

**THE USE OF MEMRISE AND DUOLINGO APPLICATIONS ON
STUDENTS' VOCABULARY ENRICHMENT OF JUNIOR HIGH
SCHOOL**

A Paper

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Teacher Training and Educational Science Pakuan University as a Partial
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By

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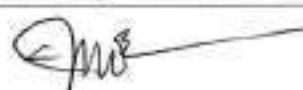
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DECLARATION

I, hereby declare that the paper entitled "The Use of Mercurise and Daringgo Application on Students' Vocabulary Enrichment of Junior High School" is entirely my own work. I am totally aware that I have quoted some statements and ideas from my resources. All quotes are properly acknowledged in the text. Should there be a claim on the originality of this paper, I would be prepared to take any legal responsibility.

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PREFACE

By reciting *Alhamdulillahirabbil'amin*, with all mercies and blessing from Allah SWT who has given such a blessing for the researcher to finish the paper entitled “The Use of Memrise and Duolingo Application on Students’ Vocabulary Enrichment of Junior High School”. This paper was submitted to the English Language Education Sciences, Pakuan University as partial fulfilment of requirements for the *Sarjana Pendidikan Examination*.

The writer has done her best to write this paper, but she realizes that in this paper there are still many shortcomings. Therefore, the researcher really hopes for constructive criticism and suggestions for better work in the future. It is hoped that this paper will provide benefits to readers and hopefully may Allah SWT always give guidance and blessing to writer and readers. *Aamiin yarabbal'amin*.

Bogor, Januari 2024

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ABSTRACT

Effective language skills include a large vocabulary, which is essential for comprehension and expression. Teachers use Memrise and Duolingo applications as a media to teach vocabulary. Memrise and Duolingo are online learning platform that helps student to learn vocabulary. This study aims to determine whether there is a significant effect of using the Memrise and Duolingo application on students' vocabulary enrichment. This research was conducted in the seventh-grade at SMPN 3 Cibarusah. The researcher used a quasi-experimental method with a nonequivalent control group design. Hypothesis testing uses the t-test formula, which is preceded by a normality test and a homogeneity test. The result of the t-calculated is 1.75 which is higher from t-table of 1.66. then H_0 is rejected and H_a is accepted. Meanwhile, the averange of the n-gain score for experimental using Memrise application is 57.2119 is quite effective and n-gain score for control group using Duolingo application is 48.1904 which means was low effectiveness. Thus, Memrise application affect students' ability Memrise application can be used as a teaching media to improve students' vocabulary.

Keyword: Vocabulary Enrichment, Memrise Application, Duolingo Application

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CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching English is focused on the ability of students to be able to master four language skills, namely: listening, speaking, reading, and writing. All elements are interrelated, and it is important to master all four English skills. To integrate these skills, there are components that students must also learn. One of them is vocabulary. Vocabulary is regarded as the foundation for developing those four abilities in English as a Foreign Language (Sari and Sutopo, 2018). If the vocabulary is mastered, it will help students to master English language.

Teachers utilize media to help students acquire vocabulary during the teaching process. Someone uses media to support the teaching and learning process in the classroom (Al Aluf and Hasanah, 2022). Using creative media will increase the possibility for students to learn more and enhance student motivation in learning. Thus, a teacher must find suitable media for students to enhance students' motivation in learning.

Based on initial observations, the researcher found that the teachers at Cibarusah 3 Junior High School are deficient in using technology as a Media in teaching and learning vocabulary. The teachers usually teach students by giving exercises from the textbook or asking students to open a dictionary to look for the meaning of new words. In this situation, the students seem less understanding of the word and disinterested in learning

vocabulary, which can make them confused and feel bored. Therefore, the use of dictionary and textbook media are not enough; there must be add other media as interesting and appropriate support in learning.

Media has many aids, such as images, audio, games, and videos. However, most media nowadays in the technology era is Mobile application learning. According to Mehdipour and Zerehkafi (2013), “mobile learning allows formal and informal learning. Mobile technology provides many tools and services that students can use at any time and location”. In addition, the mobile application is easily accessible, and there are several features that students can use, one of which is a system that uses native speakers directly, so there is little chance of pronunciation errors and the meaning of words. One of which is the Memrise application.

The researchers suggested Memrise of media application. Memrise is an English-based application for learning a new language. The application consists of various instruments to support learning vocabulary. This application is very helpful for students through various types of knowledge shows (Affandi et al, 2018). The application has provided many languages that students can choose for students courses. Then, if students want to learn about English and enrich their vocabulary, students can choose English vocabulary as a course. Memrise is also suitable for learning new words (Nuralisah and Kareviati, 2020). There are some steps and varieties to pass the vocabulary exercise, such as choosing the vocabulary based on the voice of the native, constructing the sentence

based on listening native voice, and playing the audio vocabulary. It will attract the students attract to follow the program. Hence, this website helps learners with many types of knowledge.

B. Reason for Choosing the Topic

Vocabulary is one of the important elements for students in learning English. When students do not master vocabulary, it can be difficult for them to master learning English because vocabulary is required in all skills in learning English. Teachers should give motivation students through adequate media and creative strategies during learning vocabulary because sometimes students seem fell do not interest if the teacher's less in media and strategy. Therefore, those statements lead the researcher to choose this topic for two reasons.

The first reason is students' lack of vocabulary. It causes a problem when students lack vocabulary, since vocabulary base elements in learning English. Students struggle when they want to convey what they think or understand the teacher when explaining the material. It can be seemed passive during learning. Thus, improving vocabulary is important in learning English.

The next reason is that teachers need media and strategies to help students' motivation and interest in learning vocabulary. Teachers require innovative and efficient media to assist students' interest in learning vocabulary. Currently, many applications are involved as media in

learning; from several existing applications, the researcher chose Memrise application as a media that can assist student motivation and interest. In addition, the Memrise application media provides many features that develop students to be more active learn vocabulary. Additionally, it is flexible and easy to access, so students can use it anytime. Thus, students can be more motivated and interested because the media is not monotonous.

However, some teachers lack of uses media applications in their classroom. Nuralisah and Kareviati (2020) suggest that Memrise may increase students' vocabulary comprehension and interest in learning English. It shows that Memrise is effective in enhancing student vocabulary. Walker (2016) mentions students considered using Memrise to be interesting and convenient; consequently, it would be a useful resource for teachers. Therefore, the researcher chose this topic in researching vocabulary teaching entitled "The Use of Memrise Application on Student's Vocabulary Enrichment of Junior High School Students."

C. Statement of the Problem

Based on the explanation above, the researcher formulates the question:

1. Does Memrise application affect students' vocabulary enrichment at Junior High School?
2. Does Duolingo application affect students' vocabulary enrichment at Junior High School?

3. Is there a difference between using Memrise and Duolingo applications on students' vocabulary enrichment?

D. Aim of the Research

This research aims to determine whether the Memrise and Duolingo applications affects students' vocabulary enrichment in seventh-grade Junior High Scholl.

E. Limitation of the Problem

To avoid misinterpretation of the problems, the writer would like to limit the scope of the study. This research focuses on hobbies and places by using the Memrise and Duolingo applications. The research subjects are the seventh-grade Junior High School.

F. Hypothesis

Due to this research using a quantitative method with a quasi-experiment design, this research needs to formulate a hypothesis. The hypothesis of this research is the Alternative Hypothesis (H_A): "There is an effect of using Memrise on students' vocabulary enrichment.

G. Operational of Definition

1. Vocabulary enrichment

Vocabulary enrichment contributes an essential part in enhancing language skills, comprehension, and communication abilities. Vocabulary enrichment is essential for effectively expressing ideas in both spoken and written language, particularly when learning a foreign language (Kurniawati and Witri, 2012). Therefore, by

actively enriching their vocabulary, students can enhance their language skills, expand their knowledge, and improve their overall communicative competence in spoken and written.

2. Memrise

Memrise application is an educational application; it helps students master language using flashcards combined with mnemonics techniques to teach foreign languages and to memorize information from other disciplines, e.g., English, geography, law, or mathematics. Internet users create Memrise courses through the method of so-called crowdsourcing. (Morales, 2019)

3. Duolingo

Duolingo is an online learning platform to take free, offers various activities and easy language courses (Guaget 2018). In addition, Duolingo provides multimedia resources, including audio recordings and visual aids, to provide context and enhance understanding. Its accessibility on desktop and mobile devices allows students to learn anytime, anywhere. Thus, assist students practice and enrich their vocabulary.

H. Research Significance

In this study, the researcher expects that the results of this research could benefit to following parties:

1. Theoretical

The finding of this research is expected to make the learning process

more interesting and enjoyable. The study is also expected to explain the effectiveness of the use of the Memrise Application toward students' vocabulary enrichment.

2. Practical

The researcher expects that the findings of this study will help teach and learn vocabulary in such a way that students and teachers will be inspired to use digital media teaching and learning resources as learning innovations to learn vocabulary in junior high school. Also, this study may serve as a reference for future research on a similar issue from a different perspective. Assuming the points mentioned, the researcher expected that Memrise could be one of the media teachers and students could use to learn vocabulary.

3. Institutional Aspect

The writer hopes that it can be a consideration tool for schools the use Memrise application to facilitate vocabulary learning.

CHAPTER II

THEORETICAL FOUNDATION

A. Vocabulary

1. Definition of Vocabulary

The general definition of vocabulary is the understanding of words and their meanings. There are several definitions of vocabulary from various experts over time. Farida et al (2019:17) stated that vocabulary is the base for language development and serves as a foundation for communication. By having a rich vocabulary, students will be able to communicate more effectively and confidently. Meanwhile, Kamil and Hiebert (2005:3) mentions vocabulary is generally understood as the knowledge of the meanings of words. Vocabulary refers to what people know and comprehend the meaning of words.

While based on Burns (1972) as cited in Alqahtani, (2015) defines vocabulary as the collection of words utilized by an individual, class, or profession. It further explains that students use vocabulary when they speak and write. Besides, students understand vocabulary when they listen to speech and read. Similarly, Richard and Renandya (2015 : 15) stated that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. The meaning of the statement is learning vocabulary allows students to acquire English language skills.

Thornbury (2002:2) stated that the term "vocabulary" describes a set

of words and terms with specific meanings. The speakers need help understanding the information provided since they do not know the meaning of the words. Vocabulary is thus a fundamental and crucial skill that must be learned when learning a language, (Sari and Sutopo, 2018). Based on both experts, it is possible to determine the importance of English vocabulary for each element actually learned by those who study English; knowing the fundamental vocabulary will prepare students to begin studying English using a methodology.

Based on the thoughts of several experts, it can be concluded that vocabulary is a fundamental component of language and the foundation for effective speaking, listening, writing, and reading. The more vocabulary a student has, the greater the ability to comprehend what is heard and read. Also, the student can communicate to express an opinion or idea while speaking or writing.

2. Aspect of Vocabulary

According to Annisa et al (2019) there are vocabulary concepts that pupils should master). These are what they are:

- a. The students must understand the pronunciation and spelling of words
- b. Grammar after learning new words, students should understand the grammatical rules.
- c. Meaning to help them recall the vocabulary being studied, the students must be aware of the words' definitions.

Students must therefore comprehend vocabulary-related concepts

like pronunciation, spelling, and pronunciation. Second, grammar after mastering a ton of new vocabulary. The last purpose is to aid in their retention of the terminology they have studied.

3. The Types of Vocabulary

They are types of vocabulary. These parts of speech are adjectives, nouns, pronouns, and regular and irregular verbs Betty (2002 : 20).

a. Adjective: The simplest definition of an adjective is a word that describes, qualifies, or clarifies a noun. Adjectives describe nouns by giving some information about an object's size, shape, age, color, origin, or material.

b. Noun: A noun is a part of speech that names a person, place, thing, idea, action, or quality. There are several different types of nouns: Common Nouns, Proper Nouns, Concrete Nouns, Abstract Nouns, Collective Nouns, Count Nouns, and Mass nouns.

c. Pronoun: A pronoun is a word used instead of a noun or noun phrase. Pronouns refer to either a noun that has already been mentioned or a noun that does not need to be explicitly named. There are several other types of pronouns.

d. Verb

Verbs generally refer to actions, events, and processes that give, happen and become. They typically have several forms: infinitive, third person singular present tense, past tense, present participle, and past participle. The past participle is usually the same as the past tense

form but for some verbs is different. The primary division between verbs is between auxiliary and lexical verbs. An auxiliary verb is a closed subclass and has a main grammatical function. In a lexical verb, a distinction is traditionally made between transitive (verbs that require an object) and intransitive. There are two verbs. That is regular ver and irregular verb. Regular verbs: These are verbs that form their past tense and the past participle by adding -d or -ed or, in some cases, “t.” Irregular verb: These are verbs in which the past tense is not formed by adding the usual -ed ending for the Past Simple and Past Participle forms. Irregular verbs have no rules for conjugation. These can only be learned in context.

e. Adverbs

Adverbs represent a very set of words. There are basically two kinds, those which refer to circumstantial information about the action, event, or process, such as the time, the place, or manner of it, and those which serve to intensify other adverbs and adjectives.

f. Numerals

Numerals are of two kinds; ordinal and cardinal. Ordinal numerals, as the name indicates, specify the order of an item and comprise the series of first, second, third, fourth, and so on. Cardinal numerals do not specify order but merely quantity and comprise series such as one, two, three, four, etc.

g. Determiners

Determiners are a class of words that are used with nouns and have the function of defining the reference of the noun in some way. The class is divided into two broad groups. Identifiers and quantifiers. The subclass of identifiers includes the article, the indefinite article and the definite article, the possessive and the demonstrative

h. Preposition

A preposition is their chief function of relating a noun phrase to another unit. The relationship may be one of time (e. g after the meal), place (e.g, in front of the bus), or logic (e.g, because of his action). Many prepositions may be used to express more than one of these relationships

i. Conjunctions

As the name implies, it also has a joining function, usually of joining one clause to another, but sometimes of one noun to another. They are of two kinds: coordinating conjunctions, such as and, or, but, which, join two items on an equal footing, and subordinating conjunctions, such as when, if, why, whether, because, since, and which subordinate one item to another in some way. The subordination may be one of time.

Based on the explanation above, there are the types of vocabulary form part of speech such as adjectives, nouns, pronouns, verbs, adverbs, numerals, determiners, prepositions, and conjunction. The researcher

only focuses on the verb, noun, adjective, and adverb.

