THE USE OF "SIMPLER LEARNING APPLICATION" TO IMPROVE ENGLISH VOCABULARY

THESIS

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THE USE OF "SIMPLER LEARNING APPLICATION" TO IMPROVE ENGLISH VOCABULARY

THESIS

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Saya yang membuat pernyataan



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ABSTRACT

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Vocabulary is a fundamental component in learning English as a foreign language because it supports the development of listening, speaking, reading, and writing skills. However, many students still experience difficulties in mastering English vocabulary due to ineffective teaching strategies and unengaging learning materials. This study aimed to investigate the effectiveness of the Simpler application in improving students' English vocabulary mastery and to examine students' perceptions toward the use of the application in vocabulary learning. This study employed a quantitative research method using a pre-test and post-test design. The participants were senior high school students at SMK Darul Ihsan selected through purposive sampling. Data were collected using a vocabulary test and a questionnaire. The vocabulary test was administered before and after the treatment to measure students' vocabulary improvement, while the questionnaire was used to examine students' perceptions toward the use of the Simpler application. The data were analyzed using a paired samples t-test and descriptive statistics. The results revealed a significant difference in students' vocabulary mastery before and after the use of the Simpler application, indicating that the application was effective in improving students' vocabulary. Furthermore, the questionnaire results showed that students had positive perceptions toward the use of the Simpler application, as it increased their motivation, engagement, and understanding of vocabulary learning. Therefore, the Simpler application can be considered an effective learning medium to enhance students' English vocabulary mastery.

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CHAPTER I

INTRODUCTION

This chapter examines and elaborates on certain aspects of the study about research background, the creation of research questions, the purpose of the investigation, the significance of the study, and essential term definitions. This chapter also addresses prior research on the idea of using digital media to improve students' vocabulary.

A. Background of Research

Vocabulary is a crucial element in learning a foreign language, particularly English. Hatch and Brown (1995) define vocabulary as a set or collection of words used by speakers of a language, highlighting the importance of knowing words to communicate effectively. Vocabulary plays a vital role in English learning because it supports all language skills. Richards and Renandya (2002) state that vocabulary is essential for listening, speaking, reading, and writing, while Nation (2001) emphasizes that memorizing vocabulary is fundamental for learners of English as a foreign language (EFL). In short, vocabulary is the core component in mastering English language skills.

Teaching vocabulary is not an easy thing. Many students are still struggling with English vocabulary, which makes it difficult for them to acquire the four English abilities. These issues can be observed when a student lacks vocabulary, making them unable to communicate effectively both vocally and in writing. To develop students' vocabulary, the appropriate teaching technique is required. Previous studies have shown that the use of mobile-assisted language learning applications can significantly improve students' vocabulary mastery. For instance, the use of mobile learning applications has

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been proven to enhance students' vocabulary achievement compared to traditional methods **(**Aulia et al., 2023**).** In addition, a meta-analysis conducted on mobile-assisted vocabulary learning revealed that mobile applications have a positive and significant effect on learners' vocabulary acquisition and retention (Burston & Cho, 2021**).** Therefore, one of the teaching techniques that can be applied to improve students' vocabulary mastery is the use of the Simpler application.

The Simpler application, created to improve students' English vocabulary, serves as a straightforward yet effective response to problems related to ineffective teaching strategies and monotonous learning materials. This application provides engaging features such as flashcards and quizzes that can be customized to accommodate different learning preferences. Through the use of interactive tools and multimedia aids, students are able to improve their language abilities more easily while enjoying the learning process. Previous studies have supported the effectiveness of mobile-assisted language learning applications in vocabulary instruction. For instance, the use of mobile learning applications has been proven to significantly enhance students' vocabulary mastery compared to conventional teaching methods **(**Aulia et al., 2023). Similarly, a meta-analysis conducted by Burston and Cho (2021) revealed that mobile-based vocabulary learning tools have a positive and substantial impact on learners' vocabulary acquisition and retention. Therefore, the Simpler application can function as a game-based or web-based learning tool that offers engaging and dynamic English vocabulary drills.

Technology-assisted instruction is not always effective in practice. Many educators still face difficulties in integrating technology into their teaching in a meaningful way to achieve the expected learning outcomes. These challenges may arise

from teachers' limited technological competence, insufficient institutional support, or a lack of adequate facilities and resources. Previous studies have indicated that teachers' beliefs and technological skills play a crucial role in determining the successful integration of technology in classroom instruction (Ertmer & Ottenbreit-Leftwich, 2010). In addition, limited access to resources and inadequate training have been identified as major barriers to effective technology-based learning (Albirini, 2006). Therefore, further study is needed to examine the factors influencing the effectiveness of technology use in English vocabulary learning. In this context, improving English vocabulary through a simple and user-friendly application may serve as an effective alternative. By utilizing such an application, students can learn English vocabulary in a more engaging and enjoyable manner. Moreover, this tool can help students enhance their learning outcomes and accelerate the vocabulary learning process.

In addition to the good influence on students, this study on the use of Simpler application to boost senior high school students' English vocabulary would benefit teachers. Teachers may create and deploy interactive and engaging learning more simply by using Simpler application.

Several research studies have been conducted regarding this study, the first research was conducted by Hadina et al.(2023) which aimed to examine students' perceptions of Duolingo as an English learning application, its role in increasing students' motivation to learn English, and the language skills that can be improved through its practice activities. The study employed a quantitative research design using a questionnaire as the data collection instrument and was conducted on August 16, 2021, involving 16 ninth-grade students of SMP Muhammadiyah Padang Panjang. The findings revealed that most students had positive perceptions of their experience using

Duolingo, indicating that the application is useful, motivating, and supportive of English learning. The results also showed that Duolingo helps students improve the four English language skills and encourages them to practice English in their daily lives, making the learning process more interesting and enjoyable; therefore, Duolingo is recommended as an effective tool to enhance students' English learning abilities.

The second research was conducted by Ambara (2020) examining the effect of using Duolingo in teaching English on students' vocabulary mastery and to investigate students' perceptions of the application at SMAN 2 Karangan. The study employed an experimental research design involving two variables: the use of Duolingo as the independent variable and students' vocabulary skills as the dependent variable. The subjects of the study were students from classes XI IPA 1 and XI IPA 2 at SMAN 2 Karangan. The findings indicated that the use of Duolingo in English instruction had several positive effects on students, including improved understanding of the material, increased motivation, equal opportunities for practice, reduced boredom, and better retention and application of vocabulary in daily life. Overall, students participated more enthusiastically in learning activities and demonstrated positive attitudes toward the use of Duolingo in the classroom.

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The third research was conducted by Ajisoko (2020) explained Education is the process of acquiring knowledge and skills. Learning English is a skill-based process that needs a variety of ways and tactics. Technological advancements have had a significant impact on schooling today. The use of technology is the most recent solution to the issues of learning English. As English language learning methods evolve, Duolingo continues to innovate new ways of learning language on a mobile phone. The purpose of this study is to investigate the usage of Duolingo apps in enhancing students' vocabulary

at Borneo University of Tarakan. This study used a pre-experimental research design with pre-test and post-test procedures. This study will involve ten students as a sample, who will spend 30 days practicing Duolingo applications at a "regular" intensity (20 xp per day). This study uses a pre-experimental design with pre- and post-tests.

This study will use a sample of 10 students that used Duolingo applications for 30 days at a "regular" intensity (20 xp each day). The study instruments included tests and a questionnaire to answer the research questions. How does the use of Duolingo help students improve their vocabulary? The students' scores are increased based on quantitative data. The results are expected to offer teachers and students with useful information for extensive language learning practice.

The fourth research was conducted by Rezaei et al.(2014) which aimed to examine the impact of mobile applications on vocabulary learning in intermediate-level English learners. The research focused on whether multimedia courseware could improve vocabulary acquisition in second language learning. Quantitative data showed a positive change in learners' performance, and questionnaire analysis indicated that the use of mobile applications enhanced vocabulary learning, boosted learners' confidence, increased class participation, and led to a positive attitude toward multimedia in education.

The fifth research was conducted by Dinasti et.al (2025) that examined the effectiveness of the Duolingo application in improving students' English vocabulary mastery using a pre-experimental research design. Twenty-six students participated in a two-week intervention utilizing Duolingo as a vocabulary learning tool. The findings showed a significant improvement in students' vocabulary mastery, as the mean score

increased from 63.42 in the pre-test to 85.08 in the post-test, while the standard deviation decreased from 14.711 to 9.169, indicating more consistent performance. A strong positive correlation was found between pre-test and post-test scores ($r = 0.693$, $p = 0.000$). The paired samples t-test also revealed a significant difference between the two tests (mean difference = -21.654, $t = -10.363$, $p < 0.001$), supported by a large effect size (Cohen's $d = -2.032$). These results indicate that Duolingo has a substantial impact on students' vocabulary development and can be considered an effective supplementary tool for English vocabulary learning. Future studies are recommended to investigate its long-term effects, influence on other language skills, and potential use in formal classroom settings.

Based on previous studies and materials reviewed by the researcher, the Simpler application is recognized as a potentially effective medium for language learning due to its interactive features, contextual presentation, and repeated exposure to target vocabulary. However, research on the use of the Simpler application to enhance students' English vocabulary mastery is still limited. Simpler is a relatively new application, and only a small number of studies have explored its effectiveness in improving vocabulary learning in aceh. This lack of research may be caused by limited familiarity with the application, insufficient awareness of its potential benefits, or the tendency of researchers and teachers to rely on more conventional learning media. Therefore, to address this research gap, the researcher conducts a study entitled "The Use of Simpler Application to Improve English Vocabulary."

