY

1. Name : Fathimah Meurah Didadari Sufri
2. Place/Date of Birth : Banda Aceh/ 21 Juni 2001
3. Gender : Female
4. Nationality : Indonesian
5. Religion : Islam
6. Status : Single
7. Address : Jln. Seulanga, Lr. IV, Lamlagang,  
Kec. Banda Raya, Kota Banda Aceh
8. Occupation : Student of Departement of English  
Language Education
9. Parents
  - a. Name of father : Drs. H. Sufri Jafar
  - b. Name of mother : Hj. Dian Elita TR S.Sos
  - c. Father's occupation : Retired Civil Servants
  - d. Mother's occupation : Retired Civil Servants
  - e. Address of parent : Jln. Seulanga, Lr. IV, Lamlagang,  
Kec. Banda Raya, Kota Banda Aceh
10. Educational Background
  - a. Elementary school : SDN 67 Percontohan Banda Aceh
  - b. Junior high school : SMPN 19 Percontohan Banda Aceh
  - c. Senior high school : SMAN 10 Fajar Harapan
  - d. University : Universitas Islam Negeri Ar-Raniry  
Banda Aceh