B. Memrise

1. Definition of Memrise

Memrise is a learning platform that helps students to learn languages by combining flashcards with mnemonics technology to teach foreign languages and memorize material. This tool provides vocabulary learning, the target of this tool who wants to encourage pupils to discover their vocabulary quickly in an enjoyable way. Fadhilah (2020 : 31) mentions that Memrise is a free online learning tool with an engaging and humorous design that allows students to acquire vocabulary quickly and effectively.

Memrise in their analysis of trends, problems, and opportunities for self-directed education in mobile language learning apps (Heil et al, 2016). Memrise uses a crowdsourcing method where all community members can design their courses. These courses suit each student's needs and supplement traditional language lessons by providing opportunities for practice and revision of the material.

Memrise is a mobile application learning, as well as a mobile application that can be found in Google Play, and Apple applications. Also, students can be found on a website at www.memrise.com. Ed Cooke, the Grand Master of memory, Ben Whatley, and Princeton neurologist specializing in memory science and forgetting was found Memrise. Memrise was created in 2005 and released in 2013 by Ed Cooke, a Grand Master of Memory, Ben Whately, and Greg Detre, a Princeton

neuroscientist specializing in the science of memory and forgetting (Karjo and Andriani 2018 : 39),. The app provides more than 150 languages courses in 25 languages and it is accessible in some languages such as English, Korean, French, Spanish, Japanese, German, Russian, Chinese, Vietnamese, Portuguese, Swedish, Norwegian, Danish, Arabic, Dutch, Indonesian, Italian, Polish, and Turkish. Memrise is a program that helps users learn English and also another language. So, this application works with almost all of the languages spoken in the world.

Luczak (2017 : 12) asserts that Memrise's most significant advantage is its efficient vocabulary learning approach, which aids learners in developing memorization due to the frequent revision requirements enforced by Memrise. Memrise uses "elaborate encoding," "choreographed assessment," and "periodic reminders," three fundamental scientific ideas, to help learners absorb material five times faster. Elaborate encoding means the connecting goal of the content. The student will learn what they have already learned in courses. By tying a word's meaning to a Memrise-suggested when language learners are learning new words, Memrise contributes to the "elaborate encoding" process. The regular tests offered by Memrise are regarded as "choreographed testing." The words that students learn are assessed frequently in assessments that need them to recall an answer or complete multiple-choice or spelling exercises. The Memrise system would remind users to revisit what they have learned through "scheduled reminders." Memrise also uses "spaced repetition"

techniques to help students retain the information they have learned. Students' language knowledge will be evaluated using the data students have learned. The Memrise system will continually offer learned language at progressively greater intervals as part of the "spaced repetition" technique. Using "spaced repetition" techniques, language students could develop a long-term memory of what they have learned (Fadhila, 2016: 33-46).

Fisher (2016: 20) stated that Memrise uses audio, pictures, and memory strategies to help language learners make connections between words for improved recall. Memrise also offers speed review, a standard test that assists language learners in memorizing material better. Memrise also makes learning a language fun by rewarding students with points and badges representing their reputation and allowing them to compete with other students while learning the language (Ivleya, 2016: 38). It will encourage students to learn vocabulary more efficiently and enjoyably by using Memrise.

Pointed out the preceding explanation, Memrise aids language learners in better memorizing material. Memrise is also a free online learning tool that can open on a smartphone or computer with an entertaining and amusing design that enables students to learn vocabulary easily, successfully, and amusingly. Therefore, Memrise is an application suitable and more interesting for people with easy to bring and it can open anytime.

2. The Advantages of Memrise

Memrise has several benefits for both teachers and students. As follows:

- a. Memrise offers students and teachers the to engage in learning choices to several key features. With the aid of these elements, students can interact with the material in a way that facilitates information storage in long-term memory. (Greg and elk, 2017 : 31).
- b. Memrise offers many media. In contrast to pupils who learn hearing through audio, audio enhanced by text and graphics can grab students' attention and increase motivation for listening learning.

Overall, Memrise is advantageous for users, students, and teachers. Memrise courses may be instantly produced with a single click, and the vocabulary foundation can later be used for other things.

3. The Procedures of Using Memrise Application

Students can get the app from Google Play or the App Store and put it on their Android or iOS devices. They can also get to it through their browser. Here are the steps to fill out the application:

- a. Students can sign up at www.memrise.com to ensure the application is set to English and Indonesian.

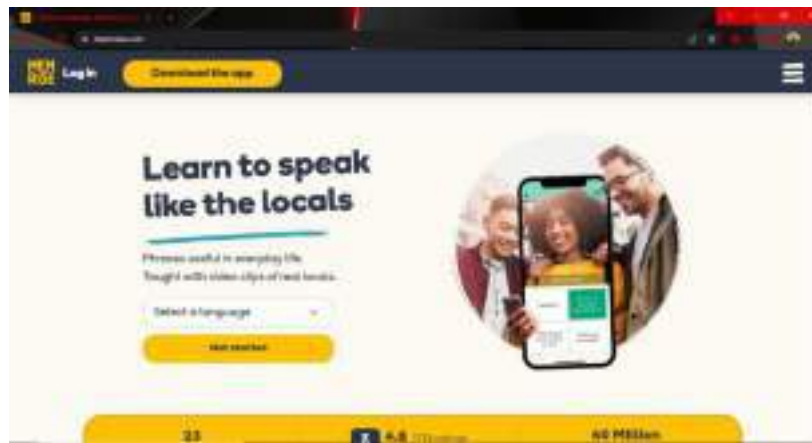


Figure 1. Memrise sign-up

- b. Students can apply immediately after making an account on the website, and users can click "sign in now."



Figure 2. Memrise login

- b. Next, Students can log in once their accounts are active. Students can begin utilizing the Memrise Application by selecting an existing course created by Memrise users.

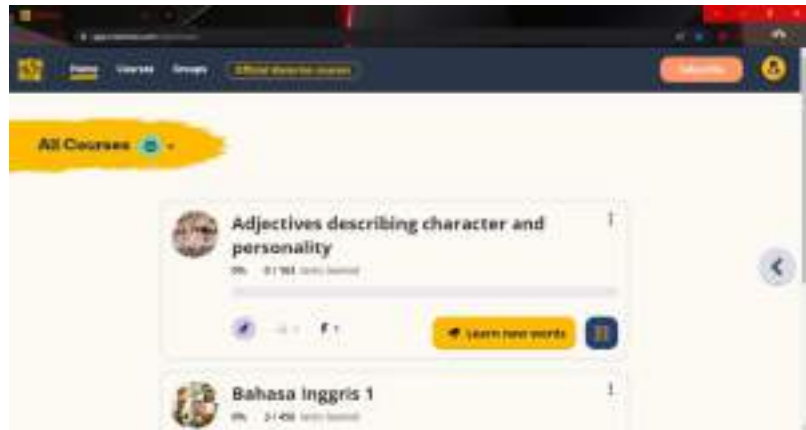


Figure 3. Memrise tutor

- d. Next, student can select one or more courses to study and then begin their studies by choosing the course.



Figure 4. Memrise tutorial

- e. The course provided audio and listening tests to assist students to improve their listening skills.

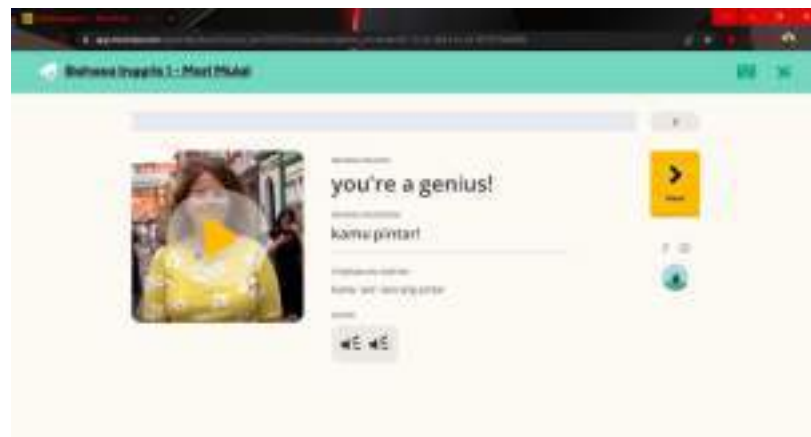


Figure 5. Memrise tutorial

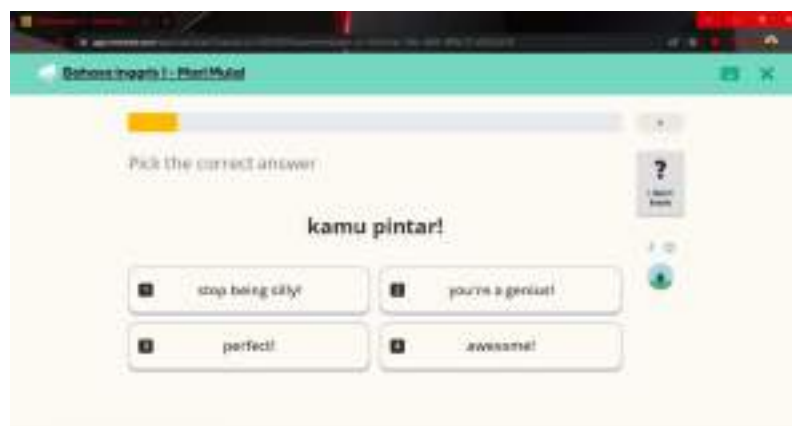


Figure 6. Memrise tutorial

More than 200 language courses are available. To find a course, click “courses” and sort by language or popularity. Additionally, you can conduct a keyword search. Once you've discovered the desired course, click the "start learning" button. The Memrise app has a lot of different items that help students learn new words. So, when students use this app, they can feel like they are having fun while learning.

4. Create Course in Memrise Application

Teachers can create courses in the Memrise Application that will make teaching easier. Here are steps how to create a course for teachers:

- a. Teachers visit the website www.memrise.com on their computer or access the application with a smartphone.

- b. Next step, teachers sign up for an account using their email address
- c. After the teachers have logged in, click “course” then “create a course”
- d. Teachers can fill out the required information and then click “create course”.
- e. Last the teacher can add the material as they want.

C. Duolingo

1. Defination of Duolingo

Duolingo is a language-learning platform and mobile application that provides users with a comprehensive and interactive way to learn new languages. Botero et al (2019) mentions the Duolingo has a lot of language that learners choose to learn, there are English, Arabic, Spanish, French, Dutch, and other languages are available to select. Munday (2016) have stated that Duolingo is a free app created by Luis Von Ahn and Severin Hacker in November 2011. It was created to translate the web and as the side impact there are millions of people learning a foreign language. The platform utilizes a gamified approach to make language learning enjoyable and engaging for student.

White (2017) points out that Duolingo is an online learning program that allows people to take free and easy language courses. These lessons are designed to be accessible to learners of all levels, from beginners to advanced. Guaget (2018) stated that Duolingo provides vocabulary practice and gives an opportunity for students to evaluate their knowledge

and identify the need to continue improving. It offers bite-sized lessons and exercises that cover different aspects of language acquisition, such as vocabulary, grammar, reading, writing, listening, and speaking.

Using Duolingo to learn English can get positive feedback from students and teachers. Jaskova (2014:15) defines Duolingo is seen as a future in learning languages and in global communication. Students work with the program and get a chance to explore all the skills in English. Although the content of the software is not suited to the students' cultural background, it engages students in a very interesting way that can motivate them. Students can choose one of the available languages in the Duolingo application to work on a series of lessons and available questions. Each lesson consists of several questions, translating sentences, responding to voice commands, identifying pictures associated with certain words or sentences, and multiple-choice answers.

2. The Advantages of Duolingo Application

According to Latief (2019) Duolingo as a learning media have some advantages, there are:

- a. The application is user friendly, with free, simple, and informative lessons.
- b. Learning is based around subjects.
- c. Teaches grammatical rules. Example, masculine and feminine, plural.

- d. Tips and notes about grammar at bottom of each lesson.
 - e. Can be accessed on various electronic devices like mobile phone or PC, so learners can keep a detailed record of progress.
 - f. Can set daily goals for motivation.
 - g. Virtual shop with rewards for progress.
 - h. Courses offered and taught in multiple languages.
3. The Procedures of Using Duolingo Application

Here are the procedures to use the Duolingo app inside or outside the classroom for further information:

- a. Students can access Duolingo on the web or download the Duolingo from Google play store or App Store. After that, create a Duolingo account o to access the application.



Figure 1. Duolingo Tutorial

- b. Next, Choose the language students want to learn. If students an Indonesian speaker, the available courses are English Courses. After that, select the level of how much English vocabulary students know and select the daily target time that student want to run.



Figure 2. Duolingo Tutorial



Figure 3. Duolingo Tutorial

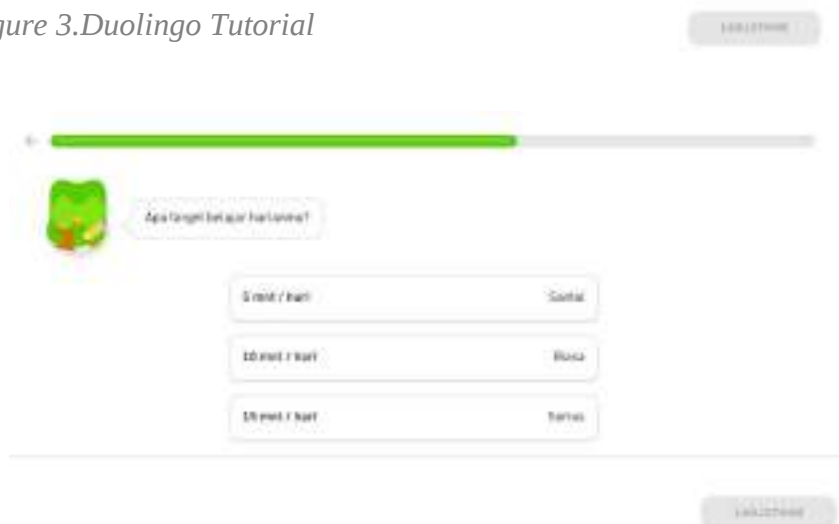


Figure 4. Duolingo Tutorial

- c. Students can already access Duolingo and do the exercises they want. The exercises are categorized into several units starting with the basic units.