B. Research Questions

Based on the prior research, the researcher formulated the issue statements:

1. Is there a substantial difference in vocabulary mastery between senior high school students before and after utilizing a Simpler application?
2. What is students' perception toward the use of Simpler learning media to improve English vocabulary?

C. The Objective of the Research

Based on the questions raised above, the researcher develops the research objectives:

1. To assess whether there is a substantial difference in vocabulary mastery between senior high school students before and after utilizing a simpler program.
2. To find out students' perception toward the use of simpler learning media to improve English vocabulary.

D. Significance of Study

The researchers expect that their findings will benefit teachers, students, and future research as explained below.

1. Teachers

According to the research that will be conducted later, the appropriate goal for this research is for teachers to understand the use of technology, particularly in learning vocabulary, and to be able to provide various media resources in teaching students so that they can provide appropriate materials, assignments, methods, and techniques to their students.

2. Students

The findings of this study are expected to provide additional information that is critical for students to understand. Following the implementation of game-based learning, students are expected to expand their vocabulary and become language masters.

3. Futher Researchers

The study's or media employed in this study to meet the needs of their research contexts. This study's data, including field notes and findings, can be used to inform future research.

E. Terminology

The following section provides an overview of the terminology used in the thesis to facilitate understanding and prevent confusion among students.

1.Vocabulary

The collection of words that a person knows and uses, including their definition, pronunciation, and usage in different circumstances, is referred to as their vocabulary. Nation (2001). Vocabulary in language acquisition is typically separated into two categories: productive vocabulary, which refers to words that learners can actively recall and apply effectively in speaking and writing, and receptive vocabulary, which refers to words that learners identify and comprehend. The emphasis of this study is on active vocabulary since it shows how well students can generate vocabulary items in authentic communication activities as opposed to just identifying them. Effective communication and understanding across all language skills, including speaking, listening, reading, and writing, depend on vocabulary, which is a basic component of language ability.

2. Simpler Application

The Simpler application is a digital learning medium designed to support English vocabulary mastery through interactive activities, contextualized vocabulary presentation, and repeated exposure to target words. It facilitates both independent and guided learning by allowing students to practice vocabulary in meaningful contexts, thereby improving retention, motivation, and engagement in English as a Foreign Language (EFL) learning. As a technology-based learning tool, Simpler functions as a supplementary medium that enhances traditional vocabulary instruction through multimedia integration and learner-centered practices. Supporting this approach, Dizon (2016) found that mobile-assisted language learning applications significantly improved learners' vocabulary knowledge and motivation in EFL contexts, emphasizing that interactive features and repeated practice positively contribute to vocabulary acquisition. These findings support the use of applications such as Simpler as effective tools for improving English vocabulary mastery.

CHAPTER II

LITERATURE REVIEW

This chapter will go over the theoretical concepts that underpin the research, specifically the Simpler application and its role in enhancing English vocabulary mastery. The topic begins with the definition and benefits of learning vocabulary and progresses to the Simpler application.

A. Vocabulary

The concept of vocabulary, defined as the collection of words that a person knows and uses in both spoken and written communication, has been widely discussed in linguistic research. Vocabulary plays a fundamental role in language proficiency and is commonly classified into two types: active and passive vocabulary. Active vocabulary refers to words that learners frequently use in speaking and writing, while passive vocabulary consists of words that learners can recognize and understand but rarely use in productive language skills. This distinction is supported by linguistic scholars who emphasize the importance of both receptive and productive vocabulary knowledge in language learning (Hatch & Brown, 1995). Similarly, Nation (2001) explains that learners typically possess a larger receptive (passive) vocabulary than productive (active) vocabulary, highlighting the need for instructional strategies that encourage the transition from passive understanding to active use of vocabulary.

A strong vocabulary has long been associated with improved communication skills, both in terms of clarity and efficiency. According to Snow (2010), individuals with a more extensive vocabulary are better able to convey ideas and engage in more effective and nuanced communication. The richness of vocabulary contributes significantly to one's ability to be both understood and comprehended by others, as

noted by Beck. A robust vocabulary allows for greater precision in expressing thoughts and ideas, which can lead to more successful interpersonal and academic interactions.

Research has consistently indicated that vocabulary knowledge is closely related to reading comprehension and academic achievement. Learners with a broader vocabulary tend to demonstrate better reading comprehension skills because they are more capable of decoding words and understanding the meaning of texts. Cunningham and Stanovich (1997) found that vocabulary size strongly predicts reading comprehension ability, as readers with richer vocabulary knowledge can process texts more efficiently and accurately. Furthermore, vocabulary acquisition plays a crucial role in cognitive development, as it supports learners' ability to comprehend complex ideas and succeed academically across various subjects.

Furthermore, Nation (2001) emphasizes the importance of vocabulary knowledge in second language learning, stating that learners must understand and utilize words effectively in many settings in order to gain fluency and competency.

There are two sorts of vocabulary: active and passive. Active vocabulary refers to the words that a person frequently utilizes in speech and writing. These are the words that are used in everyday communication. Passive vocabulary, on the other hand, consists of terms that a person understands when they encounter them but does not use regularly (Snow, 2010). As a person grows in confidence and comfort with the use of passive language, some words may transition into their active vocabulary. Both types of vocabulary are vital for language proficiency because they enhance the depth and flexibility of communication.

The main objective of developing a strong vocabulary is to increase communication abilities. Words are the foundation of language, and growing one's

vocabulary allows an individual to explain ideas more precisely and eloquently (Snow, 2010). A diverse vocabulary enables people to express nuances, emotions, and complex concepts, making conversations more interesting and meaningful. A strong vocabulary is crucial for successful expression and comprehension, whether writing, speaking, or reading.

One of the main advantages of a well-developed vocabulary is improved academic and professional performance. In education, a large vocabulary improves reading comprehension, allows students to write more fluently, and enhances text analysis skills (Snow, 2010). Professionals with extensive vocabularies are frequently viewed as more competent, persuasive, and confident (Erard, 2012; Lafrance, 2017). Furthermore, having a strong vocabulary promotes cognitive growth since it facilitates critical thinking and enables people to link concepts more easily.

Increasing vocabulary requires both purposeful learning and natural exposure. Reading extensively, conversing, and utilizing new words in context are all effective strategies for increasing one's vocabulary. Furthermore, tactics such as examining word roots, prefixes, and suffixes can aid learners in deducing the meaning of unknown terms. It is also critical to employ new words in everyday contexts to reinforce their meaning and enhance recall. Over time, an intentional effort to learn new words and practice their usage can significantly expand a person's vocabulary, improving their capacity to communicate and comprehend their surroundings (Snow, 2010).

B. Simpler Application

Simpler, an Android-based learning application, is designed to improve vocabulary development in Indonesian EFL learners. The Simpler application can be used as an effective learning tool to increase students' English knowledge by providing

structured tutorials that assist learners in understanding English vocabulary, grammar, and language use. This application is also recommended for students to download and use as a medium for vocabulary learning and practice activities outside the classroom. Through various tasks such as constructing phrases, practicing pronunciation, and identifying English words, students are able to develop their vocabulary skills more systematically. In addition, the application includes attractive features such as images and visual representations that correspond to students' learning needs and preferences. Previous studies have supported the effectiveness of mobile-assisted language learning in vocabulary development. Kukulska-Hulme (2009) found that mobile learning applications provide flexible and accessible learning environments that support language development beyond the classroom. Similarly, Stockwell (2010) reported that mobile-based language learning tools significantly enhance learners' vocabulary acquisition by enabling frequent practice and autonomous learning opportunities. Therefore, the use of the Simpler application can be considered an effective approach to support students' English vocabulary learning.

The researchers employed a Simpler app for vocabulary learning. This application has unique features and visuals to keep students interested in learning English. A simplified program for developing learning vocabulary was used, and this study was conducted for students with limited English vocabulary. This application was provided to Senior high school because it was well-structured and simple for applicants to complete. Learning vocabulary collectively enables students to take an active role in the learning process, reducing tension (Almuslimi 2016).

In addition, the implementation of the Simpler application is closely associated with the concept of Mobile-Assisted Language Learning (MALL), which emphasizes the use of mobile devices to support language learning in flexible and accessible ways.

Kukulska-Hulme and Shield (2008) state that mobile learning enables learners to access instructional materials anytime and anywhere, thereby extending learning opportunities beyond the classroom environment. Through the Simpler application, students are able to engage in vocabulary learning independently, which allows them to review and practice new words repeatedly according to their individual learning pace.

Furthermore, vocabulary learning is more effective when learners are exposed to words in meaningful contexts and through varied activities. Nation (2013) explains that repeated encounters with vocabulary items across different tasks significantly enhance learners' retention and understanding of new words. The Simpler application accommodates this principle by providing diverse vocabulary exercises, such as identifying words, constructing phrases, and practicing pronunciation. These activities help students not only recognize vocabulary items but also use them appropriately in context.

Additionally, the structured and user-friendly design of the Simpler application makes it suitable for senior high school students, as it reduces cognitive load and learning anxiety. Stockwell (2010) argues that well-designed mobile learning applications can create a non-threatening learning environment, encouraging learners to participate more actively in language learning activities. As a result, students feel more confident practicing vocabulary both inside and outside the classroom without fear of making mistakes.

Therefore, the integration of the Simpler application in vocabulary instruction supports learner-centered learning by fostering learner autonomy, motivation, and continuous practice. Through mobile-based learning activities, students are encouraged to take greater responsibility for their own vocabulary learning and to engage with learning

materials beyond the classroom setting. This approach aligns with the concept of learner autonomy, which emphasizes learners' ability to manage and control their own learning process (Holec, 1981). In addition, motivation plays a crucial role in successful language learning, as motivated learners are more likely to engage actively and persistently in vocabulary practice (Dörnyei, 2001). By enabling students to interact directly with vocabulary learning through mobile technology, the Simpler application contributes significantly to the enhancement of students' vocabulary mastery and overall English learning outcomes.