Figure 5. Duolingo Tutorial

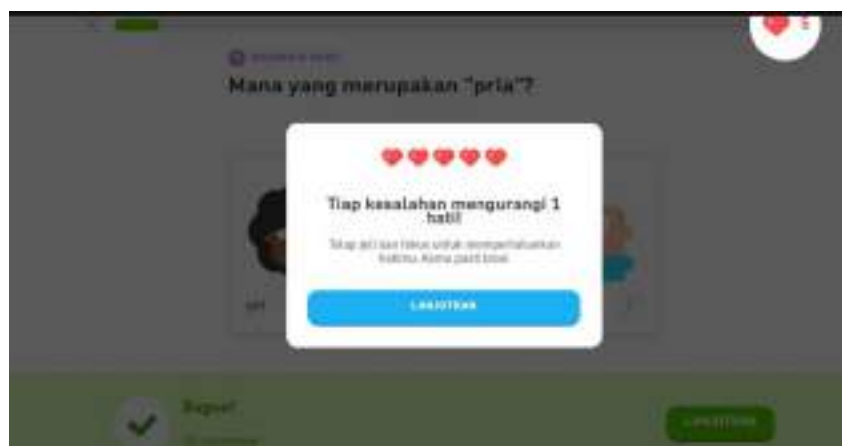


Figure 6. Duolingo Tutorial

Students can do and complete daily progress through the units and lessons. The exercises consist of 10-20 questions which will take about 5-10 minutes. Meanwhile, students be able to proceed to the next unit, students must complete several exercises on the theme in that previous unit. Thus, to increase the level of student learning, the next unit level is designed to be more difficult than before to increase the level of student learning

D. Related Research

These are the papers that the researcher discovered to justify the use of compaable variables as sources for the current study.

The first is by Eka Wahyuning Tyas and Dede Nurdyawati (2019), titled “The Effectiveness of Memrise Online Application on Vocabulary Mastery of the Tenth Grade BDP Students of SMK Al-Furqon Bantarkawung”. This research aimed to investigate the effectiveness of utilizing Memrise to teach students in the tenth grade of the BDP (Bisnis Daring dan Pemasaran) program at SMK Al-Furqon Bantarkawung vocabulary. In this study, pre-experimental methods were employed. The examination of data or the testing of hypotheses using Ttest. In addition, the calculated value of tvalue is 0.063. Consequently, H_0 is accepted, while H_a is refused. Therefore, this study hypothesizes that Al-Furqon Bantarkawung vocational school pupils in the tenth grade do not benefit from the online vocabulary program Memrise.

The second related research or study, by Jalil Fathi, Forough Alipour, and Abdulbaset Saeedian, was published in 2019, it was titled "Enhancing Vocabulary Learning and Self-Regulation via a Mobile Application: An Investigation of the Memrise App." The current study aimed to examine the impact of using Memrise's mobile application (app) on learning vocabulary in a second language (L2) and one's ability to self-regulate vocabulary learning. In doing so, 59 Iranian students studying English as a foreign language (EFL) in two intact classes took part in this quasi-experimental study. The results showed that Memrise positively impacted students' L2 vocabulary learning and self-regulation skills more than the control group. For L2 researchers and practitioners, the findings have

implications.

The previous study aims to find attractive media for teachers or students to learn vocabulary. Hence, the researcher decides to conduct a study on this issue because the researcher wants to discover new things that may help significant people. Accordingly, the researcher will use the same media as an attractive media in teaching vocabulary. Then this study will be conducted in different places and with participants likely to produce additional findings. The researcher uses VII students of Cibarusah 3 Junior High school to conduct this research.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method and Design

In conducting this research, a quasi-experimental method is chosen to be an appropriate method. quasi-experimental designs are true experiments that practical compromise for investigating human language behavior (Herawati and Irdiansyah, 2022; 28). Creswell (2012; 294) states that experimental research aims to determine whether treatment affects the outcome. The researcher use a quasi-experimental with a nonequivalent control group design to find out whether or not using the Memrise website and Memrise application give affects students' vocabulary This research consisted of two variables there are independent variable refers to Memrise application and dependent variable refers to the students' Vocabulary enrichment of Junior High School .

In this research, there are two groups, namely the experimental group and the control group. Sugiyono (2010: 75) states that the main characteristic of the quasi-experimental design is the development of a true experimental design, which has a control group but cannot function perfectly to control external variables that affect the implementation of experiments. One of the most commonly used a quasi-experimental design of a nonequivalent control group could be represented as; The design is taken from Sugiyono (2013:116).

$$\frac{O1 \times O2}{O3 \times O4}$$

Note:

O1 = Experimental group

(Teaching vocabulary using Memrise Application)

O2 = Control Group

(Teaching vocabulary using Duolingo Application)

X = Treatment using Memrise application

O3 = Pre-test (Vocabulary test given before treatment)

O4 = Post test (Vocabulary test given after treatment)

The experimental group is the group that is given treatment Memrise application and the control group that is given treatment Duolingo application. The writer uses pre-test and post-test in the experimental and control groups to see the effectiveness of using by Memrise application looking at the results of the pre-test and post-test measurements and comparing scores between both classes.

B. Population and sample

The population of this research at SMPN 3 Cibarusah. The total class at SMPN 3 Cibarusah in the seventh -grade are nine, consisting of There are VII-A (35 students), VII-B (37 students), VII-C (37 students), VII-D (37 students), VII-E (36 students), VII-F (35 students), VII-G (37 students), VII-H (35 students), VII – I (36 students) with the total of

populations are 325 students. VII A-I. In conducting the research, the researcher uses simple random sampling, because the sampling of population members is done randomly without focusing to the existing strata in the population. Based on the result of the random sampling procedure, the researcher uses simple random sampling by a lottery system from four classes only taken two classes, namely class VII-E (35 students) for the experimental class and VII-F (37 students) for the control class. However, the researcher will use another class, that is use D class as a class to validate questions.

C. Research Instrument

The research instrument is a facilitation that supported the research in gathering data. In this research, the researcher used a written test to collect data. The test is in the form of multiple-choice. The test used in this research is pre-test and post-test. The test is given to both the experiment and control class.

In the pre-test, the researcher will give multiple-choice questions for students to answer before implementing Memrise in vocabulary. The Pre-test is used administered in order to measure the students' mastery in vocabulary. After treatment, both the experimental and control groups were given a post-test. In the post-test, the researcher will provide multiple-choice questions for students to answer after implementing Memrise in vocabulary. It was designed to compare whether the treatment will affect students' vocabulary enrichment.

D. Data Collection

The test is used to determine the students' vocabulary enrichment. The test will be given to the seven-grade student of SMP 3 Cibarusah. In collecting the obtained data based on the research instrument, there are pre-test, treatment, and post- test. The researcher gives pre-test in the first meeting, the test about the descriptive text in the form of multiple choice. After the given pre-test, the researcher continues will conduct the research to experimental group in order to ensure that they understand the material and learn a new learning process through media Memrise Application. In this study, treatment using Memrise will be given to the experimental group. After treatment, in the last meeting the researcher gives the post test in order to know there are significant or not using Memrise Application of students' vocabulary.

The test is in the form of a multiple-choice question. The students have to be able to answer the questions which contain some vocabularies that they learnt while the instruments are given. Finally, the result of the pre-test and post-test are calculated by using t-test formula to find out whether there is any effect of treatment on students' vocabulary enrichment.

E. Data Analysis

The collected data is processed by comparing the results, the first is the pre-test and the second is the post-test to find out whether there will be a significant or not of using Memrise Application. This study

employs two data analysis tests: hypothesis testing (t-test) and Normalized-Gain calculation (N-gain). In this study, hypothesis testing is required to confirm the veracity of the hypotheses that have been previously formulated. The researcher uses an independent sample t-test taken from Arikunto (2013:208) to test the hypothesis. Meanwhile, N-Gain is calculated based on the difference between pre-test and post-test scores. It is used to prove whether the use of the Memrise Application is effective or not. Both analyses will be analyzed using SPSS 29 v. (*Statistical Package for Social Science*).

The step to analyze the data, they are :

1. Normality Test

The normality test determines whether or not the experimental and control classes are normally distributed. The data has been representative of the population and the data can be calculated using parametric statistics which usually use Independent Sample T-test. In this research, the Normality test used Kolmogorov-Smirnov test. Testing Normality of the data with the Kolmogorov-Smirnov test can be carried out with the aid of the SPSS version 16.0 for Windows programs with the significant level used is 5% (0.05) the form are: 1) If the score of sign > 0.05 it means the data is normally distributed. 2) If the score of sign < 0.05 it means data is not Normally distributed.

2. Homogeneity Test

The homogeneity test is used to determine whether the sample data taken from the population has a homogeneous variance or not. To examine the homogeneity of variance, a statistical test (test of variance) on the distribution of scores of the groups involved is required. The researcher applied SPSS for statistical computing to ensure test homogeneity in this research. the Homogeneity test using the Levene statistical test

3. T-test.

The test is a data analysis procedure used to compare the difference's significance between the experimental and control classes. Comparing the increase in the experimental group data with the increase in the control group data. As a result, comparative hypothesis testing was performed using the t-test as follows:

- Calculate the variance of the control class and the experimental class:

a. Variance of the control class

$$S^2_c = \frac{\sum X_1^2 - \frac{(\sum X_1)^2}{n}}{n - 1}$$

S^2 = Variance of the control class

$\sum x^2$ = Total score control class

N1 = Number of students control class

b. Variance of the Experimental Class

$$S_E^2 = \frac{\sum X_2^2 - \frac{(\sum X_2)^2}{n}}{n-1}$$

S^2 = Variance of the experimental class

$\sum x^2$ = Total score experimental class

N1 = Number of students' experimental class

c. Control class average

$$x_k = \frac{\sum x^1}{n}$$

x_k = Control class average

$\sum x_1$ = Total score control class

n = Number of students control classin

d. Experimental class average

$$x_E = \frac{\sum x^1}{n}$$

x_E = Experimental class average

$\sum x_1$ = Total score experimental class

n = Number of students' experimental class

e. The combined Standard deviation

$$S_{\text{Combined}} = \frac{\sqrt{(n_A-1)S_A^2 + (n_B-1)S_B^2}}{n_A+n_B-2}$$

Sgab = Combined Standard deviation

n_A = Number of experimental class

n_B = Number of control class

S_A² = Variance of the experimental class

S_B² = Variance of the control class

f. Calculating the t-test

$$t = \frac{X_A - X_B}{S_{gab} \sqrt{\left(\frac{1}{n_A} + \frac{1}{n_B}\right)}}$$

X_A = The means score of experimental class

X_B = The means score of control class

n_A = Number of experimental classes

n_B = Number of control classes

4. Calculating Normalized Gain

Normalized Gain test is calculated based on the difference of pre-test and post- test score. Syahfitri (2008:33) The pattern of calculating N-Gain is as follow:

$$N\text{ Gain} = \frac{\text{Score Posttest} - \text{Score Pretest}}{\text{Highest Score} - \text{Score Pretest}}$$

The category of obtaining N-Gain value can be seen in the table below:

Table 3.2 N-Gain

N-Gain Score	Category
$g > 0.7$	High
$0.3 \leq g \leq 0.7$	Moderate
$g < 0.3$	Low

Source : Karunia Eka Lestari and Mokhammad Ridwan Yudhanegara
(2017:235)

CHAPTER IV

REASEARCH FINDINGS AND DISCUSSTION

A. Research Findings

The research was conducted at SMPN 3 Cibarusah, Jl – Mutiara Bekasi Jaya, From August 1th, 2023, until August 31th, 2023. It was conducted to find out whether there was an effect of students' vocabulary between the students who were taught using Memrise and those who were taught with Duolingo. The population was taken from Seven-Grade student of SMPN 3 Cibarusah, which consist of seven classes. Two classes were chosen as samples. Simple random sampling was used as sample technic, with lottery system as a system of simple random. The student of VII-E became the experimental group and, the student of VII-F became a control group. The study used a quasi- experimental design which consisted of the Experimental and control groups.

The researcher conducted the data from the pretest and posttest which were collected from both groups. The data were calculated by systematically and accurately to achieve the research objective. It was aimed to determine whether there is any effect of Memrise application on students' Vocabulary Enrichment. This research was described the result of data in the findings by showing some of point, pretest and posttest from both of group, Normality and Homogeneity test form both

of group, and T-test and N-gain score. The researcher used SPSS v.29 to calculate all of the data in this research.

1. The result of pretest and posttest Experimental group.

Based on the pretest and posttest result it gained. The total score of pretest is 2059, with the highest score of pretest is 80 and the lower is 40. After giving treatment the score for posttest is different. The total score of posttest is 2912, with the highest score of posttest is 100 and the lower is 70. The data showed that the total score of pretest was lower than the posttest.

2. The result of pretest and posttest control group.

Based on the pretest and posttest result it gained. The total score of pretests is 2182, with the highest score of pretests is 86 and the lower is 43. After giving treatment the score for posttest is different. The total score of posttests is 2831, with the highest score of posttest is 100 and the lower is 63. The data showed that the total score of pretest was lower than the posttest.

3. The result of Normality Test and Homogeneity test.

Normality and Homogeneity test were used to determine whether the samples obtained are normally distributed or not. The data were calculated by assist SPSS v.29 program, namely the Kolmogorov-Smirnova test. Suppose the result of significance are the higher than ≥ 0.05 , it was explained the data distribution is normal, and the classes are homogenous.

a. Normality test

The normality test is in this study used Kolmogorov-Smirnov formula.

The Kolmogorov-Smirnov (KS) test offers a non-parametric and distribution-free method for comparing two distributions, making it versatile and applicable when the underlying distribution is unknown or deviates from normality. The data gained would calculate by Kolmogorov-Smirnov. The result as follow:

Table 4.1

Normality Result of Pretest and Posttest

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		36
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	6.65225427
Most Extreme Differences	Absolute	.131
	Positive	.131
	Negative	-.086
Test Statistic		.131
Asymp. Sig. (2-tailed) ^c		.121
Monte Carlo Sig. (2-tailed) ^d	Sig.	.120
	99% Confidence Interval	112

a. Test distribution is Normal.

b. Calculated from data.

Based on the table above, part of Kolmogorov-Smirnov. It was showed 0.121. Based on the result of four data. It can be state that normality test of the experimental and control class is normally distributed, because normality test is higher than 0.05.

b. Homogeneity test

The homogeneity test is in this study used levene's test type of variance Levene's test is frequently used when comparing variances across multiple of groups. It also whether the variances of different groups are statistically equal. The result as follow:

Table 4.2

Homogeneity Result of Pretest and Posttest

Tests of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	.151	1	70	.699
	Based on Median	.084	1	70	.772
	Based on Median and with adjusted df	.084	1	68.658	.772
	Based on trimmed mean	.117	1	70	.734

Based on the table above is that the significance. It was showed of mean is 699, median is 772, Median and with adjusted df is 772 and trimmed mean is 734. Based on the result of four data. It can be state that homogeneity test of the experimental and control class is homogeneous distributed, because homogeneity test is higher than 0.05.

4. Calculating T-test and N- gain score

a. Calculating Mean

After calculating the score of vocabulary in pre-test and post-test of the experimental and control classes. The mean was calculated to find out the average of the experimental class (X)

and control class (Y) as follows:

- Mean of Experimental class

$$M_x = \frac{\sum X}{N}$$

$$N = \frac{853}{36}$$

$$N = 23.69$$

- Mean of control class

$$M_x = \frac{\sum X}{N}$$

$$N = \frac{649}{36}$$

$$N = 18.02$$

b. Calculating standard deviation

The following process after calculating the mean is calculating standard deviation. In this step, standard deviation of experimental class ($\sum_x$) and control class ($\sum_y$). The design was taken from Supardi U.S (2016:331-332) as follows:

1. Standard Deviation of Experimental Class

$$\begin{aligned} SD_x &= \frac{\sum Dx^2 - \frac{(\sum Dx)^2}{N}}{N-1} \\ &= \frac{21521 - \frac{(853)^2}{36}}{36-1} \\ &= \frac{21521 - \frac{1706}{36}}{35} \\ &= \frac{21521 - 47,388}{35} \end{aligned}$$

$$= \frac{21437,612}{35} = 613.53$$

2. Standard Deviation of Control Class

$$\begin{aligned} SD_x &= \frac{\sum Dx^2 - \frac{(\sum Dx)^2}{N}}{N-1} \\ &= \frac{15317 - \frac{(649)^2}{36}}{36-1} \\ &= \frac{15317 - \frac{1298}{36}}{35} \\ &= \frac{15317 - 36,055}{35} \\ &= \frac{15280,945}{35} = 18.02 \end{aligned}$$

3. The Combined Standard deviation

$$\begin{aligned} S_{\text{Combined}} &= \frac{\sqrt{(n_A-1) \sum Dy^2 + (n_B-1) \sum Dx^2}}{n_A+n_B-2} \\ &= \frac{\sqrt{(36-1) \cdot 436,59 + (36-1) \cdot 615,53}}{36+36-2} \\ &= \frac{\sqrt{(35) \cdot 436,59 + (35) \cdot 615,53}}{70} \\ &= \frac{\sqrt{15280,65 + 21473,55}}{70} \\ &= \sqrt{525,06} = 22.914 \end{aligned}$$

c. Calculating T-test

The data of T-test that had been collected by the students' scores. The data of the test that is used for comparing the hypothesis of two samples. The purpose to determine whether

the hypothesis was accepted or rejected. Here is the calculation.

$$\begin{aligned}
 \text{T-test} &= \frac{X_A - X_B}{S_{gab} \sqrt{\left(\frac{1}{Na} + \frac{1}{Nb}\right)}} \\
 &= \frac{23.69 - 18.02}{22.914 \sqrt{\left(\frac{1}{36} + \frac{1}{36}\right)}} \\
 &= \frac{5.67}{22.914 \sqrt{0.02}} \\
 &= \frac{5.67}{3.240} = 1.75
 \end{aligned}$$

d. Calculating the degree of freedom (df)

The value of freedom can be counted by the following formula:

$$\begin{aligned}
 \text{Df} &= (N1 + N2) - 2 \\
 &= (36 + 36) - 2 \\
 &= 70
 \end{aligned}$$

e. Calculating Normalized Gain

The calculation of Normalized-Gain is needed in this research to check the effectiveness of the treatment of both classes. The score of N-Gain is calculated by SPSS v.29 with the result:

Table 4.2

Result of N-Gain score Experiment

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
NgainScore	36	.32	1.00	.5721	.16202
Ngainpersen	36	31.82	100.00	57.2119	16.20176
Valid N (listwise)	36				

Table 4.2

Result of N-Gain score Control

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Ngainscore	36	.19	1.00	.4819	.19541
NgainPrsen	36	18.92	100.00	48.1904	19.54052
Valid N (listwise)	36				

Based on the result, it was showed the average value of the N-gain core for the experimental class (Memrise Application) 57.2119. include in the practical category with a value maximum of 100. It means quite effective and moderate category. Meanwhile, the average N-gain score for control class (Duolingo Application) is 48.1904. include in the practical category with a value maximum of 100. It means low effective and moderate category.

A. Discussion

This research was about to determine the effect of using Memrise Application Learning media on vocabulary enrichment for seventh grade at SMPN 3 Cibusah. After all the data was collected and showed the result by the t-test formula. There were taken several steps to show the result, such as scoring the pre-test and the post-test, calculating normality and homogeneity, calculating mean, calculating standard of deviation, calculating the t-test, calculating the degree of freedom, and calculating normalized gain.

Based on the data analysis of research result. The result of calculating the $t_{\text{calculated}}$ is 1.75. This research using sig.0.05, based on the t-table, if $df = 70$ so the $t_{0,05}$ is 1.66. It means that $1.75 > 1.66$ in other word, the score of t-test higher than t-table. When t-test is higher than t-table. It means that null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Thus, it is calculated that there is any effect of using Memrise on vocabulary enrichment.

The results showed that the Memrise application had an effect on enhancing students' vocabulary. It can be seen by comparing the vocabulary tests in the pretest and posttest during the use of the application. The results showed that students' vocabulary was enriched, and students learned some new words. In addition, direct observation of students' participation in the learning process and oral and written communicative activities also reflected their improved ability to use more diverse and appropriate vocabulary. As a result, the findings provided concrete evidence that the Memrise application enriched students' vocabulary and affected students' vocabulary enrichment for integrating the app into educational contexts.

The result of average N-gain score. It showed 57.2119 for using the Memrise application, it means was quite effective on student vocabulary. Meanwhile, 48.1904 for using the Duolingo application, which means was low effectiveness on student vocabulary. This research found several reasons why using the Memrise application was quite effective. It can be

seen from the limited use of smartphones and the Internet. Researchers found an alternative by using a laptop for the research process. There was better alternative, it was taken to many times because the students have to take turns to see the subject. Besides, researchers found difficulties in the control class, which used the Duolingo application has several difficulties, such as limitations when accessing the application and students' enthusiasm when using the application.

The features provided in Memrise application could give inspire students in the experimental group on increase their vocabulary. Nuralisah & Karevati (2020) stated that using Memrise is effective for increasing students' vocabulary enrichment. Students learned vocabulary more easily and are happy in the learning process. This application is also one of reference learning strategies that research can do to teach in class. For readers of this research can do to teach in class. As the result, the scores of the post-test in the experimental group and control group increased, but the scores of the post-test in the experimental group were higher than the scores in the control group. In addition, both treatments Memrise and Duolingo have an effect to improve students' vocabulary, but the research result showed that Memrise was more effective. Therefore, Memrise application can be used as a teaching media to improve students' vocabulary

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the t-test result, it can be concluded that Memrise application is significantly effective for students' vocabulary enrichment. It is provided by differences between experimental and control class posttest scores. The data shown by the result of the t-test score and the value of $t_{0.05}$ in the t-table with. The alternative hypothesis (H_a) is accepted. There is an effect of using Memrise application on student' vocabulary enrichment. It can be seen, that students' vocabulary was enriched, and students learned some new words Meanwhile, Memrise application has many features that can support students in enriching vocabulary. Additionally, student is easy to use and access Memrise application. The another proves that average of n-gain score for experimental class using Memrise application is categorized as quite effective. It is higer than average calculation of the n-gain score in the control group is categorized as lower effective. Therefore, Memrise application can be one of the alternative ways to improve student' vocabulary.

B. Suggestion

Based on the discussion result and conclusions, the are some suggestions can be given to the teachers, institute, and the next researchers. The first suggestion is for teacher, the researcher suggested

using interactive media or Memrise application in teaching vocabulary. The researcher suggested it because the use of Memrise application as media learning made student excited and interested in learning. Besides, Memrise application assist student to utilize thecnology as learning media

The second suggestion is for institutions. The researcher expected that in digital era, every institution would provide better facilities for student to support them in the learning. So that student can be more active and help the students to improve their vocabulary.

The third suggestion is for the next researcher. This study can be reference for other researcher who want to conduct research about Memrise application as learning media on student vocabulary. Additionally, the researcher suggested that the teacher or the next researcher can use Memrise application as media learning. It is also hoped that future studies will explore this application in diverse academic contexts or with alternative subjects, inspiring further research on enhancing students' vocabulary through the Memrise application.

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APPENDICES

APPENDIX 1 : LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

(Experimental Class 1)

Nama Sekolah : SMPN 3 Cibarusah Alokasi Waktu: 2×45 JP
Kelas/Semester : VII/Ganjil Pertemuan ke: 1
Mata Pelajaran : Bahasa Inggris KD: 3.4 dan 4.4
Materi Pokok : Vocabluray (Hobbies and Places)

A. Kompetensi Inti

KI.1. Menghayati ajaran agama yang dianutnya.

KI.2. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi dan gotong royong), santun, dan percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI.3. Memahami pengetahuan (factual, konseptual, procedural, dan metakognitif) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, dan budaya terkait fenomena dan kejadian tampak mata.

KI.4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.4. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hobi dan tempat. (Perhatikan unsur kebahasaan dan kosa kata terkait article a dan the, plural dan singular	3.4.1. Menyebutkan nama dan jumlah hobi dan pekerjaan (C1) 3.4.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait hobi dan tempat (C2) 3.4.3 Membandingkan unsur kebahasaan terkait article a dan an, plural dan singular pada teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hobi dan tempat. (C4)
4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hobi dan tempat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.4.1 Membuat teks interaksi transaksional lisan dan tulis sangat

	sederhana terkait Tindakan memberi dan meminta informasi hobbi dan tempat. (C6) 4.4.2 Mengkomunikasikan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional terkait tindakan memberi dan meminta informasi hobbi dan tempat. (C5)
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C. Tujuan Pembelajaran

Setelah melakukan kegiatan pembelajaran, Melalui pembelajaran yang menggunakan pendekatan Scientific, peserta didik diharapkan dapat menganalisis fungsi sosial, struktur teks, unsur kebahasaan, dan menangkap makna secara kontekstual kosakata pada hobbi and tempat

D. Metode Pembelajaran

- ❖ Pendekatan: Scientific Approach
- ❖ Model Pembelajaran: Discover Learning
- ❖ Metode: Diskusi dan Tanya Jawab
- ❖ Media : Aplikasi Memrise

E. Materi Pembelajaran

No	Hobbies	Terjemahan
1.	Fishing	Memancing
2.	Painting	Melukis
3.	Ride a horse	Berkuda
4.	Singing	Bernyanyi
5.	Reading	Membaca
6.	Cycling	Bersepeda
7.	Listening to Music	Mendengarkan Musik
8.	Climbing	Panjat Tebing
9.	Dancing	Menari
10.	Cooking	Memasak
11.	Gardening	Berkebun
12.	Running	Berlari
13.	Swimming	Berenang
14.	Playing tennis	Bermain Tenis
15.	Shopping	Berbelanja
16.	Skiing	Berseluncur/ Bermain Ski
17.	Hiking	Mendaki
18.	Gymnastics	Olahraga Senam

19.	Traveling	Jalan - jalan
20.	Playing online games	Bermain game online
21.	Pottery	Barang Tembikar
22.	Camping	Berkemah
23.	Writing a poem	Menulis Puisi
24.	Journaling	Membuat Jurnal
25.	Watching a movie	Menonton Film
26.	Playing a chess	Bermain Catur
27.	Storytelling	Bercerita
28.	Ride a motorbike	Mengendarai Motor
29.	Scuba Diving	Menyelam
30.	Knitting	Merajut
31.	Playing The Guitar	Bermain Gitar
32.	Playing The Piano	Bermain Piano
33.	Playing The Biola	Bermain Biola
34.	Meditation	Bermeditasi
35.	Photography	Memotret
36.	Playing a basketball	Bermain basket
37.	Playing a football	Bermain sepakbola
38.	Playing a badminton	Bermain bulu tangkis
39.	Drawing	Menggambar
40.	Sculpting	Memahat

F. Kegiatan Pembelajaran

- ❖ **Media:** Papan Tulis, Spidol, dan Power Point.
- ❖ **Alat:** Komputer/Laptop, Handphone, dan Lembar Kerja Peserta Didik.
- ❖ **Sumber:**
Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2017.

G. Langkah-Langkah Pembelajaran

Pendahuluan (10 Menit)	❖ Guru mengucapkan salam dan bertegur sapa dengan peserta didik. ❖ Peserta didik berdo'a sebelum memulai kegiatan. ❖ Guru memeriksa kehadiran peserta didik. ❖ Guru memastikan peserta didik sudah siap untuk belajar. ❖ Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi
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	ajar dalam kehidupan sehari-hari ❖ Guru menyampaikan tujuan pembelajaran atau kompetensi dasar yang akan dicapai. ❖ Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan termasuk penguatan nilai-nilai karakter sesuai tuntutan KD ❖ Guru meminta siswa untuk membuka aplikasi yang telah diinstal pada perangkat mobile mereka.
Kegiatan Inti (70 Menit)	(Mengamati) ❖ Sebelum melakukan proses pembelajaran, guru melakukan pre-test. ❖ Peserta didik memahami kosakta mengenai benda yang belum dikuasai. ❖ Guru memperkenalkan aplikasi Memrise sebagai media pembelajaran. ❖ Guru memperkenalkan dan menjelaskan aplikasi Memrise yang akan mendukung dalam pembelajaran kosa kata. ❖ Guru meminta siswa untuk menjelajahi aplikasi, mencari kata-kata terkait dengan deskripsi objek, dan menggunakan fitur-fitur aplikasi untuk memperkaya kosakata mereka
	❖ Peserta didik di dorong untuk bertanya jawab, apakah ada pertanyaan terkait fungsi sosial, struktur dan unsur kebahasaan yang belum dipahami dari kosakata yang ditampilkan. ❖ Peserta didik mempertanyakan kosa kata manakah yang sulit di kuasai.
	(Mengasosiasi) ❖ Guru memberikan Latihan kosakata menggunakan aplikasi Memrise kepada siswa mengenai benda ❖ Peserta didik menyimak penjelasan terkait tugas individu. ❖ Peserta didik mengerjakan Latihan soal kosah kata terkait benda melalui aplikasi Memrise
	(Mengkomunikasikan) ❖ Peserta didik dan guru mengoreksi hasil, nomor berapa saja yang merasa kesulitan yang telah dikerjakan melalui aplikas Memrise. ❖ Guru menyampaikan umpan balik mengenai proses pembelajaran yang telah dilakukan.