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CHAPTER III

RESEARCH METHOD

This chapter describes how the research will be conducted and how it will move logically. This chapter focuses on the research design, participants, data collecting, and analysis methodologies.

A. Research Design

In this study, the researcher used quantitative research. According to Creswell (2012), quantitative research referred to a statistical approach used by researchers to measure the strength of the relationship between two variables. An experimental method was employed in this study. Experimental research was defined as a method for determining causal relationships by manipulating independent variables and observing their effects on dependent variables, with rigorous control of extraneous variables and, ideally, random assignment to ensure validity (Creswell, 2014). The researcher used two classes, one class served as the experimental class and the other served as the control class.

Purposive sampling was used in this study.it is because the sample was selected based on the purpose of the research. Only students who participated in all treatment sessions were included in the study. This sampling technique is suitable for a pre-test and post-test design, as it allows the researcher to measure students' vocabulary improvement before and after the treatment. In addition, purposive sampling supports the collection of both quantitative data and students' perceptions. According to Creswell (2012), purposive sampling allows researchers to intentionally choose participants who can provide the most

relevant information for the study. Therefore, purposive sampling is suitable for educational research that involves specific treatments or learning media.

B. Research Participants

1. Population

The population of this study consisted of tenth-grade students at Darul Ihsan Boarding School. There were three classes in tenth-grade with a total of 55 students. At the tenth-grade level, the students were divided into three classroom groups (A–C).

2. Sample

This study selected two classes from grade 10 as the samples. Each class consisted around of 24 students; therefore, a total of 48 students were chosen as the sample. The samples used were boys' classes, with 24 students in each class.

C. Data Collection

A. Test

This study utilized experimental research design with pre-test, experiment and post-test. Pre-test and post-test were employe in both classes while experiment was employe in experimental class only.

O1	X	O2

O1 : Pretest

X : Treatment

O2 : Posttest

Data collecting is crucial in research as it helps test hypotheses developed in the study. In general, there are numerous data collection methodologies, including.

1. Pre-test

The pre-test was conducted to assess students' vocabulary mastery in both classes. The pre-test questions were in the form of multiple-choice items consisting of approximately 15 questions. Both classes used the same set of questions.

2. Treatment

The researcher conducted the treatment in the experimental class only. During the treatment phase, the researcher introduced the students to the Simpler learning media and taught them how to use this media effectively to improve their English vocabulary. The treatment was carried out in four meetings, resulting in a total of six meetings including the pre-test and post-test.

1) First Meeting (Pre-Test and Orientation)

In the first meeting, the researcher began the session by explaining the objectives of the study and informing the students that they would participate in vocabulary learning activities using a mobile application. After that, the researcher administered a pre-test to measure students' initial English vocabulary mastery. The pre-test was conducted individually, without assistance, and within a fixed time allocation to ensure objectivity and avoid collaboration among students. The test focused on basic vocabulary knowledge, including word meanings and simple usage. After completing the pre-test, the researcher introduced the Simpler application by explaining its purpose, main features, and benefits for learning English vocabulary. However, students were not allowed to practice using the application during this meeting to ensure that the pre-test results were not influenced by the treatment.

2) Second Meeting (Application Familiarization and Guided Practice)

In the second meeting, the researcher guided students step by step in using the Simpler application. The researcher demonstrated how to open the application, navigate its menus, and access vocabulary learning materials. Students were then instructed to complete basic vocabulary exercises such as flashcards and simple word recognition tasks under the researcher's supervision. The vocabulary materials were limited to simple and familiar words to help students focus on understanding how the application works rather than on content difficulty. During this meeting, the researcher actively guided the students, provided clear instructions, and ensured that all students were able to operate the application properly. No assessment was conducted in this meeting to avoid pressure and bias in students' learning performance.

3) Third Meeting (Vocabulary Practice Related to Daily Activities)

In the third meeting, the learning activities focused on vocabulary related to daily activities and situations familiar to the students, such as school activities, household actions, and common objects. The researcher instructed students to complete interactive exercises in the Simpler application, including matching words with meanings, selecting correct vocabulary usage, and identifying words based on pictures. Students worked individually using their own devices to ensure independent learning. The researcher monitored students' activities, provided limited assistance when necessary, and encouraged students to discuss vocabulary meanings with peers only after completing individual tasks. At this stage, students began to show improvement in vocabulary recognition and understanding.

4) Fourth Meeting (Contextual Vocabulary and Pronunciation Practice)

In the fourth meeting, the vocabulary materials were expanded to include more complex words presented in sentences and short texts. The researcher instructed students to complete contextual vocabulary exercises in the Simpler application, such as choosing appropriate words based on sentence meaning. In addition, students practiced pronunciation by listening to audio models provided in the application and repeating the words aloud. The researcher emphasized correct pronunciation and appropriate word usage while observing students' performance. Guidance was provided equally to all students to avoid unequal treatment and maintain research objectivity.

5) Fifth Meeting (Review and Reinforcement)

In the fifth meeting, the researcher reviewed and reinforced all vocabulary materials learned from the previous meetings. Students were instructed to complete review exercises available in the Simpler application, covering vocabulary from daily activities, contextual usage, and pronunciation. The activities were designed to strengthen students' vocabulary retention and accuracy. After completing the exercises, the researcher provided general feedback based on common errors observed, without giving individual answers during the activity. This approach ensured that students improved through practice rather than direct correction, thus reducing bias.

6) Sixth Meeting (Post-Test and Evaluation)

In the final meeting, the researcher administered a post-test to measure students' English vocabulary mastery after the treatment. The post-test was conducted under the same conditions as the pre-test, including similar test format,

difficulty level, time allocation, and independent work requirements. No assistance or use of the Simpler application was allowed during the test. The post-test results were then compared with the pre-test results to evaluate the effectiveness of the Simpler application in improving students' English vocabulary mastery. This procedure ensured that any improvement observed was the result of the treatment rather than external factors.

3. Post- test

The post-test was conducted after the treatments were completed. This test was administered to both classes to assess students' vocabulary mastery after receiving a series of treatments. The post-test consisted of multiple-choice questions with a total of 15 items.

B. Questionaires

This study used a closed-ended Likert scale questionnaire as one of the data collection techniques. According to Franken et al. (2012), the Likert scale is one of the most commonly used instruments for assessing participants' attitudes toward a particular concept. The questionnaire was designed to measure students' perceptions of the use of the Simpler application in learning English vocabulary. It consisted of 14 closed-ended statements, each measured using a four-point Likert scale: strongly agree (4), agree (3), disagree (2), and strongly disagree (1). The questionnaire items were divided into three main aspects, as follows.:

a. Part one: Students' cognitive aspect, which explores their understanding and awareness of how Simpler application contribute to their vocabulary mastery.

b. Part two: The students' affective aspect, which examines their feelings,

interests, and motivation toward using Simpler application in vocabulary learning.

c. Part three: Students' conative aspect, which focuses on their actions, efforts,and behavioral intentions when applying Simpler application to enrich their vocabulary mastery.

D. Data Analyzing Technique

After the data were collected from the research components, the researcher proceeded to the data analysis stage. This stage was essential to process the research findings and assist the researcher in drawing valid conclusions. To analyze the quantitative test data, several statistical tests were employed using SPSS version 26.0 for Windows to obtain accurate results. These tests included the normality test, homogeneity test, paired sample t-test, and independent sample t-test. Furthermore, to analyze the data obtained from the questionnaire, a Likert scale was used to measure the percentage of students' perceptions toward the use of the Simpler learning media in improving English vocabulary. Each questionnaire item was rated on a four-point Likert scale ranging from strongly disagree to strongly agree, and the responses were calculated into percentages to describe students' perceptions in cognitive, affective, and conative aspects. This analysis enabled the researcher to interpret students' attitudes, motivation, and learning behavior toward the use of the Simpler application in a systematic and measurable manner.

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CHAPTER IV
FINDING AND DISCUSSION

This chapter focuses on presenting the research findings related to students' English vocabulary improvement after the implementation of the Simpler Learning application as a learning medium. Furthermore, this chapter elaborates on relevant previous studies and related literature that support and provide a theoretical foundation for the findings of the present study.

A. Finding

This section presents the findings of the research obtained from the data analysis. The findings focus on students' English vocabulary mastery and their perceptions toward the use of the Simpler application in vocabulary learning. The data were collected through a pre-test and a post-test to measure students' vocabulary improvement, as well as a perception test to identify students' responses after using the Simpler application. The detailed results of each instrument are presented and discussed in the following paragraphs:

1. Students' Vocabulary Mastery Before and After Using the Simpler Application Showed a Significant Improvement.

After the data were collected, the researcher analyzed the results of the pre-test and post-test administered to students in both the experimental and control classes in order to answer the research question. The detailed scores of students' pre-test and post-test results for the control class are presented in the appendix.

The descriptive analysis of students' pre-test and post-test scores in the control class indicates that there was an improvement in students' English vocabulary achievement after the instructional process. Several students showed higher scores in the post-test than in the pre-test, suggesting that the traditional teaching method contributed positively to vocabulary learning. However, some students obtained the same scores in both tests, and a small number of students experienced a decrease in their post-test results. Overall, although the control class demonstrated improvement in vocabulary achievement, the progress was relatively limited and not as substantial as that of the experimental class, which received instruction using the Simpler application (see Appendix 1).