Penutup (10 Menit)	❖ Guru me-review materi yang telah disampaikan dengan bertanya kepada peserta didik terkait pembelajaran yang sudah dilaksanakan. ❖ Guru memberikan apresiasi dan motivasi kepada peserta didik. ❖ Guru memberikan salam penutup.
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H. Penilaian

$$\text{Penentuan Nilai: } N = \frac{\text{Skor maksimal}}{\text{Skor perolehan}} \times 100$$

Jawaban benar	
Jawaban salah	

Mengetahui,

Guru Bahasa Inggris

Lestari Utami, S.Pd

Bogor, 1 Agustus 2023

Mahasiswa

Oktafiarista Nurul Hilmi

RENCANA PELAKSANAAN PEMBELAJARAN

(Experimental Class 2)

Nama Sekolah : SMPN 3 Cibusah Alokasi Waktu: 2×45 JP

Kelas/Semester : VII/Ganjil Pertemuan ke: 2

Mata Pelajaran : Bahasa Inggris KD: 3.4 dan 4.4

Materi Pokok : Vocabluray (Hobbies and Places)

A. Kompetensi Inti

KI.1. Menghayati ajaran agama yang dianutnya.

KI.2. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi dan gotong royong), santun, dan percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI.3. Memahami pengetahuan (factual, konseptual, procedural, dan metakognitif) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, dan budaya terkait fenomena dan kejadian tampak mata.

KI.4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.4. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hobi dan tempat. (Perhatikan unsur kebahasaan dan kosa kata terkait article a dan the, plural dan singular	3.4.1. Menyebutkan nama dan jumlah hobi dan pekerjaan (C1) 3.4.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait hobi dan tempat (C2) 3.4.3 Membandingkan unsur kebahasaan terkait article a dan an, plural dan singular pada teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hobi dan tempat. (C4)
4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hobi dan tempat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.4.1 Membuat teks interaksi transaksional lisan dan tulis sangat sederhana terkait Tindakan memberi dan meminta informasi hobi dan tempat. (C6)

	4.4.2 Mengkomunikasikan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional terkait tindakan memberi dan meminta informasi hobi dan tempat. (C5)
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C. Tujuan Pembelajaran

Setelah melakukan kegiatan pembelajaran, Melalui pembelajaran yang menggunakan pendekatan Scientific, peserta didik diharapkan dapat menganalisis fungsi sosial, struktur teks, unsur kebahasaan, dan menangkap makna secara kontekstual kosakata tentang hobi dan tempat.

D. Metode Pembelajaran

- ❖ Pendekatan: Scientific Approach
- ❖ Model Pembelajaran: Discover Learning
- ❖ Metode: Diskusi dan Tanya Jawab
- ❖ Media : Aplikasi Memrise

F. Materi Pembelajaran

No	Place	Terjemah
1.	Aiport	Bandara
2.	Bank	Bank
3.	Beach	Pantai
4.	Bookstore	Toko buku
5.	Bus stop	Terminal bus
6.	Church	Gereja
7.	Drugstore	Apotik
8.	Factory	Pabrik
9.	Gas station	SPBU/ Pom bensin
10.	Green grocer	Toko sayuran
11.	Harbor	Pelabuhan
12.	Hospital	Rumah sakit
13.	Hotel	Hotel
14.	Library	Perpustakaan
15.	Market	Pasar
16.	Mosque	Masjid
17.	Mountain	Pegunungan
18.	Musem	Museum
19.	Park	Taman
20.	Police Office	Kantor Polisi

21.	Post Office	Kantor pos
22.	Railway station	Stasiun Kereta Api
23.	Restaurant	Restoran/ tempat makan
24.	School	Sekolah
25.	Shop/store	Toko
26.	Stadium	Stadion
27.	Stationary	Toko alat tulis
28.	Supermarket	Swalayan
29.	Swimming pool	Kolam renang
30.	Tax office	Kantor perpajakan
31.	Temple	Candi
32.	Zoo	Kebun binatang
33.	Laboratory	Ruang Labotarium
34.	Train station	Stasiun kereta
35.	Cinema/movie teater	Bioskop
36.	Sport Centre	Pusat olahraga
37.	Bakery	Toko roti
38.	Salon	Salon
39.	Caffe	Kedai kopi
40.	Prison/Jail	Penjara

G. Kegiatan Pembelajaran

- ❖ **Media:** Papan Tulis, Spidol, dan Power Point.
- ❖ **Alat:** Komputer/Laptop, Handphone, dan Lembar Kerja Peserta Didik.
- ❖ **Sumber:**
Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2017.

H. Langkah-Langkah Pembelajaran

Pendahuluan (10 Menit)	❖ Guru mengucapkan salam dan bertegur sapa dengan peserta didik. ❖ Peserta didik berdo'a sebelum memulai kegiatan. ❖ Guru memeriksa kehadiran peserta didik. ❖ Guru memastikan peserta didik sudah siap untuk belajar. ❖ Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari ❖ Guru menyampaikan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
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	❖ Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan termasuk penguatan nilai-nilai karakter sesuai tuntutan KD ❖ Guru meminta siswa untuk membuka aplikasi yang telah diinstal pada perangkat mobile mereka.
Kegiatan Inti (70 Menit)	(Mengamati) ❖ Guru memperkenalkan dan menjelaskan arti kosa kata mengenai tempat yang belum dikuasai. ❖ Guru meminta siswa untuk menjelajahi dan menggunakan fitur-fitur aplikasi untuk memperkaya kosakata mereka ❖ Guru memberikan beberapa kosah kata melalui aplikasi Memrise ❖ Guru memulai Siswa belajar dengan tebak kata, guru menyebutkan Bahasa Inggris nya Murid menjawab terjemahnya begitupun sebaliknya
	❖ Peserta didik di dorong untuk bertanya jawab, apakah ada pertanyaan terkait fungsi sosial, struktur dan unsur kebahasaan yang belum dipahami dari kosakata yang ditampilkan.. ❖ Peserta didik mempertanyakan kosa kata manakah yang sulit di kuasai.
	(Mengasosiasi) ❖ Guru memberikan Latihan kosakata menggunakan aplikasi Memrise kepada siswa mengenai tempat. ❖ Peserta didik menyimak penjelasan terkait tugas individu. ❖ Peserta didik mengerjakan Latihan soal kosah kata melalui aplikasi Memrise
	(Mengkomunikasikan) ❖ Peserta didik dan guru mengoreksi hasil, nomor berapa saja yang merasa kesulitan yang telah dikerjakan melalui aplikas Memrise. ❖ Guru menyampaikan umpan balik mengenai proses pembelajaran yang telah dilakukan.
Penutup (10 Menit)	❖ Guru me-review materi yang telah disampaikan dengan bertanya kepada peserta didik terkait pembelajaran yang sudah dilaksanakan. ❖ Guru memberikan apresiasi dan motivasi kepada peserta didik. ❖ Guru memberikan salam penutup.

I. Penilaian

$$\text{Penentuan Nilai: } N = \frac{\text{Skor maksimal}}{\text{Skor perolehan}} \times 100$$

Jawaban benar	
Jawaban salah	

Mengetahui,
Guru Bahasa Inggris

Bogor, 1 Agustus 2023

Mahasiswa

Lestari Utami, S.Pd

Oktafiarista Nurul Hilmi

RENCANA PELAKSANAAN PEMBELAJARAN

(Experimental Class 3)

Nama Sekolah : SMPN 3 Cibarusah Alokasi Waktu: 2×45 JP

Kelas/Semester : VII/Ganjil Pertemuan ke: 3

Mata Pelajaran : Bahasa Inggris KD: 3.4 dan 4.4

Materi Pokok : Vocabluray (Hobbies and Places)

A. Kompetensi Inti

KI.1. Menghayati ajaran agama yang dianutnya.

KI.2. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi dan gotong royong), santun, dan percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI.3. Memahami pengetahuan (factual, konseptual, procedural, dan metakognitif) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, dan budaya terkait fenomena dan kejadian tampak mata.

KI.4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.4. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hobi dan tempat. (Perhatikan unsur kebahasaan dan kosa kata terkait article a dan the, plural dan singular	3.4.1. Menyebutkan nama dan jumlah hobi dan pekerjaan (C1) 3.4.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait hobi dan tempat (C2) 3.4.3 Membandingkan unsur kebahasaan terkait article a dan an, plural dan singular pada teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hobi dan tempat. (C4)
4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hobi dan tempat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.4.1 Membuat teks interaksi transaksional lisan dan tulis sangat sederhana terkait Tindakan memberi dan meminta informasi hobi dan tempat. (C6)

	4.4.2 Mengkomunikasikan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional terkait tindakan memberi dan meminta informasi hobi dan tempat. (C5)
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C. Tujuan Pembelajaran

Setelah melakukan kegiatan pembelajaran, Melalui pembelajaran yang menggunakan pendekatan Scientific, peserta didik diharapkan dapat menganalisis fungsi sosial, struktur teks, unsur kebahasaan, dan menangkap makna secara kontekstual kosakata tentang hobi dan tempat.

D. Metode Pembelajaran

- ❖ Pendekatan: Scientific Approach
- ❖ Model Pembelajaran: Discover Learning
- ❖ Metode: Diskusi dan Tanya Jawab
- ❖ Media : Aplikasi Memrise

E. Materi Pembelajaran

No	Hobbies	Terjemahan
1.	Fishing	Memancing
2.	Painting	Melukis
3.	Ride a horse	Berkuda
4.	Singing	Bernyanyi
5.	Reading	Membaca
6.	Cycling	Bersepeda
7.	Listening to Music	Mendengarkan Musik
8.	Climbing	Panjat Tebing
9.	Dancing	Menari
10.	Cooking	Memasak
11.	Gardening	Berkebun
12.	Running	Berlari
13.	Swimming	Berenang
14.	Playing tennis	Bermain Tenis
15.	Shopping	Berbelanja
16.	Skiing	Berseluncur/ Bermain Ski
17.	Hiking	Mendaki
18.	Gymnastics	Olahraga Senam

19	Traveling	Jalan - jalan
20.	Playing online games	Bermain game online
21.	Pottery	Barang Tembikar
22.	Camping	Berkemah
23.	Writing a poem	Menulis Puisi
24.	Journaling	Membuat Jurnal
25.	Watching a movie	Menonton Film
26.	Playing a chess	Bermain Catur
27.	Storytelling	Bercerita
28.	Ride a motorbike	Mengendarai Motor
29.	Scuba Diving	Menyelam
30.	Knitting	Merajut
31.	Playing The Guitar	Bermain Gitar
32.	Playing The Piano	Bermain Piano
33.	Playing The Biola	Bermain Biola
34.	Meditation	Bermeditasi
35.	Photography	Memotret
36.	Playing a basketball	Bermain basket
37.	Playing a football	Bermain sepakbola
38.	Playing a badminton	Bermain bulu tangkis
39.	Drawing	Menggambar
40.	Sculpting	Memahat

F. Kegiatan Pembelajaran

- ❖ **Media:** Papan Tulis, Spidol, dan Power Point.
- ❖ **Alat:** Komputer/Laptop, Handphone, dan Lembar Kerja Peserta Didik.
- ❖ **Sumber:**
Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2017.

G. Langkah-Langkah Pembelajaran

Pendahuluan (10 Menit)	❖ Guru mengucapkan salam dan bertegur sapa dengan peserta didik. ❖ Peserta didik berdo'a sebelum memulai kegiatan. ❖ Guru memeriksa kehadiran peserta didik. ❖ Guru memastikan peserta didik sudah siap untuk belajar.
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	❖ Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari ❖ Guru meminta siswa untuk membuka aplikasi yang telah diinstal pada perangkat mobile mereka.
Kegiatan Inti (70 Menit)	(Mengamati) ❖ Guru memberikan rangkain kosakata tentang hobbi dan tempat di lembar kerja siswa yang sudah dibagikan sebelum pembelajaran di mulai. ❖ Peserta didik memahami kosakta yang belum dikuasai. ❖ Guru meminta siswa untuk menjelajahi aplikasi, mencari kata-kata dan menggunakan fitur-fitur aplikasi untuk memperkaya kosakata mereka ❖ Guru memberikan beberapa kosah kata terkait benda dan tempat melalui aplikasi Memrise ❖ Guru meminta siswa untuk bermain alphabet random lalu menyebutkan kosah kata sesuai alphabet yang keluar dengan menggunakan kosa kata yang telah dipelajar.
	❖ Peserta didik di dorong untuk bertanya jawab, apakah ada pertanyaan terkait fungsi sosial, struktur dan unsur kebahasaan yang belum dipahami dari kosakata yang ditampilkan. ❖ Peserta didik mempertanyakan kosa kata manakah yang sulit di kuasai.
	(Mengasosiasi) ❖ Peserta didik menyimak penjelasan terkait tugas individu. ❖ Peserta didik mengerjakan Latihan soal kosah kata terkait person melalui aplikasi Memrise.
	(Mengkomunikasikan) ❖ Peserta didik dan guru mengoreksi hasil, nomor berapa saja yang merasa kesulitan yang telath dikerjakan melalui aplikas Memrise. ❖ Guru memberikan post-test kepada peserta didik ❖ Guru menyampaikan umpan balik mengenai proses pembelajaran yang telah dilakukan.

Penutup (10 Menit)	❖ Guru me-review materi yang telah disampaikan dengan bertanya kepada peserta didik terkait pembelajaran yang sudah dilaksanakan. ❖ Guru memberikan apresiasi dan motivasi kepada peserta didik. ❖ Guru memberikan salam penutup
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H. Penilaian

Penentuan Nilai: $N = \frac{\text{Skor maksimal}}{\text{Skor perolehan}} \times 100$

Jawaban benar	
Jawaban salah	

Mengetahui,

Bogor, 1 Agustus 2023

Guru Bahasa Inggris

Mahasiswa

Lestari Utami, S.Pd

Oktafiarista Nurul Hilmi

RENCANA PELAKSANAAN PEMBELAJARAN

(Control Class 1)

Nama Sekolah : SMPN 3 Cibarusah Alokasi Waktu: 2×45 JP
Kelas/Semester : VII/Ganjil Pertemuan ke: 1
Mata Pelajaran : Bahasa Inggris KD: 3.4 dan 4.4
Materi Pokok : Vocabluray (Hobbies and Places)

A. Kompetensi Inti

KI.1. Menghayati ajaran agama yang dianutnya.