The descriptive analysis of students' pre-test and post-test scores in the experimental class reveals a significant improvement in English vocabulary achievement after the implementation of the Simpler application as a learning treatment. All students achieved higher scores in the post-test compared to their pre-test results, with several students showing marked increases in their scores. The post-test scores ranged from 67 to 100, indicating a higher level of overall achievement compared to the pre-test results. This consistent improvement across all students suggests that the use of the Simpler application was highly effective in enhancing students' English vocabulary mastery. Moreover, when compared to the control class, the experimental class showed greater and more consistent improvement, confirming that vocabulary learning through the Simpler application was more effective than traditional teaching methods (see Appendix 1).

a). Normality Test

Normality tests were conducted to examine whether the data were normally distributed as a prerequisite for conducting further statistical analyses. The results of this test indicated whether parametric statistical tests could be appropriately applied in the

subsequent data analysis.

1) Normality Test on pre and post test of Control Class and Experiment Classes

The results of the normality tests for both the pre-test and post-test scores of the control and experimental classes are presented in the tables below. The findings indicate that the data from both groups met the assumption of normality, thereby allowing the researcher to proceed with subsequent statistical tests.

Table 4.1

Pre test of control and experimental classes

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pre test control	.156	22	.178	.955	22	.388
pre test experimental	.183	22	.054	.923	22	.088

a. Lilliefors Significance Correction

post-test of control and experimental classes

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
post test control	.255	22	.001	.920	22	.078
post test experimental	.199	22	.024	.936	22	.161

a. Lilliefors Significance Correction

Tables 4.1 present the results of the normality tests for the pre-test and post-test scores of both the control and experimental classes. Based on the results shown in Table 4.1, the pre-test data were normally distributed. In the control class, the Kolmogorov–Smirnov test yielded a significance value of 0.178, while the Shapiro–Wilk test showed a value of 0.388. Both values exceeded the significance level of 0.05, indicating that the pre-test scores of the control class met the assumption of normality. Similarly, in the experimental class, the Kolmogorov–Smirnov and Shapiro–Wilk tests produced

significance values of 0.054 and 0.088, respectively, which were also higher than 0.05. This indicates that the pre-test scores of the experimental class were normally distributed.

Furthermore, Table 4.1 also presents the normality test results for the post-test scores. Since the number of participants in each class was fewer than 50, the Shapiro–Wilk test was used as the primary reference. In the control class, the Shapiro–Wilk test showed a significance value of 0.078, while in the experimental class, the significance value was 0.161. Both values exceeded 0.05, indicating that the post-test scores in both classes were normally distributed. Although the Kolmogorov–Smirnov test showed significance values lower than 0.05, the Shapiro–Wilk results confirm that the post-test data met the assumption of normality. Therefore, it can be concluded that both the pre-test and post-test data from the control and experimental classes were normally distributed and appropriate for further parametric statistical analysis.

b). Homogeineity Test

Homogeineity tests were conducted to determine whether the variances between the two groups were equal, which is a fundamental assumption for performing further parametric statistical analyses. Ensuring the homogeneity of variances helped confirm the validity and reliability of the results obtained from subsequent statistical tests.

1) Homogeneity Test on pre and post test of Control Class and Experiment Classes

After confirming that the pre-test and post-test data from both the control and experimental classes were normally distributed, homogeneity of variance tests were subsequently conducted. The results of the homogeneity tests for both the pre-test and post-test scores are presented in the tables below.

Table 4. 2
pre-test of experimental and control classes

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
students scores	Based on Mean	.045	1	43	.833
	Based on Median	.022	1	43	.882
	Based on Median and with adjusted df	.022	1	39.171	.882
	Based on trimmed mean	.049	1	43	.825

post-test scores of experimental and control classes

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
students scores	Based on Mean	.113	1	43	.739
	Based on Median	.033	1	43	.857
	Based on Median and with adjusted df	.033	1	41.882	.857
	Based on trimmed mean	.103	1	43	.750

Tables 4.2 present the results of the homogeneity of variance tests conducted using Levene's Test to determine whether the variances of students' scores in the control and experimental classes were equal. Based on the results shown in Table 4.2, the significance value based on the mean was 0.833, which exceeded the significance level of 0.05, indicating that the variances between the two groups were homogeneous. This finding was further supported by Levene's test results based on the median (Sig. = 0.882), the median with adjusted degrees of freedom (Sig. = 0.882), and the trimmed mean (Sig. = 0.825), all of which were higher than 0.05.

Similarly, the results presented in Table 4.2 also show that the homogeneity assumption was also met for the post-test scores. The Levene's test based on the mean yielded a significance value of 0.739, which was higher than 0.05, indicating that the variances of the control and experimental classes were homogeneous. This result was

supported by the significance values based on the median (Sig. = 0.857), the median with adjusted degrees of freedom (Sig. = 0.857), and the trimmed mean (Sig. = 0.750), all of which exceeded the significance level of 0.05. Therefore, it can be concluded that both the pre-test and post-test scores of the control and experimental classes had homogeneous variances and met the assumptions required for further parametric statistical analysis.

c). Paired Sample Test

The paired sample t-test was conducted to determine whether there was a significant difference between students' pre-test and post-test scores within the same group. This test was used to measure the effect of the treatment on students' English vocabulary mastery after the intervention.

1) Paired Sample T-Test of Control and experimental classes

After confirming that the data met the assumptions of normality and homogeneity, paired sample t-tests were conducted for both the control and experimental classes. The paired sample t-test for the control class was carried out to examine whether there was a statistically significant difference between the pre-test and post-test scores of students who did not receive instruction using the Simpler Application. The results of this analysis are presented in the table below and indicate a modest improvement in students' scores.

Subsequently, the paired sample t-test was conducted for the experimental class to determine whether there was a statistically significant difference between students' pre-test and post-test scores after receiving instruction using the Simpler Application. By comparing the results from the control and experimental classes, the effectiveness of the Simpler Application in enhancing students' vocabulary achievement can be more clearly identified.

Table 4.3
Paired sample t-test results of the control class

Paired Samples Test									
		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Paired test	-5.500	11.057	2.357	-10.402	-.598	-2.333	21	.030

Paired sample t-test results of the experimental class

Paired Samples Test									
		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Paired test	-27.739	14.394	3.001	-33.964	-21.514	-9.242	22	.000

Tables 4.3 present the results of the paired samples t-tests conducted to examine the differences between the pre-test and post-test scores of the control and experimental classes. As shown in Table 4.3, the paired samples t-test for the control class revealed a mean difference of −5.500, with a t-value of −2.333 and a significance value (Sig. 2-tailed) of 0.030. Since the significance value was lower than the 0.05 level of significance, it indicates that there was a statistically significant difference between the pre-test and post-test scores of the control class. Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted for the control class.

Furthermore, the results presented in Table 4.3 also show that the experimental class experienced a greater improvement in vocabulary achievement after receiving instruction through the Simpler application. The paired samples t-test indicated a mean

difference of −27.739, with a t-value of −9.242 and a significance value (Sig. 2-tailed) of 0.000, which is far below 0.05. This result demonstrates a highly significant difference between the pre-test and post-test scores of the experimental class. When compared to the control class, the magnitude of improvement in the experimental class was considerably higher, indicating that the use of the Simpler application was more effective than the traditional teaching method in improving students' English vocabulary.

d). Independent T-test

After analyzing the differences between the pre-test and post-test scores within each group, the subsequent step was to determine whether a significant difference existed between the post-test scores of the control and experimental classes. To address this objective, an independent sample *t*-test was performed. This analysis was intended to compare the mean scores of the two groups in order to evaluate the effectiveness of using Simpler learning application in improving students' vocabulary mastery compared to conventional teaching methods.

Table 4. 4
Independent t-test results

Independent Sample T-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
students scores	Equal variances assumed	.113	.739	-8.356	43	.000	-22.156	2.651	-27.503	-16.809

	Equal variances not assumed	-8.339	42.213	.000	-22.156	2.657	-27.517	-16.795

Table 4.4 above presents the results of the independent samples t-test was conducted to examine whether there was a significant difference in English vocabulary achievement between the experimental class taught using the Simpler application and the control class taught using the traditional teaching method. Based on Levene's Test for Equality of Variances, the significance value was 0.739, which is higher than 0.05, indicating that the variances of the two groups were equal. Therefore, the result under the "equal variances assumed" condition was used for interpretation. The t-test result showed a t-value of −8.356 with 43 degrees of freedom and a significance value (Sig. 2-tailed) of 0.000, which is lower than 0.05. This indicates that there was a statistically significant difference between the mean scores of the two groups. The mean difference was −22.156, showing that the experimental class achieved substantially higher scores than the control class. Consequently, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. This finding confirms that the use of the Simpler application is significantly more effective than the traditional teaching method in improving students' English vocabulary.

2. The Questionnaire Results Indicated That Students Had Positive Responses After Using The Simpler Application.

Following the analysis of students' pre-test and post-test scores, the next phase of data analysis concentrated on the questionnaire results. The questionnaire was administered to examine students' perceptions of the use of the Simpler Learning application in improving English vocabulary. It comprised 14 statements classified into three aspects: cognitive

(four statements), affective (five statements), and conative (five statements). The cognitive aspect focused on students' comprehension and awareness of the vocabulary learned through the application, the affective aspect evaluated their feelings and attitudes toward its implementation, and the conative aspect investigated students' motivation and participation in the learning process. The results of the questionnaire analysis are presented in the following section.

Table 4. 5
Students' Responses toward the Use of Simpler Learning Application to Improve English Vocabulary in aspect

No	Questions	Strongly agree	Agree	Disagree	Strongly disagree
	Cognitive Aspect				
1	I feel more motivated to learn English by using the SIMPLER application.	47,83%	52,17%		
2	Learning using SIMPLER makes me more enthusiastic about memorizing English vocabulary.	34,78%	65,22&		
3	I am interested in learning to use Simpler Application because it makes it easier for me to understand the meaning of English vocabulary well.	34,78%	65,22%		
4	Learning using the SIMPLER application is boring.			52,17%	47,83%
	Affective Aspect				
5	SIMPLER application used by the teacher help you increasing your vocabulary	47,83%	52,17%		
6	I think SIMPLER application is less useful for learning vocabulary			52,17%	47,83%
7	SIMPLER application make it difficult for me to understand and practice vocabulary			52,17%	47,83%
8	Learning with SIMPLER application makes me better understand the material.	39,13%	60,87%		

9	I think SIMPLER is very influential in learning English, especially in improving vocabulary mastery.	47,83%	52,17%
	Conative Aspect		
10	Learning using Simpler provides an opportunity to be more active in learning.	39,13%	60,87%
11	I find it easier to do the exercises after using the Simpler application.	43,48%	56,52%
12	I feel that the Simpler application used by the teacher can overcome my difficulties in mastering vocabulary.	47,83%	52,17%
13	Learning English using Simpler application allows me to apply my English skills in daily life.	39,13%	60,87%
14	By using the Simpler application mostly I can use new words in real contexts appropriately.	47,83%	52,17%

The questionnaire results, which involved 23 students as respondents, reveal that students had positive perceptions toward the use of the Simpler application in improving English vocabulary mastery across cognitive, affective, and conative aspects.

In the cognitive aspect, all students showed positive responses to the use of the Simpler application. For item 1, 47.83% (11 students) strongly agreed and 52.17% (12 students) agreed that the application increased their motivation to learn English. Similarly, item 2 indicates that students became more enthusiastic about memorizing English vocabulary, with 34.78% (8 students) strongly agreeing and 65.22% (15 students) agreeing. Item 3 also reflects positive perceptions, as 34.78% (8 students) strongly agreed and 65.22% (15 students) agreed that the application helped them understand vocabulary

meanings more easily. Overall, these findings suggest that the Simpler application positively supports students' cognitive engagement in vocabulary learning.

Regarding the affective aspect, the majority of students expressed favorable attitudes toward the Simpler application. For item 5, 47.83% (11 students) strongly agreed and 52.17% (12 students) agreed that the application helped increase their vocabulary mastery. Items 8 and 9 further show positive emotional responses, with most students agreeing or strongly agreeing that the Simpler application helped them better understand learning materials and had a strong influence on vocabulary improvement. These results indicate that students perceived the Simpler application as useful and enjoyable for learning English vocabulary.

In the conative aspect, students demonstrated positive learning behaviors after using the Simpler application. Items 10 to 14 show that most students agreed or strongly agreed that the application encouraged active participation, made exercises easier, helped overcome learning difficulties, and enabled them to apply new vocabulary in daily life and real contexts.

Overall, based on the responses of 23 students, the findings indicate that the Simpler application was positively perceived and effectively supported students' motivation, attitudes, and learning behaviors in English vocabulary learning.

B. DISCUSSION

This study aimed to investigate the effectiveness of the Simpler application in improving students' English vocabulary mastery at SMK Darul Ihsan by comparing the learning outcomes of an experimental class and a control class. The findings from both

inferential statistics and questionnaire responses consistently indicate that the use of the Simpler application had a significant and positive impact on students' vocabulary learning.

The findings of this study are consistent with previous research on Mobile-Assisted Language Learning (MALL), which has repeatedly shown that mobile applications can significantly enhance vocabulary acquisition. For instance, Aulia et al. (2025) found that students who used the Duolingo application achieved significantly higher vocabulary scores than those who were taught using traditional learning media. Rezaei et al. (2025) reported that mobile learning applications promote better vocabulary retention due to interactive features, frequent repetition, and immediate feedback. These characteristics are also embedded in the Simpler application, which may explain the substantial improvement observed in the experimental class.

In addition to quantitative test results, the questionnaire data further strengthen the findings of this study. From the cognitive aspect, the majority of students agreed or strongly agreed that learning vocabulary using the Simpler application increased their motivation and enthusiasm. Students also rejected negative statements such as "learning using the Simpler application is boring," indicating that the application created an engaging learning environment. This finding aligns with Sakkir and Syamsuddin (2022), who reported that students using mobile learning applications felt more motivated and interested in learning English vocabulary due to the interactive and user-friendly nature of such applications.

From the affective aspect, students expressed positive feelings toward the usefulness and effectiveness of the Simpler application. Most respondents agreed that the application helped them understand vocabulary more easily and played an important role in

improving their vocabulary mastery. Meanwhile, negative statements suggesting that the application was less useful or made learning difficult were rejected by the majority of students. These results are in line with Ulya et al.(2025), who emphasized that mobile language learning tools positively influence learners' attitudes and emotional engagement, which in turn supports successful vocabulary acquisition.

Furthermore, the conative aspect revealed that students showed positive behavioral intentions when learning with the Simpler application. Most students agreed that the application encouraged them to be more active, helped them complete exercises more easily, and enabled them to apply newly learned vocabulary in daily life. This supports the findings of Aulia et al. (2023), who found that learners using mobile applications demonstrated higher levels of participation and autonomy in vocabulary learning activities compared to those relying solely on teacher-centered instruction.

The comparison between the control and experimental classes further highlights the effectiveness of the Simpler application. While the control class experienced limited improvement, several students showed no change or even a decline in their post-test scores. In contrast, all students in the experimental class showed improvement, with some achieving very high post-test scores. This result supports the argument that mobile-based learning applications provide a more effective learning environment than traditional methods alone, particularly in EFL contexts (Rezaei et al., 2025).

Overall, the findings of this study confirm that integrating the Simpler application into English vocabulary instruction at SMK Darul Ihsan significantly enhances students' vocabulary mastery, motivation, and learning engagement. These results are consistent with previous studies on mobile-assisted language learning and suggest that the Simpler

application can be an effective instructional tool to complement traditional teaching methods in English language classrooms.

CHAPTER V

CONCLUSION

This chapter presents the conclusions and recommendations drawn from the findings and discussions in the previous chapter. The conclusion highlights the main results of the study, focusing on how the use of the Simpler Learning application contributed to the improvement of students' English vocabulary and their perceptions of its implementation. Furthermore, the recommendations offer practical suggestions for the researcher, English teachers, students, and future researchers to support more effective vocabulary learning through the use of innovative and engaging digital learning applications.

A. Conclusion

This section presents the conclusions drawn from the findings and discussions of the previous chapters. The conclusions are formulated based on the research objectives and are organized according to the research questions addressed in this study. Each conclusion reflects the results obtained from data analysis regarding the effectiveness of the Simpler application in improving students' English vocabulary mastery as well as students' perceptions toward its use as a learning medium. The following section outlines the conclusions corresponding to each research question:

1. Is there a substantial difference in vocabulary mastery between senior high school students before and after utilizing the Simpler application?

Based on the results of the pre-test and post-test analysis, it can be concluded that there is a substantial difference in students' vocabulary mastery before and after utilizing the Simpler application. The experimental class showed a significant improvement in

post-test scores compared to their pre-test results after receiving treatment through the Simpler application. This improvement was statistically supported by the paired samples t-test, which indicated a significant difference in students' vocabulary achievement. Moreover, the results of the independent t-test revealed that, when compared with the control class taught using traditional teaching methods, the experimental class demonstrated a greater increase in vocabulary mastery. Therefore, the use of the Simpler application was proven to be more effective in improving students' English vocabulary than conventional instruction.

2. What is students' perception toward the use of Simpler learning media to improve English vocabulary?

The findings from the questionnaire analysis reveal that students have positive perceptions toward the use of the Simpler application as a learning medium for improving English vocabulary. From the cognitive aspect, most students reported increased motivation and enthusiasm in learning English vocabulary. In the affective aspect, students expressed positive attitudes toward the usefulness of the application and its role in helping them understand vocabulary more easily. Furthermore, in the conative aspect, the majority of students agreed that the Simpler application encouraged active participation, facilitated vocabulary practice, and enabled them to apply new vocabulary in daily life. Overall, these results indicate that the Simpler application is well received by students and positively supports vocabulary learning in terms of motivation, attitude, and learning behavior.

B. Recommendations

Based on the conclusions above, the researcher proposes the following recommendations:

Based on the findings of this study, it is recommended that English teachers integrate the Simpler application into vocabulary instruction as an alternative and innovative learning medium. The application can create a more engaging and interactive learning environment by providing contextualized vocabulary practice and repeated exposure to new words. Teachers are encouraged to design learning activities that align with the features of the Simpler application to maximize its effectiveness in improving students' English vocabulary mastery.

Furthermore, teachers should provide structured guidance and appropriate scaffolding when implementing the Simpler application in the classroom. Beginning with simple vocabulary tasks and gradually increasing the level of difficulty can help students build confidence and understanding. Incorporating collaborative learning activities, such as pair or group discussions while using the application, can also enhance students' motivation and promote peer learning.

For future researchers, it is suggested to conduct further studies on the use of the Simpler application by involving larger samples, different educational levels, or varied research designs to obtain more comprehensive findings. Future research may also examine additional variables, such as students' motivation, learning styles, or thecomparison of Simpler with other digital learning media, to provide deeper insights into effective strategies for improving English vocabulary mastery.