KI.2. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi dan gotong royong), santun, dan percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI.3. Memahami pengetahuan (factual, konseptual, procedural, dan metakognitif) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, dan budaya terkait fenomena dan kejadian tampak mata.

KI.4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.4. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hobi dan tempat. (Perhatikan unsur kebahasaan dan kosa kata terkait article a dan the, plural dan singular	3.4.1. Menyebutkan nama dan jumlah hobi dan pekerjaan (C1) 3.4.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait hobi dan tempat (C2) 3.4.3 Membandingkan unsur kebahasaan terkait article a dan an, plural dan singular pada teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hobi dan tempat. (C4)
4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hobi dan tempat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.4.1 Membuat teks interaksi transaksional lisan dan tulis sangat sederhana terkait Tindakan memberi dan meminta informasi hobi dan tempat. (C6)

	4.4.2 Mengkomunikasikan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional terkait tindakan memberi dan meminta informasi hobi dan tempat. (C5)
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C. Tujuan Pembelajaran

Setelah melakukan kegiatan pembelajaran, Melalui pembelajaran yang menggunakan pendekatan Scientific, peserta didik diharapkan dapat menganalisis fungsi sosial, struktur teks, unsur kebahasaan, dan menangkap makna secara kontekstual kosakata tentang hobi dan tempat.

D. Metode Pembelajaran

- ❖ Pendekatan: Scientific Approach
- ❖ Model Pembelajaran: Discover Learning
- ❖ Metode: Diskusi dan Tanya Jawab
- ❖ Media : Aplikasi Duolingo

E. Materi Pembelajaran

No	Hobbies	Terjemahan
1.	Fishing	Memancing
2.	Painting	Melukis
3.	Ride a horse	Berkuda
4.	Singing	Bernyanyi
5.	Reading	Membaca
6.	Cycling	Bersepeda
7.	Listening to Music	Mendengarkan Musik
8.	Climbing	Panjat Tebing
9.	Dancing	Menari
10.	Cooking	Memasak
11.	Gardening	Berkebun
12.	Running	Berlari
13.	Swimming	Berenang
14.	Playing tennis	Bermain Tenis
15.	Shopping	Berbelanja
16.	Skiing	Berseluncur/ Bermain Ski
17.	Hiking	Mendaki
18.	Gymnastics	Olahraga Senam

19.	Traveling	Jalan - jalan
20.	Playing online games	Bermain game online
21.	Pottery	Barang Tembikar
22.	Camping	Berkemah
23.	Writing a poem	Menulis Puisi
24.	Journaling	Membuat Jurnal
25.	Watching a movie	Menonton Film
26.	Playing a chess	Bermain Catur
27.	Storytelling	Bercerita
28.	Ride a motorbike	Mengendarai Motor
29.	Scuba Diving	Menyelam
30.	Knitting	Merajut
31.	Playing The Guitar	Bermain Gitar
32.	Playing The Piano	Bermain Piano
33.	Playing The Biola	Bermain Biola
34.	Meditation	Bermeditasi
35.	Photography	Memotret
36.	Playing a basketball	Bermain basket
37.	Playing a football	Bermain sepakbola
38.	Playing a badminton	Bermain bulu tangkis
39.	Drawing	Menggambar
40.	Sculpting	Memahat

F. Kegiatan Pembelajaran

- ❖ **Media:** Papan Tulis, Spidol, dan Power Point.
- ❖ **Alat:** Komputer/Laptop, Handphone, dan Lembar Kerja Peserta Didik.
- ❖ **Sumber:**
Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2017.

G. Langkah-Langkah Pembelajaran

Pendahuluan (10 Menit)	❖ Guru mengucapkan salam dan bertegur sapa dengan peserta didik. ❖ Peserta didik berdo'a sebelum memulai kegiatan. ❖ Guru memeriksa kehadiran peserta didik.
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	❖ Guru memastikan peserta didik sudah siap untuk belajar. ❖ Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari ❖ Guru menyampaikan tujuan pembelajaran atau kompetensi dasar yang akan dicapai. ❖ Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan termasuk penguatan nilai-nilai karakter sesuai tuntutan KD ❖ Guru meminta siswa untuk membuka aplikasi yang telah diinstal pada perangkat mobile mereka.
Kegiatan Inti (70 Menit)	(Mengamati) ❖ Sebelum melakukan proses pembelajaran, guru melakukan pre-test. ❖ Peserta didik memahami kosakta mengenai benda yang belum dikuasai. ❖ Guru memperkenalkan aplikasi Duolingo sebagai media pembelajaran. ❖ Guru memperkenalkan dan menjelaskan aplikasi Memrise yang akan mendukung dalam pembelajaran kosa kata. ❖ Guru meminta siswa untuk menjelajahi aplikasi, mencari kata-kata terkait hobi, dan menggunakan fitur-fitur aplikasi untuk memperkaya kosakata mereka
	❖ Peserta didik di dorong untuk bertanya jawab, apakah ada pertanyaan terkait fungsi sosial, struktur dan unsur kebahasaan yang belum dipahami dari kosakata yang ditampilkan. ❖ Peserta didik mempertanyakan kosa kata manakah yang sulit di kuasai.
	(Mengasosiasi) ❖ Guru memberikan Latihan kosakata menggunakan aplikasi Duolingo kepada siswa mengenai benda ❖ Peserta didik menyimak penjelasan terkait tugas individu. ❖ Peserta didik mengerjakan Latihan soal kosakata terkait benda melalui aplikasi Duolingo

	(Mengkomunikasikan) ❖ Peserta didik dan guru mengoreksi hasil, nomor berapa saja yang merasa kesulitan yang telah dikerjakan melalui aplikasi Duolingo. ❖ Guru menyampaikan umpan balik mengenai proses pembelajaran yang telah dilakukan.
Penutup (10 Menit)	❖ Guru me-review materi yang telah disampaikan dengan bertanya kepada peserta didik terkait pembelajaran yang sudah dilaksanakan. ❖ Guru memberikan apresiasi dan motivasi kepada peserta didik. ❖ Guru memberikan salam penutup.

H. Penilaian

$$\text{Penentuan Nilai: } N = \frac{\text{Skor maksimal}}{\text{Skor perolehan}} \times 100$$

Jawaban benar	
Jawaban salah	

Mengetahui,

Guru Bahasa Inggris

Lestari Utami, S.Pd

Bogor, 1 Agustus 2023

Mahasiswa

Oktafiarista Nurul Hilmi

RENCANA PELAKSANAAN PEMBELAJARAN

(Control Class 2)

Nama Sekolah : SMPN 3 Ciburusah Alokasi Waktu: 2×45 JP
Kelas/Semester : VII/Ganjil Pertemuan ke: 2
Mata Pelajaran : Bahasa Inggris KD: 3.4 dan 4.4
Materi Pokok : Vocabluray (Hobbies and Places)

A. Kompetensi Inti

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

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.4. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hobi dan tempat. (Perhatikan unsur kebahasaan dan kosa kata terkait article a dan the, plural dan singular	3.4.1. Menyebutkan nama dan jumlah hobi dan pekerjaan (C1) 3.4.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait hobi dan tempat (C2) 3.4.3 Membandingkan unsur kebahasaan terkait article a dan an, plural dan singular pada teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hobi dan tempat. (C4)
4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hobi dan tempat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.4.1 Membuat teks interaksi transaksional lisan dan tulis sangat sederhana terkait Tindakan memberi dan meminta informasi hobi dan tempat. (C6)

	4.4.2 Mengkomunikasikan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional terkait tindakan memberi dan meminta informasi hobi dan tempat. (C5)
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C. Tujuan Pembelajaran

Setelah melakukan kegiatan pembelajaran, Melalui pembelajaran yang menggunakan pendekatan Scientific, peserta didik diharapkan dapat menganalisis fungsi sosial, struktur teks, unsur kebahasaan, dan menangkap makna secara kontekstual kosakata tentang hobi dan tempat

D. Metode Pembelajaran

- ❖ Pendekatan: Scientific Approach
- ❖ Model Pembelajaran: Discover Learning
- ❖ Metode: Diskusi dan Tanya Jawab
- ❖ Media : Aplikasi Duolingo

E. Materi Pembelajaran

No	Place	Terjemah
1.	Aiport	Bandara
2.	Bank	Bank
3.	Beach	Pantai
4.	Bookstore	Toko buku
5.	Bus stop	Terminal bus
6.	Church	Gereja
7.	Drugstore	Apotik
8.	Factory	Pabrik
9.	Gas station	SPBU/ Pom bensin
10.	Green grocer	Toko sayuran
11.	Harbor	Pelabuhan
12.	Hospital	Rumah sakit
13.	Hotel	Hotel
14.	Library	Perpustakaan
15.	Market	Pasar
16.	Mosque	Masjid
17.	Mountain	Pegunungan
18.	Musem	Musium
19.	Park	Taman

20.	Police Office	Kantor Polisi
21.	Post Office	Kantor pos
22.	Railway station	Stasiun Kereta Api
23.	Restaurant	Restoran/ tempat makan
24.	School	Sekolah
25.	Shop/store	Toko
26.	Stadium	Stadion
27.	Stationary	Toko alat tulis
28.	Supermarket	Swalayan
29.	Swimming pool	Kolam renang
30.	Tax office	Kantor perpajakan
31.	Temple	Candi
32.	Zoo	Kebun binatang
33.	Laboratory	Ruang Labotarium
34.	Train station	Stasiun kereta
35.	Cinema/movie teater	Bioskop
36.	Sport Centre	Pusat olahraga
37.	Bakery	Toko roti
38.	Salon	Salon
39.	Caffe	Kedai kopi
40.	Prison/Jail	Penjara

F. Kegiatan Pembelajaran

- ❖ **Media:** Papan Tulis, Spidol, dan Power Point.
- ❖ **Alat:** Komputer/Laptop, Handphone, dan Lembar Kerja Peserta Didik.
- ❖ **Sumber:**
Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2017.

G. Langkah-Langkah Pembelajaran

Pendahuluan (10 Menit)	❖ Guru mengucapkan salam dan bertegur sapa dengan peserta didik. ❖ Peserta didik berdo'a sebelum memulai kegiatan. ❖ Guru memeriksa kehadiran peserta didik. ❖ Guru memastikan peserta didik sudah siap untuk belajar.
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	❖ Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari ❖ Guru menyampaikan tujuan pembelajaran atau kompetensi dasar yang akan dicapai. ❖ Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan termasuk penguatan nilai-nilai karakter sesuai tuntutan KD ❖ Guru meminta siswa untuk membuka aplikasi yang telah diinstal pada perangkat mobile mereka.
Kegiatan Inti (70 Menit)	(Mengamati) ❖ Guru memperkenalkan dan menjelaskan arti kosa kata mengenai tempat yang belum dikuasai. ❖ Guru meminta siswa untuk menjelajahi dan menggunakan fitur-fitur aplikasi untuk memperkaya kosakata mereka ❖ Guru memberikan beberapa kosah kata melalui aplikasi Duolingo ❖ Guru memulai Siswa belajar dengan tebak kata, guru menyebutkan Bahasa Inggris nya Murid menjawab terjemahnya begitupun sebaliknya
	❖ Peserta didik di dorong untuk bertanya jawab, apakah ada pertanyaan terkait fungsi sosial, struktur dan unsur kebahasaan yang belum dipahami dari kosakata yang ditampilkan.. ❖ Peserta didik mempertanyakan kosa kata manakah yang sulit di kuasai.
	(Mengasosiasi) ❖ Guru memberikan Latihan kosakata menggunakan aplikasi Duolingo kepada siswa mengenai tempat. ❖ Peserta didik menyimak penjelasan terkait tugas individu. ❖ Peserta didik mengerjakan Latihan soal kosah kata melalui aplikasi Duolingo
	(Mengkomunikasikan) ❖ Peserta didik dan guru mengoreksi hasil, nomor

	berapa saja yang merasa kesulitan yang telah dikerjakan melalui aplikasi Duolingo. ❖ Guru menyampaikan umpan balik mengenai proses pembelajaran yang telah dilakukan.
Penutup (10 Menit)	❖ Guru me-review materi yang telah disampaikan dengan bertanya kepada peserta didik terkait pembelajaran yang sudah dilaksanakan. ❖ Guru memberikan apresiasi dan motivasi kepada peserta didik. ❖ Guru memberikan salam penutup.

H. Penilaian

$$\text{Penentuan Nilai: } N = \frac{\text{Skor maksimal}}{\text{Skor perolehan}} \times 100$$

Jawaban benar	
Jawaban salah	

Mengetahui,

Guru Bahasa Inggris

Lestari Utami, S.Pd

Bogor, 1 Agustus 2023

Mahasiswa

Oktafiarista Nurul Hilmi

RENCANA PELAKSANAAN PEMBELAJARAN

(Control Class 3)

Nama Sekolah : SMPN 3 Cibarusah Alokasi Waktu: 2×45 JP

Kelas/Semester : VII/Ganjil Pertemuan ke: 3

Mata Pelajaran : Bahasa Inggris KD: 3.4 dan 4.4

Materi Pokok : Vocabluray (Hobbies and Places)

A. Kompetensi Inti

KI.1. Menghayati ajaran agama yang dianutnya.

KI.2. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi dan gotong royong), santun, dan percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI.3. Memahami pengetahuan (factual, konseptual, procedural, dan metakognitif) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, dan budaya terkait fenomena dan kejadian tampak mata.