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Appendix 1. *Students' pre-test and post-test scores of the control class*

NO	Students' Initial	Pre-test	Post-test
1	MHRF	80	80
2	IA	47	73
3	ASM	67	67
4	M	67	67
5	MKR	47	67
6	MPKS	47	47
7	AR	60	67
8	TIH	60	67
9	MR	47	67
10	AM	40	60
11	AA	73	60
12	IDFR	53	60
13	IAF	60	60
14	MAAF	53	60
15	MF	47	60
16	MBS	60	60
17	MGAA	60	60
18	MIAM	53	60
19	DAF	47	53
20	IFA	60	47
21	CA	27	47
22	MAM	40	40

Students' pre-test and post-test scores in the experiment class.

NO	Students' Initial	Pre-test	Post-test
1	FRP	47	100
2	AAH	47	93
3	MJA	60	93
4	MZH	60	93
5	NAR	40	93

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6	AFY	40	87
7	MZAF	67	87
8	MA	67	87
9	MHA	47	87
10	UGAF	47	87
11	CMN	60	80
12	FDR	40	80
13	FB	60	80
14	KF	60	80
15	MFAA	53	80
16	TIA	60	80
17	TMFR	73	80
18	AAF	53	73
19	FM	53	73
20	MFF	40	73
21	RA	67	73
22	TAF	67	73
23	AG	53	67

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	60-70
4.	Kurang (D)	≤ 59

Appendix 2. *Appointment Letter of Supervisor*

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR : 1526 TAHUN 2025

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang :
a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi;
b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;
c. 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 :
1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengakatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. 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;
11. 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 : Mencabut Keputusan Dekan FTK UIN Ar-Raniry No: 194/ TAHUN 2025
KEDUA : Menunjuk Saudara:
Dr. Mustafa AR, M.A

Untuk membimbing Skripsi

Nama	:	**Muhammad Hafizh**
NIM	:	**190203135**
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	**The Use of Simpler Learning Application to Improve English Vocabulary**

KETIGA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

KEEMPAT : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 02 Desember 2024 Tahun Anggaran 2025;

KELIMA : Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan;

KEENAM : 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 : 05 November 2025
Dekan,

Safrul Muluk

Tembusan
1. *Sekjen Kementerian Agama RI di Jakarta;*
2. *Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;*
3. *Direktur Perguruan Tinggi Keagamaan Islam Kementerian Agama RI di Jakarta;*
4. *Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;*
5. *Rektor UIN Ar-Raniry di Banda Aceh*
6. *Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh;*
7. *Yang bersangkutan;*
8. *Arsip.*

pusaka

Appendix 3. *Research Permit Letter From Faculty*

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-9049/Un.08/FTK.1/TL.00/11/2025
Lamp : -
Hal : ***Penelitian Ilmiah Mahasiswa***

Kepada Yth,
Kepala SMK Darul Ihsan Kabupaten Aceh Besar

Assalamualaikum Warahmatullahi Wabarakatuh.

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

NIM	: 190203135
Nama	: Muhammad hafizh
Program Studi/Jurusan	: Pendidikan Bahasa Inggris
Alamat	: Jl.elang, kp.ateuk pahlawan, no.13, kec. Baiturrahman, 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 ***THE USE OF SIMPLER APPLICATION TO IMPROVE ENGLISH VOCABULARY***

Banda Aceh, 18 November 2025
An. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan

Prof. Dr. Buhori Muslim, M.Ag.
NIP. 197508152001121002

Berlaku sampai : 31 Desember 2025

Appendix 4. *Done Research Confirmation Letter*

PEMERINTAH ACEH
DINAS PENDIDIKAN
SEKOLAH MENENGAH KEJURUAN DARUL IHSAN
Jl. Tgk Glee Iniem Komplek Pesantren Darul Ihsan.Desa Siem Kecamatan Darussalam
Kabupaten Aceh Besar email: smkdarulihsan2016@gmail.com
NPSN: 69952683

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN
Nomor: 421.5/08/SMK.DDI/XII/2025

Yang bertanda tangan di bawah ini:
Nama : Ratna Nilawati, S. Pd
NIP : 198401282009042002
Jabatan : Kepala Sekolah
Sekolah : SMK Swasta Darul Ihsan

Dengan ini menerangkan bahwa:
Nama Mahasiswa : Muhammad Hafizh
NIM : 190203135
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah Dan Keguruan
Perguruan Tinggi : Universitas Islam Negeri Ar-Raniry Banda Aceh

Telah melaksanakan dan menyelesaikan kegiatan penelitian di SMK Swasta Darul Ihsan dalam rangka penyusunan skripsi/tugas akhir dengan judul:
"THE USE OF SIMPLER APPLICATION TO IMPROVE ENGLISH VOCABULARY"

Penelitian tersebut dilaksanakan pada:
Waktu : 24 November s/d 15 Desember 2025
Tempat : SMK Swasta Darul Ihsan

Selama pelaksanaan penelitian, mahasiswa yang bersangkutan telah mematuhi ketentuan dan tata tertib yang berlaku di sekolah serta menjaga etika akademik dengan baik.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Aceh Besar, 29 Desember 2025
Kepala Sekolah SMK Swasta Darul Ihsan

Ratna Nilawati, S. Pd
NIP. 198401282009042002

Dipindai dengan CamScanner

Appendix 5. *Pre-Test and Post-Test questions*

Pre-Test

Name:
Class:

Choose the best answer and mark A, B, C, or D on the answer sheet!

1. Lia's favourite doll is broken. The meaning of "broken" is…

A. Bagus
B. Jelek
C. Indah
D. Rusak

2. Rio is feeling hungry. The meaning of " hungry" is….

A. Lapar
B. Cantik
C. Kenyang
D. Bosan

3. Jenny did not study hard. The meaning of "study" is….

A. Selesai
B. Belajar
C. Masak
D. Istirahat

4. "Sometimes he is rather calm at home" the opposite of the underlined word is

A. Silent
B. Noisy
C. Peaceful
D. Muted

5. Sugar is sweet, the meaning of "sweet" is….

A. Asam
B. Pahit
C. Asin
D. Manis

6. Mila's father has a job for designing a building, he is ……

A. An architect
B. A model
C. An artist
D. A pumbler

7. A. Fuadi is the author of “Negeri 5 Menara”. He is a a famous….

A. Writer
B. Storyteller
C. Carpenter
D. Speaker

8. “Andrew usually does what he is asked to do” The underlined phrase means …

A.He does anything he wants.
B.He always asks.
C.He is smart.
D. He is diligent.

9. Queen Elizabeth of England is living in a …….

A. Villa
B. Place
C. Hotel
D. Palace

10. We are going to Belitong island by ship. We meet at 9 PM at……

A. Port
B. Airport
C. Dock
D. Station

11. My friends say that I am tall enough for a seventeen-years-old girl, because I am 160 cm. The antonym of the underline word is ....

A. Short
B. Small
C. Long
D. Wide

12. Ilyas often late at school although he lives nearby it. Underlined word has the opposite meaning with…

A. Remote
B. Far
C. Close
D. Neighboring

13. Most of the students go to ….. when break time, because they can buy food and baverage there.

A. Avenue
B. Corner
C. Cafeteria
D. Petshop

14. When I go to the barbershop, the barber use scissor and ….. to do my hair.

A. Cotton
B. Comb
C. Headset
D. String

15. At first, I thought English is very difficult to understand, but I now I think English is…… than I thought.

A. Complex
B. Simpler
C. Hard
D. Easy

Post-Test

Name:
Class:

Choose the best answer and mark A, B, C, or D on the answer sheet!

1. Sugar is sweet. The meaning of "Sweet" is….

A. Asam
B. Pahit
C. Asin
D. Manis

2. "Andrew usually does what he is asked to do" The underlined phrase means …

A.He does anything he wants.
B.He always asks.
C.He is smart.
D. He is diligent.

3. We are going to Belitong island by ship. We meet at 9 PM at……

A. Port
B. Airport
C. Dock

D. Station

4. Most of the students go to ….. when break time, because they can buy food and baverage there.

A. Avenue
B. Corner
C. Cafeteria
D. Petshop

5. At first, I thought English is very difficult to understand, but I now I think English is…… than I thought.

A. Complex
B. Simpler
C. Hard
D. Easy

6. When I go to the barbershop, the barber use scissor and ….. to do my hair.

A. Cotton
B. Comb
C. Headset
D. String

7. “Sometimes he is rather calm at home” the opposite of the underlined word is

A. Silent
B. Noisy
C. Peaceful
D. Muted

8. Rio is feeling hungry. The meaning of “ Hungry” is…

A. Lapar
B. Cantik
C. Kenyang
D. Bosan

9. Mila’s father has a job for designing a building, he is ……

A. An architect
B. A model
C. An artist
D. A pumbler

10. Queen Elizabeth of England is living in a …….

A. Villa
B. Place
C. Hotel
D. Palace

11. My friends say that I am tall enough for a seventeen-years-old girl, because I am 160 cm. The antonym of the underline word is 58

A. Short
B. Small
C. Long
D. Wide

12. Lia's favourite doll is broken. The meaning of "broken" is….

A. Bagus
B. Indah
C. Jelek
D. Rusak

13. Jenny did not study hard. She didn't….. the exam.

A. Selesai
B.Belajar
C. Masak
D. Istirahat

14. A. Fuadi is the author of "Negeri 5 Menara". He is a a famous….

A. Writer
B. Storyteller
C. Carpenter
D. Speaker

15. Ilyas often late at school although he lives nearby it. Underlined word has the opposite meaning with…

A. Remote
B. Far
C. Close
D. Neighboring

Appendix 6. *Questionnaires*

QUESTIONNAIRE FOR STUDENTS

Name :
Class :
Petunjuk :

1. Tuliskan nama dan kelas di tempat yang disediakan.
2. Berilah tanda checklist ☑ pada salah satu jawaban yang tersedia.
3. Jawablah sesuai dengan pemikiran dan pengalaman kalian.

No	Questions	Strongly agree	Agree	Disagree	Strongly disagree
1	I feel more motivated to learn English by using the Simpler application. (Saya merasa lebih termotivasi untuk belajar bahasa inggris dengan menggunakan aplikasi Simpler)				
2	Learning using Simpler makes me more enthusiastic about memorizing English vocabulary. (Belajar menggunakan Simpler membuat saya lebih semangat dalam menghafal kosakata bahasa Inggris)				
3	I am interested in learning to use Simpler Application because it makes it easier for me to understand the meaning of English vocabulary well. (Saya tertarik belajar menggunakan aplikasi Simpler karena memudahkan saya memahami arti kosakata Bahasa inggris dengan baik)				
4	Learning using the Simpler application is boring. (Belajar menggunakan aplikasi Simpler membosankan.)				

5	Simpler application used by the teacher help you increasing your vocabulary (Aplikasi Simpler yang digunakan oleh guru dapat membantu Anda menambah kosakata)				
6	I think Simpler application is less useful for learning vocabulary (Menurut saya aplikasi Simpler kurang berguna untuk pembelajaran kosakata)				
7	Simpler application make it difficult for me to understand and practice vocabulary. (Aplikasi Simpler menyulitkan saya dalam memahami dan mempraktekan/melatih kosakata)				
8	Learning with Simpler application makes me better understand the material. (Belajar dengan aplikasi Simpler membuat saya lebih memahami materi)				
9	I think Simpler is very influential in learning English, especially in improving vocabulary mastery. (Saya rasa Simpler app sangat berpengaruh dalam pembelajaran bahasa Inggris, terutama dalam meningkatkan penguasaan kosakata)				
10	Learning using Simpler provides an opportunity to be more active in learning. (Pembelajaran menggunakan Simpler app memberikan kesempatan untuk lebih aktif dalam belajar)				

11	I find it easier to do the exercises after using the Simpler application. (Saya merasa lebih mudah mengerjakan latihan setelah menggunakan aplikasi Simpler app)				
12	I feel that the Simpler application used by the teacher can overcome my difficulties in mastering vocabulary. (Saya merasa bahwa aplikasi Simpler yang digunakan oleh guru dapat mengatasi kesulitan saya dalam menguasai kosakata)				
13	Learning English using Simpler application allows me to apply my English skills in daily life. (Belajar bahasa Inggris menggunakan aplikasi Simpler memungkinkan saya untuk menerapkan kemampuan bahasa Inggris saya dalam kehidupan sehari-hari)				
14	By using the Simpler application mostly I can use new words in real contexts appropriately. (Dengan menggunakan aplikasi Simpler, saya dapat menggunakan kata-kata baru dalam konteks nyata dengan tepat)				

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Appendix 7. *Modul*

MODUL AJAR

A. IDENTITAS DAN INFORMASI UMUM		
Nama sekolah	:	SMK Swasta Darul Ihsan
Program Keahlian	:	Semua Program Keahlian
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	X/ Ganjil
Tahun Pelajaran	:	2025/2026
Fase	:	F
Alokasi Waktu	:	12 JP (6 Pertemuan @ 540 menit)
A. Capaian Pembelajaran	:	Peserta didik mampu memahami, mengenali, dan menggunakan kosakata bahasa Inggris dasar yang berkaitan dengan kehidupan sehari-hari melalui teks lisan dan tulis sederhana dengan bantuan media pembelajaran digital. Peserta didik menunjukkan peningkatan penguasaan kosakata secara mandiri dan bertanggung jawab.
B. Kompetensi awal	:	Peserta didik memiliki pengetahuan awal berupa kosakata bahasa Inggris sederhana, seperti kata benda, kata kerja, dan kata sifat yang umum digunakan dalam aktivitas sehari-hari.
C. Profil Pelajar Pancasila	:	Beriman dan bertakwa kepada Tuhan Yang Maha Esa, Mandiri, Bernalar Kritis, Kreatif, dan Gotong Royong.
D. Sarana dan Prasarana	:	Media : Aplikasi SIMPLER Alat : Laptop/Computer, Lembar Kerja Peserta Didik (LKPD)
Model Pembelajaran	:	Blended Learning berbasis aplikasi
B. KOMPONEN INTI		
A. Tujuan Pembelajaran	:	1. Mengidentifikasi makna kosakata bahasa Inggris dasar. 2. Menggunakan kosakata bahasa Inggris dalam kalimat sederhana secara tepat. 3. Melafalkan kosakata bahasa Inggris dengan pengucapan yang benar. 4. Menunjukkan peningkatan penguasaan kosakata melalui hasil pre-test dan post-test.

B. Pemahaman Bermakna	:	1. Penguasaan kosakata membantu peserta didik berkomunikasi secara efektif dalam bahasa Inggris dan mendukung keterampilan berbahasa lainnya, seperti menyimak, berbicara, membaca, dan menulis.
C. Pertanyaan Pemantik	:	1. Mengapa kosakata penting dalam pembelajaran bahasa Inggris? 2. Bagaimana aplikasi pembelajaran dapat membantu kita menguasai kosakata dengan lebih mudah?
D. Kegiatan Pembelajaran	:	Pertemuan 1 (Pre-Test dan Orientasi)

Kegiatan Pendahuluan: Durasi waktu (10 menit)

- Guru dan peserta didik berdoa bersama.
- Guru menjelaskan tujuan pembelajaran dan prosedur penelitian.

Kegiatan Inti: Durasi waktu (65 menit)

- Guru melaksanakan pre-test kosakata untuk mengetahui kemampuan awal peserta didik.
- Pre-test dikerjakan secara individu tanpa bantuan.
- Guru memperkenalkan aplikasi SIMPLER, meliputi tujuan, fitur utama, dan manfaatnya.
- Peserta didik belum diperbolehkan menggunakan aplikasi pada pertemuan ini.

Kegiatan Penutup: Durasi waktu (15 menit)

- Peserta Didik dan Guru melakukan refleksi pembelajaran secara bersama – sama.
- Peserta didik diberi informasi tentang materi pembelajaran pada pertemuan berikutnya.

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Kegiatan Pembelajaran	:	Pertemuan ke 2 (Pengenalan Aplikasi dan Latihan Terbimbing)

Kegiatan Pendahuluan: Durasi waktu (10 menit)

- ❖ Peserta didik dan Guru mengawali kegiatan dengan salam dan berdoa
- ❖ Guru mengecek kesiapan peserta didik (kehadiran, kesehatan, kabar, dsb.)
- ❖ Apersepsi tentang bahasan pertemuan sebelumnya

Kegiatan Inti : Durasi waktu (65 menit)

- ❖ Guru mendemonstrasikan cara membuka dan menggunakan aplikasi SIMPLER.
- ❖ Peserta didik mengerjakan latihan kosakata dasar, seperti pengenalan kata, dengan bimbingan guru.

Kegiatan Penutup: Durasi waktu (15 menit)

- ❖ Peserta Didik dan Guru melakukan refleksi pembelajaran
- ❖ Peserta didik diberi diminta untuk tetap belajar diluar waktu belajar mengajar

Kegiatan Pembelajaran	:	Pertemuan ke 3 (Latihan Kosakata Kegiatan Sehari-hari)

Kegiatan Pendahuluan: Durasi waktu (10 menit)

- ❖ Peserta didik dan Guru mengawali kegiatan dengan doa
- ❖ Guru memeriksa kesiapan peserta didik (kehadiran, kesehatan, kabar, dsb.)
- ❖ Apersepsi tentang bahasan pertemuan sebelumnya

Kegiatan Inti : Durasi waktu (65 menit)

- ❖ Peserta didik mengerjakan latihan kosakata yang berkaitan dengan aktivitas sehari-hari (sekolah, rumah, dan benda umum)Pada soal yang ada di aplikasi Simpler.
- ❖ Latihan meliputi mencocokkan kata dengan makna, memilih penggunaan kata yang tepat, dan mengidentifikasi kata berdasarkan gambar.
- ❖ Guru memantau kegiatan dan memberikan bantuan terbatas.

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Kegiatan Penutup: Durasi waktu (15 menit)

- ❖ Peserta Didik dan Guru melakukan refleksi pembelajaran

Kegiatan Pembelajaran	:	Pertemuan ke 4 (Kosakata Kontekstual dan Latihan Pelafalan)

Kegiatan Pendahuluan: Durasi waktu (10 menit)

- ❖ Peserta didik dan Guru mengawali kegiatan dengan salam dan berdoa
- ❖ Guru mengecek kesiapan peserta didik (kehadiran, kesehatan, kabar, dsb.)
- ❖ Apersepsi tentang bahasan pertemuan sebelumnya

Kegiatan Inti : Durasi waktu (65 menit)

- ❖ Peserta didik mempelajari kosakata yang disajikan dalam kalimat dan teks pendek pada aplikasi Simpler.
- ❖ Peserta didik berlatih pelafalan dengan mendengarkan audio pada aplikasi Simpler dan menirukan pengucapan.
- ❖ Guru menekankan ketepatan pengucapan dan penggunaan kosakata.

Kegiatan Penutup: Durasi waktu (15 menit)

- ❖ Peserta Didik dan Guru melakukan refleksi pembelajaran
- ❖ Peserta didik diberi diminta untuk tetap belajar diluar waktu belajar mengajar

Kegiatan Pembelajaran	:	Pertemuan ke 5 (Review dan Penguatan)

Kegiatan Pendahuluan: Durasi waktu (10 menit)

- ❖ Peserta didik dan Guru mengawali kegiatan dengan doa
- ❖ Guru memeriksa kesiapan peserta didik (kehadiran, kesehatan, kabar, dsb.)
- ❖ Apersepsi tentang bahasan pertemuan sebelumnya

Kegiatan Inti : Durasi waktu (65 menit)

- ❖ Peserta didik mengerjakan latihan pengulangan kosakata dari pertemuan sebelumnya melalui aplikasi Simpler.
- ❖ Guru memberikan umpan balik umum berdasarkan kesalahan yang sering muncul.