KI.4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.4. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hobi dan tempat. (Perhatikan unsur kebahasaan dan kosa kata terkait article a dan the, plural dan singular	3.4.1. Menyebutkan nama dan jumlah hobi dan pekerjaan (C1) 3.4.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait hobi dan tempat (C2) 3.4.3 Membandingkan unsur kebahasaan terkait article a dan an, plural dan singular pada teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hobi dan tempat. (C4)
4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hobi dan tempat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.4.1 Membuat teks interaksi transaksional lisan dan tulis sangat sederhana terkait Tindakan memberi dan meminta informasi hobi dan tempat. (C6)

	4.4.2 Mengkomunikasikan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional terkait tindakan memberi dan meminta informasi hobi dan tempat. (C5)
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C. Tujuan Pembelajaran

Setelah melakukan kegiatan pembelajaran, Melalui pembelajaran yang menggunakan pendekatan Scientific, peserta didik diharapkan dapat menganalisis fungsi sosial, struktur teks, unsur kebahasaan, dan menangkap makna secara kontekstual kosakata tentang hobi dan tempat.

D. Metode Pembelajaran

- ❖ Pendekatan: Scientific Approach
- ❖ Model Pembelajaran: Discover Learning
- ❖ Metode: Diskusi dan Tanya Jawab
- ❖ Media : Aplikasi Duolingo

E. Materi Pembelajaran

No	Place	Terjemah
1.	Aiport	Bandara
2.	Bank	Bank
3.	Beach	Pantai
4.	Bookstore	Toko buku
5.	Bus stop	Terminal bus
6.	Church	Gereja
7.	Drugstore	Apotik
8.	Factory	Pabrik
9.	Gas station	SPBU/ Pom bensin
10.	Green grocer	Toko sayuran
11.	Harbor	Pelabuhan
12.	Hospital	Rumah sakit
13.	Hotel	Hotel
14.	Library	Perpustakaan
15.	Market	Pasar
16.	Mosque	Masjid
17.	Mountain	Pegunungan
18.	Musem	Musium
19.	Park	Taman
20.	Police Office	Kantor Polisi

21.	Post Office	Kantor pos
22.	Railway station	Stasiun Kereta Api
23.	Restaurant	Restoran/ tempat makan
24.	School	Sekolah
25.	Shop/store	Toko
26.	Stadium	Stadion
27.	Stationary	Toko alat tulis
28.	Supermarket	Swalayan
29.	Swimming pool	Kolam renang
30.	Tax office	Kantor perpajakan
31.	Temple	Candi
32.	Zoo	Kebun binatang
33.	Laboratory	Ruang Labotarium
34.	Train station	Stasiun kereta
35.	Cinema/movie teater	Bioskop
36.	Sport Centre	Pusat olahraga
37.	Bakery	Toko roti
38.	Salon	Salon
39.	Caffe	Kedai kopi
40.	Prison/Jail	Penjara

F. Kegiatan Pembelajaran

- ❖ **Media:** Papan Tulis, Spidol, dan Power Point.
- ❖ **Alat:** Komputer/Laptop, Handphone, dan Lembar Kerja Peserta Didik.
- ❖ **Sumber:**
Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2017.

G.Langkah-Langkah Pembelajaran

Pendahuluan (10 Menit)	❖ Guru mengucapkan salam dan bertegur sapa dengan peserta didik. ❖ Peserta didik berdoa'a sebelum memulai kegiatan. ❖ Guru memeriksa kehadiran peserta didik. ❖ Guru memastikan peserta didik sudah siap untuk belajar.
-----------------------------------	--

	❖ Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari ❖ Guru menyampaikan tujuan pembelajaran atau kompetensi dasar yang akan dicapai. ❖ Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan termasuk penguatan nilai-nilai karakter sesuai tuntutan KD ❖ Guru meminta siswa untuk membuka aplikasi yang telah diinstal pada perangkat mobile mereka.
Kegiatan Inti (70 Menit)	(Mengamati) ❖ Guru memberikan rangkain kosakata tentang hobbi dan tempat di lembar kerja siswa yang sudah dibagikan sebelum pembelajaran di mulai. ❖ Peserta didik memahami kosakta yang belum dikuasai. ❖ Guru meminta siswa untuk menjelajahi aplikasi, mencari kata-kata dan menggunakan fitur-fitur aplikasi untuk memperkaya kosakata mereka ❖ Guru memberikan beberapa kosah kata terkait benda dan tempat melalui aplikasi Duolingo ❖ Guru meminta siswa untuk bermain alphabet random lalu menyebutkan kosah kata sesuai alphabet yang keluar dengan menggunakan kosa kata yang telah dipelajar.
	❖ Peserta didik di dorong untuk bertanya jawab, apakah ada pertanyaan terkait fungsi sosial, struktur dan unsur kebahasaan yang belum dipahami dari kosakata yang ditampilkan. ❖ Peserta didik mempertanyakan kosa kata manakah yang sulit di kuasai.
	(Mengasosiasi) ❖ Peserta didik menyimak penjelasan terkait tugas individu. ❖ Peserta didik mengerjakan Latihan soal kosah kata terkait person melalui aplikasi Duolingo.
	(Mengkomunikasikan) ❖ Peserta didik dan guru mengoreksi hasil, nomor berapa saja yang merasa kesulitan yang telath dikerjakan melalui aplikas Duolingo. ❖ Guru memberikan post-test kepada peserta didik ❖ Guru menyampaikan umpan balik mengenai

	proses pembelajaran yang telah dilakukan.
Penutup (10 Menit)	❖ Guru me-review materi yang telah disampaikan dengan bertanya kepada peserta didik terkait pembelajaran yang sudah dilaksanakan. ❖ Guru memberikan apresiasi dan motivasi kepada peserta didik. ❖ Guru memberikan salam penutup

H. Penilaian

Penentuan Nilai: $N = \frac{\text{Skor maksimal}}{\text{Skor perolehan}} \times 100$

Mengetahui,

Guru Bahasa Inggris

Lestari Utami, S.Pd

Jawaban benar	
Jawaban salah	

Bogor, 1 Agustus 2023

Mahasiswa

Oktafiarista Nurul Hilmi

APPENDIX 2 : RESEARCH INSTRUMENT

Pre-test

Name:

Class:

Question for 1 – 20 . See the picture and Choose the best answer:

1.



- a. Photography
- b. Fishing
- c. Reading
- d. Camping

2.



- a. Dancing
- b. Cycling
- c. Painting
- d. Watchng TV

3.



- a. Playing football
- b. Ride a motorbike
- c. Playing basketball
- d. Ride a horse

4.



- a. Playing a guitar
- b. Cooking
- c. Playing a Biola
- d. Climbing

5.



- a. Climbing
- b. Cooking
- c. Cycling

d. Watching TV

6.



- a. Gardening
- b. Reading
- c. Listen to music
- d. Camping

7.



- a. Fishing
- b. Cycling
- c. dancing
- d. climbing

8.



- a. Knitting
- b. Reading
- c. Listen to music
- d. Traveling

9.



- a. Playing tennis
- b. Skiing
- c. Playing a chess
- d. Watching television

10.



- a. Ride a horse
- b. Swimming
- c. Ride a motorbike
- d. Running

11.



- a. Reading
- b. Gardening
- c. Shopping
- d. Journaling

12.



- a. Playing a tennis
- b. Playing a chess
- c. Playing a tennis
- d. Playing a basketball

13.



- a. Knitting
- b. Camping
- c. Meditation
- d. Traveling

14.



- a. Knitting
- b. Dancing
- c. Singing
- d. Reading

15.



- a. Playing volley
- b. Playing Badminton
- c. Playing Archery

d. Playing Tennis

Question for 1 – 10. See the picture and choose the best answer:

1.  ☐
2.  ☐
3.  ☐
4.  ☐
5.  ☐
6.  ☐
7.  ☐
8.  ☐
9.  ☐
10.  ☐

- | | | | | |
|-----------|------------------|----------------|---------------|-----------|
| A. Zoo | B. Swimming pool | C. Hospital | D. Laboratory | E. Bank |
| F. Mosque | G. Jail/Prison | H. Gas Station | I. Airport | J. Church |

Question for 1 – 5. See the Picture and Fill the blank

1.



2.



3.



4.



5.



Post-test

Name:

Class:

Question for 1 – 20 . See the picture and Choose the best answer:

1.



- a. Dancing
- b. Fishing
- c. Reading
- d. Camping

2.



- a. Dancing
- b. Cycling
- c. Gardening
- d. Watching TV

3.



- a. Cooking
- b. Ride a motorbike
- c. Playing basketball
- d. Fishing

4.



- a. Camping
- b. Cooking
- c. Playing a Biola
- d. Climbing

5.



- a. Climbing
- b. Cooking
- c. Skiing
- d. Watching TV

6.



- a. Gardening
- b. Scuba Diving
- c. Fishing
- d. Camping

7.



- a. Reading
- b. Cycling
- c. Photography
- d. climbing

8.



- a. Playing a tennis
- b. Playing a chess
- c. Playing a tennis
- d. Playing a badminton

9.



- a. Playing tennis
- b. Playing Volley
- c. Playing a chess
- d. Playing a golf

10.



- a. Playing a tennis
- b. Playing a chess
- c. Playing a tennis
- d. Playing a badminton

11.



- a. Reading
- b. Gardening
- c. Swimming
- d. Journaling

12.



- a. Playing the guitar
- b. Playing a kite
- c. Playing a chess
- d. Playing a basketball

13.



- a. Playing a tennis
- b. Playing a chess
- c. Playing a golf
- d. Playing a basketball

14.



- a. Knitting
- b. Playing basket ball
- c. Playing a video games
- d. Traveling

15.



- a. Knitting
- b. Dancing
- c. Boxing
- d. Reading

16.



- a. Playing a table tennis
- b. Playing a tennis
- c. Playing a golf
- d. Playing a basketball

17.



- a. Running
- b. Dancing
- c. Roller skating
- d. Singing

Question for 1 – 10. See the picture and match the best answer:



Bridge

Harbor

Mountain

Florets

Stationary shop

Pharmacy shop

Sea aquarium

Playground

flied

Florist shop



Question for 1 – 10. See the picture and choose the best answer:

1.



2.



3.



4.



5.



6.



- | | | | | |
|------------------|-----------------|----------------|----------------|----------------|
| A. Shopping Mall | B. Classroom | C. Barbershop | D. Supermarket | E. Park |
| F. Hotel | G. Temple/Candi | H. Coffee shop | I. school | J. Parking Lot |

APPENDIX 3:Validitas Instrument

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Tania	1	1	1	0	1	1	1	1	0	1	0	1	1	0	1	0	1	1	1	1
Raihan	1	0	1	0	1	0	1	1	0	1	1	1	1	0	1	1	1	1	1	1
Milal	0	1	0	1	1	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1
kezza	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1
Zhira	1	1	1	0	1	0	0	1	1	0	1	1	0	0	0	1	1	1	1	0
Yuwif	1	1	1	1	0	0	1	1	1	1	1	1	1	0	1	1	1	0	0	1
era	1	1	0	1	0	1	0	1	0	1	0	1	0	1	1	0	1	0	1	1
Nazua	1	1	0	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1
Fandy	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1
Zivana	0	1	0	1	0	1	0	1	1	0	1	1	1	1	0	1	0	1	1	1
Firzan	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	1
Zatimayud	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Harna	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	0
riaz	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1
lbrani	1	0	1	1	0	1	1	0	1	0	1	0	1	0	0	1	1	1	0	1
keyzio	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1
uania	0	1	1	1	1	0	1	0	1	0	0	1	1	1	1	1	1	1	1	0
yani	1	1	0	1	1	0	0	1	1	1	0	1	1	1	0	1	1	1	1	1
ridha	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1
fatmika	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1
tian	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0
mustara	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1
Karina	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
alfia	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1
putri	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
aldi	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1
jeovan	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
nasual	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0
raetia	0	0	1	1	1	0	1	0	1	1	1	1	0	1	1	1	0	1	1	1
diria	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1
aldizan	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1
arifin	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
raya	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Niera	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1
mlah butir																				
ilyanqabe	29	31	27	30	29	27	28	29	31	28	28	30	31	25	26	27	29	28	30	29
rakbel	0.316	0.316	0.316	0.316	0.316	0.316	0.316	0.316	0.316	0.316	0.316	0.316	0.316	0.316	0.316	0.316	0.316	0.316	0.316	0.316
rbitung	0.343	0.344	0.346	0.349	0.525	0.389	0.351	0.376	0.344	0.404	0.327	0.413	0.364	0.318	0.434	0.028	0.063	0.266	0.331	0.277
zetimpala	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	invalid	valid	valid	valid	invalid	invalid	invalid	valid	invalid

21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	Jumlah
1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	0	1	0	0	28
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0	0	1	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	29
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1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	37
28	28	28	30	27	26	31	29	31	31	29	27	31	28	31	30	20	31	28	27	
0.316	0.316	0.316	0.316	0.316	0.316	0.316	0.316	0.316	0.316	0.316	0.316	0.316	0.316	0.316	0.316	0.316	0.316	0.316	0.316	
0.450	0.358	0.481	0.422	0.519	0.379	-0.027	0.376	0.344	0.344	0.376	0.042	0.364	0.481	0.323	0.440	0.556	0.447	0.481	0.447	
valid	valid	valid	valid	valid	valid	invalid	valid	valid	valid	valid	invalid	valid	valid	valid	valid	valid	valid	valid	valid	

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Yusuf	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1
Ibrahim	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1
Rafhan	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Aldizan	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
hijal	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
lian	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
istimika	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Daria	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
ora	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Zahra	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
zanda	1	0	1	1	0	1	0	1	1	1	1	1	1	0	0	1	1	1	0	0
rhopia	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1
doa	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Ridha	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Vania	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1
Mutiara	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Aldi	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Riaz	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
naufal	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Jovan	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
kyazie	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Fandy	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Firman	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Karina	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1
ahmad	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1
vania	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1
kyza	0	0	0	0	1	1	1	1	0	0	1	0	1	0	1	1	0	0	1	1
tiara	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
zakia	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
nikla	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1
rayza	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Arifin	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
alifa	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
rti	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
ahyanir	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Nasua	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
jumlah benar	33	27	31	31	32	33	35	35	34	34	35	35	33	34	34	35	35	34	33	35
sal yang benar																				
reabel	0.316	0.316	0.316	0.316	0.316	0.316	0.316	0.316	0.316	0.316	0.316	0.316	0.316	0.316	0.316	0.316	0.316	0.316	0.316	0.316
hitung	0.44169	0.44302	0.40342	0.48747	0.51793	0.44169	0.60135	0.17687	0.43143	0.43143	0.21224	0.38911	-0.0631	0.71059	0.40605	0.60135	0.38911	0.25278	0.56789	0.60135
kesimpulan valid	valid	valid	valid	valid	valid	valid	invalid	invalid	valid	valid	invalid	valid	invalid	valid	valid	valid	valid	invalid	valid	valid