Kegiatan Pembelajaran	:	Pertemuan ke 6 (Post-Test dan Evaluasi)

Kegiatan Pendahuluan: Durasi waktu (10 menit)

- ❖ Peserta didik dan Guru mengawali kegiatan dengan salam dan berdoa
- ❖ Guru mengecek kesiapan peserta didik (kehadiran, kesehatan, kabar, dsb.)
- ❖ Apersepsi tentang bahasan pertemuan sebelumnya

Kegiatan Inti : Durasi waktu (65 menit)

- ❖ Guru melaksanakan post-test kosakata dengan format, tingkat kesulitan, dan alokasi waktu yang sama dengan pre-test dan sedikit mengacak soalnya.
- ❖ Peserta didik mengerjakan tes secara mandiri tanpa menggunakan aplikasi.

Kegiatan Penutup: Durasi waktu (15 menit)

- ❖ Peserta Didik dan Guru melakukan refleksi pembelajaran.
- ❖ Peserta didik diberi diminta untuk tetap belajar diluar waktu belajar mengajar.
- ❖ Penyampaian kesimpulan hasil pembelajaran.

E. Asesmen/ Penilaian Hasil Pembelajaran	1. Penilaian Sikap Observasi sikap disiplin, tanggung jawab, kemandirian, dan kerja sama peserta didik selama pembelajaran. 2. Penilaian Pengetahuan Penguasaan kosakata diukur melalui hasil pre-test dan post-test. 3. Penilaian Keterampilan (Rubrik Kosakata dan Pelafalan) Pengucapan (Pronunciation): Sangat Baik: Pengucapan jelas tanpa kesalahan. Baik: Terdapat kesalahan kecil namun tidak mengganggu makna. Cukup: Beberapa kesalahan yang sedikit memengaruhi makna. Kurang: Banyak kesalahan yang mengganggu pemahaman Penggunaan Kosakata: •Sangat Baik: Penggunaan kosakata tepat dan konsisten •Baik: Kesalahan kecil, makna tetap jelas •Cukup: Ketepatan penggunaan masih terbatas •Kurang: Penggunaan kosakata tidak tepat dan makna tidak jelas

F. Pengayaan dan Remedial	**Remedial** Peserta didik yang belum mencapai tujuan pembelajaran diberikan pengulangan materi kosakata dasar serta latihan tambahan secara individual. **Pengayaan** Peserta didik yang memiliki kemampuan lebih diberikan tantangan kosakata lanjutan dan latihan tambahan melalui aplikasi Simpler.

PROGRAM REMEDIAL DAN PENGAYAAN

Sekolah : .....…….

Mata Pelajaran : .....…….

Kelas / Semester : …… / ……

No	Nama Peserta Didik	Rencana Program		Tanggal Pelaksanaan	Hasil		Kesimpulan
		Remedial	Pengayaan		Sebelum	Sesudah	
1							
2							
3							
4							
5							
dst							

G. REFLEKSI GURU DAN PESERTA DIDIK

Lembar Refleksi Guru

No	Aspek	Refleksi Guru	Jawaban
1	Penguasaan Materi	Apakah saya sudah memahami cukup baik materi dan aktifitas pembelajaran ini?	
2	Penyampaian Materi	Apakah materi ini sudah tersampaikan dengan cukup baik kepada peserta didik?	
3	Umpan balik	Apakah 100% peserta didik telah mencapai penguasaan tujuan pembelajaran yang ingin dicapai?	

Lembar Refleksi Peserta Didik

No	Aspek	Refleksi Guru	Jawaban
1	Perasaan dalam belajar	Apa yang menyenangkan dalam kegiatan pembelajaran hari ini?	
2	Makna	Apakah aktivitas pembelajaran hari ini bermakna dalam kehidupan saya?	
3	Penguasaan Materi	Saya dapat menguasai materi pelajaran pada hari ini a. Baik b. Cukup c. kurang	
4	Keaktifan	Apakah saya terlibat aktif dan menyumbangkan ide dalam proses pembelajaran hari ini?	

5	Gotong Royong	Apakah saya dapat bekerjasama dengan teman 1 kelompok?	

C. LAMPIRAN

Penilaian: Instrumen asesmen dan Rubrik kriteria pencapaian tujuan pembelajaran :

Penilaian Kemampuan Berbicara (*Speaking Skill*)

No	Aspek yang Dinilai	Kriteria		Penilaian
1	Pengucapan (*pronounciation*)	Hampir sempurna		
		Ada beberapa kesalahan, tetapi tida mengganggu makna		
		Ada beberapa kesalahan dan mengganggu makna		
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	
		Terlalu banyak kesalahan dan mengganggu makna		
2	Intonasi (*intonation*)	Hampir sempurna		
		Ada beberapa kesalahan, tetapi tida mengganggu makna		
		Ada beberapa kesalahan dan mengganggu makna		
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	
		Terlalu banyak kesalahan dan mengganggu makna		
3	Kelancaran (*fluency*)	Sangat lancar		
		Lancar		
		Cukup lancar		
		Kurang lancar	Sangat tidak lancar	
		Tidak lancar		

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4	Ketepatan Makna (*accuracy*)	Sangat tepat			
		Tepat			
		Cukup tepat			
		Kurang tepat	Hampir tidak tepat		
		Tidak tepat			

Skor Penilaian

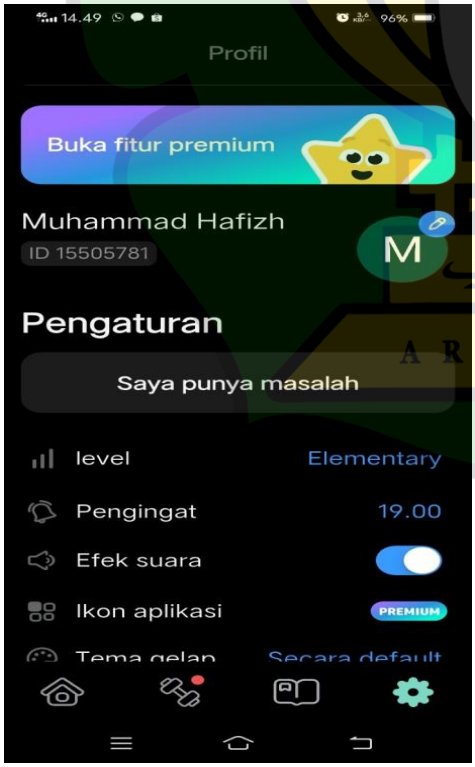
No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

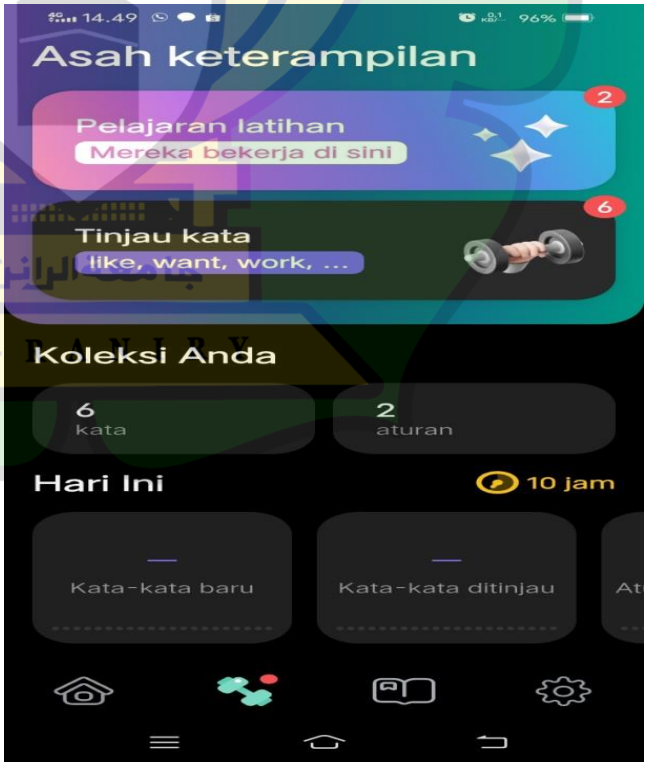
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Appendix 8. *Application Display*









Appendix 9. *Documentations*

Control Class Pre-Test Day



Control Class Post-Test Day



Experimental Class Pre-Test Day



Experimental Class Post-Test Day



Appendix 10. *Autobiography*

PERSONAL INFORMATION

Name	: Muhammad Hafizh
Gender	: Male
Place / Date of Birth	: Banda Aceh / 20 Juni 2001
Address	: jl. Elang, Ateuk Pahlawan, Banda Aceh
Nationality	: Indonesia
Religion	: Islam
Status : Faculty / Department	: Tarbiyah and Teacher Training / English Language Education
Email	: 190203135@student.ar-raniry.ac.id
Phone No.	: 0895386508020
Educational Background	
Elementary School (Year)	: Min Mesjid Raya/MIN 1Banda Aceh
Junior High School (Year)	: Mtss Darul Ihsan
Senior High School (Year)	: SMK Darul Ihsan
Parental Information	
Father's Name	: Sofyan S.
Father's Occupation	: Carpenter
Mother's Name	: Marlinda Wati
Mother's Occupation	: Housewife
Address	: Jl. Elang, Ateuk Pahlawan, Banda Aceh

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