APPENDIX 4: RESULT OF PRETEST AND POST TEST

Experimental Class

No	Subject	The Score of Pre test	The Score of Post test	$\Sigma X = X1 - X2$	$\Sigma X2$
		Y1	Y2	ΣY	
1	AP	60	80	20	400
2	AF	50	76	26	676
3	AA	73	90	17	289
4	APNN	56	86	30	900
5	ALR	50	73	23	529
6	AW	53	83	30	900
7	AH	80	100	20	400
8	BVYH	46	86	40	1600
9	CIAS	60	80	20	400
10	DW	43	70	27	729
11	FAA	50	80	30	900
12	HK	56	80	24	576
13	IF	63	83	20	400
14	JN	56	70	14	196
15	JOH	60	80	20	400
16	KOM	56	83	27	729
17	KAN	70	86	16	256
18	KR	50	76	26	676
19	LKD	56	70	14	196
20	MM	40	70	30	900
21	MRA	50	76	26	676
22	MAPW	80	100	20	400
23	MIHP	56	83	27	729
24	MIH	63	86	23	529
25	P	50	86	36	1296
26	PBA	66	83	17	289
27	QA	53	76	23	529
28	RAK	46	73	27	729
29	RTS	60	83	23	529
30	RPF	56	73	17	289
31	RA	46	76	30	900
32	RAP	76	100	24	576
33	RPLA	63	83	20	400
34	SS	63	76	13	169
35	TSS	50	80	30	900
36	ZAA	53	76	23	529
		2059	2912	853	21521

Control Class

No	Subject	The Score of Pre test	The Score of Post test	$\sum X = X_1 - X_2$	$\sum X_2$
		Y1	Y2	$\sum Y$	
1	AYP	63	76	13	1089
2	AA	50	66	16	1089
3	ARS	66	80	14	289
4	AMS	60	70	10	100
5	ARP	56	73	17	289
6	AR	76	90	14	289
7	AHQA	66	86	20	400
8	AR	60	80	20	529
9	AFM	63	70	7	49
10	AP	76	96	20	400
11	BFM	56	76	20	400
12	CSR	66	86	20	400
13	DAH	86	100	14	196
14	DRI	56	80	24	576
15	FRN	60	70	10	100
16	G	46	60	14	196
17	JPP	63	76	13	169
18	KPF	50	86	36	1296
19	LA	56	80	24	576
20	LMEN	76	86	10	100
21	MAKA	50	70	20	400
22	MGM	46	73	27	729
23	MRA	60	86	26	676
24	MARF	53	73	20	400
25	MV	60	83	23	529
26	NA	50	86	36	1296
27	NF	70	80	10	100
28	PAI	60	76	16	256
29	RR	43	66	23	529
30	RM	53	66	13	169
31	RA	60	83	23	529
32	RAS	53	70	17	289
33	RAFW	60	73	13	169
34	SB	83	100	17	289
35	YPS	70	86	16	256
36	ZS	60	73	13	169
		2182	2831	649	15317

APPENDIX 5: STUDENT WORK

Pre-test

Name: *mulemed adiga Prabath wimala*

Class: *7E*

20 

Question for 1 – 20 . See the picture and Choose the best answer:

1 

a. Photography
~~X~~ b. Fishing
 c. Reading
 d. Camping

2 

a. Dancing
 b. Cycling
~~X~~ c. Painting
 d. Watching TV

3 

a. Playing football
 b. Ride a motorbike
 c. Playing basketball
~~X~~ d. Ride a horse

4 

~~X~~ a. Playing a guitar
 b. Cooking
 c. Playing a Biola
 d. Climbing

5 

~~X~~ a. Climbing
 b. Cooking
 c. Cycling
 d. Watching TV

6 ✓



- a. Gardening
- ☒ b. Reading
- c. Listen to music
- d. Camping

7 ✓



- a. Fishing
- ☒ b. Cycling
- c. dancing
- d. climbing

8 ✓



- a. Knitting
- b. Reading
- ☒ c. Listen to music
- d. Traveling

9 ✓



- a. Playing tennis
- b. Skiing
- c. Playing a chess
- ☒ d. Watching television

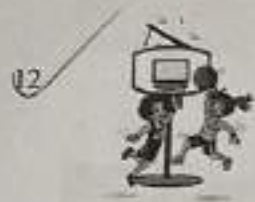
10 ✓



- a. Ride a horse
- b. Swimming
- ☒ c. Ride a motorbike
- d. Running



- a. Reading
- ☒ b. Gardening
- c. Shopping
- d. Journaling



- a. Playing a tennis
- b. Playing a chess
- c. Playing a tennis
- ☒ d. Playing a basketball



- ☒ a. Knitting
- b. Camping
- c. Meditation
- d. Traveling



- a. Knitting
- ☒ b. Dancing
- ☒ c. Singing
- d. Reading



- a. Playing volley
- b. Playing Badminton
- ☒ c. Playing Archery
- d. Playing Tennis

Question for 1 – 10. See the picture and choose the best answer:



I



B



H



F



G



C



E



D



A



J

- | | | | | |
|-----------|------------------|----------------|---------------|-----------|
| A. Zoo | B. Swimming pool | C. Hospital | D. Laboratory | E. Bank |
| F. Mosque | G. Jail/Prison | H. Gas Station | I. Airport | J. Church |

Question for 1 – 5. See the Picture and Fill the blank



Swimming



lako surat



Station



super market



gym

POST-TEST

Post-test

Name: Muhammad Adji Pribadi Winarna

Class: 7E

20

Question for 1 – 20 . See the picture and Choose the best answer:

1.  ☒ a. Dancing
b. Fishing
c. Reading
d. Camping

2.  ☒ a. Dancing
b. Cycling
☒ c. Gardening
d. Watching TV

3.  ☒ a. Cooking
b. Ride a motorbike
c. Playing basketball
d. Fishing

4.  ☒ a. Camping
b. Cooking
c. Playing a Biola
d. Climbing

5.  ☒ a. Climbing
b. Cooking
☒ c. Skiing
d. Watching TV



- a. Gardening
- ☒ b. Scuba Diving
- c. Fishing
- d. Camping



- a. Playing tennis
- ☒ b. Playing Volley
- c. Playing a chess
- d. Playing a golf



- a. Playing a tennis
- ☒ b. Playing a chess
- c. Playing a tennis
- d. Playing a badminton



- a. Playing the guitar
- ☒ b. Playing a kite
- c. Playing a chess
- d. Playing a basketball



- a. Knitting
- b. Playing basket ball
- ☒ c. Playing a video games
- d. Traveling

11. ✓



- a. Knitting
- b. Dancing
- ☒ c. Boxing
- d. Reading

12. ✓



- ☒ a. Playing a table tennis
- b. Playing a tennis
- c. Playing a golf
- d. Playing a basketball

13. ✓



- a. Running
- b. Dancing
- ☒ c. Roller skating
- d. Singing

14. ✓



- ☒ a. Playing a Football
- b. Playing a tennis
- c. Playing a volley
- d. Playing a golf

15. ✓



- a. Playing a video games
- b. Cooking
- c. Playing a Biola
- ☒ d. Legos

Question for 1 – 10. See the picture and match the best answer:



✓ Bridge

✓ Harbor

✓ Mountain

✓ Florets

✓ Stationary shop

✓ Pharmacy shop

✓ Sea aquarium

✓ Playground

✓ flied

✓ Florist shop



Question for 1 – 10. See the picture and choose the best answer:



C



G



B



I



D



A

- | | | | | |
|------------------|-----------------|----------------|----------------|----------------|
| A. Shopping Mall | B. Classroom | C. Barbershop | D. Supermarket | E. Park |
| F. Hotel | G. Temple/Candi | H. Coffee shop | I. school | J. Parking Lot |

CONTROL

Pre-test

Name: *Sulha Baihary*

Class: *7F*

25

83

Question for 1 – 20 . See the picture and Choose the best answer:



- a. Photography
- ☒ b. Fishing
- c. Reading
- d. Camping



- a. Dancing
- b. Cycling
- ☒ c. Painting
- d. Watching TV



- a. Playing football
- b. Ride a motorbike
- c. Playing basketball
- ☒ d. Ride a horse



- ☒ a. Playing a guitar
- b. Cooking
- c. Playing a Biola
- d. Climbing



- ☒ a. Climbing
- b. Cooking
- c. Cycling
- d. Watching TV

6. ✓



- a. Gardening
- ☒ b. Reading
- c. Listen to music
- d. Camping

7. ✓



- a. Fishing
- ☒ b. Cycling
- c. dancing
- d. climbing

8. ✓



- a. Knitting
- b. Reading
- ☒ c. Listen to music
- d. Traveling

9. ✓



- a. Playing tennis
- b. Skiing
- c. Playing a chess
- ☒ d. Watching television

10. ✓



- a. Ride a horse
- b. Swimming
- ☒ c. Ride a motorbike
- d. Running



- a. Reading
- b. Gardening
- ☒ c. Shopping
- d. Journaling



- a. Playing a tennis
- b. Playing a chess
- c. Playing a tennis
- ☒ d. Playing a basketball



- a. Knitting
- b. Camping
- ☒ c. Meditation
- d. Traveling



- a. Knitting
- b. Dancing
- ☒ c. Singing
- d. Reading



- a. Playing volley
- b. Playing Badminton
- c. Playing Archery
- d. Playing Tennis

Question for 1 – 10. See the picture and choose the best answer:



I



B



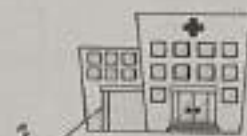
H



F



G



C



E



D



A



J

- | | | | | |
|-----------|------------------|----------------|---------------|-----------|
| A. Zoo | B. Swimming pool | C. Hospital | D. Laboratory | E. Bank |
| F. Mosque | G. Jail/Prison | H. Gas Station | I. Airport | J. Church |

Question for 1 – 5. See the Picture and Fill the blank



Beach



Gym

Post-test

Name: Sakha Bawani

Class: VI F

308

Question for 1 – 20 . See the picture and Choose the best answer:

1/



- ☒ a. Dancing
- b. Fishing
- c. Reading
- d. Camping

2/



- a. Dancing
- b. Cycling
- ☒ c. Gardening
- d. Watching TV

3/



- ☒ a. Cooking
- b. Ride a motorbike
- c. Playing basketball
- d. Fishing

4/



- ☒ a. Camping
- b. Cooking
- c. Playing a Biola
- d. Climbing

5/



- a. Climbing
- b. Cooking
- ☒ c. Skiing
- d. Watching TV

26 ✓



- a. Gardening
- ☒ b. Scuba Diving
- c. Fishing
- d. Camping

27 ✓



- a. Playing tennis
- ☒ b. Playing Volley
- c. Playing a chess
- d. Playing a golf

28 ✓



- a. Playing a tennis
- ☒ b. Playing a chess
- c. Playing a tennis
- d. Playing a badminton

29 ✓



- a. Playing the guitar
- ☒ b. Playing a kite
- c. Playing a chess
- d. Playing a basketball

30 ✓



- a. Knitting
- b. Playing basket ball
- ☒ c. Playing a video games
- d. Traveling

11 ✓



- a. Knitting
- b. Dancing
- ☒ c. Boxing
- d. Reading

12 ✓



- ☒ a. Playing a table tennis
- b. Playing a tennis
- c. Playing a golf
- d. Playing a basketball

13 ✓



- a. Running
- b. Dancing
- ☒ c. Roller skating
- d. Singing

14 ✓



- ☒ a. Playing a Football
- b. Playing a tennis
- c. Playing a volley
- d. Playing a golf

15 ✓



- a. Playing a video games
- b. Cooking
- c. Playing a Biola
- ☒ d. Legos

Question for 1 – 10. See the picture and match the best answer:



✓ Bridge

✓ Harbor

✓ Mountain

✓ Florets

✓ Stationary shop

✓ Pharmacy shop

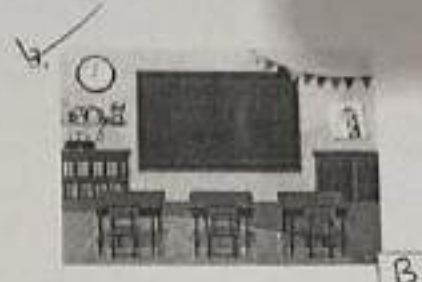
✓ Sea aquarium

✓ Playground

✓ filed

✓ Florist shop

Question for 1 – 10. See the picture and choose the best answer:



- | | | | | |
|------------------|-----------------|----------------|----------------|----------------|
| A. Shopping Mall | B. Classroom | C. Barbershop | D. Supermarket | E. Park |
| F. Hotel | G. Temple/Candi | H. Coffee shop | I. school | J. Parking Lot |

APPENDIX 7: SURAT KEPUTUSAN PENGANGKATAN BIMBINGAN SKRIPSI

 YAYASAN PAKUAN SILIWANGI UNIVERSITAS PAKUAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN <i>Bermutu, Mandiri dan Berkepribadian</i> Jl. Pakuan Kota No. 473, T. sel. 085730000000, Telepon (0251) 8715608 Bogor									
SURAT KEPUTUSAN DERAH FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN Masa : 2020/2021									
TENTANG: PENGANGKATAN PEMENANG SAJARA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN DERAH FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN									
Menimbang	1. Bahwa demi kepentingan peningkatan kualitas studi, perlu adanya bimbingan terhadap mahasiswa dalam menyusun skripsi sesuai dengan peraturan yang berlaku; 2. Bahwa perlu mengadakan pengangkatan pembimbing skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan; 3. Sesuai dengan syarat yang ditetapkan untuk mahasiswa untuk mengikuti ujian Sijara; 4. Ujian Sijara harus dilaksanakan dengan baik.								
Mengingat	1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional; 2. Peraturan Pemerintah Nomor 32 Tahun 2002, tentang Pendidikan dan Peraturan Pemerintah Nomor 19 Tahun 2005, tentang Standar Nasional Pendidikan; 3. Peraturan Pemerintah Nomor 17 Tahun 2010, tentang Pengelolaan dan Penyelenggaraan Pendidikan; 4. Undang-Undang Nomor 13 Tahun 2012, tentang Pendidikan Tinggi; 5. Keputusan Rektor Universitas Pakuan Nomor 16/KP/PROK/2021, tentang Pembentukan dan Pengangkatan Asesor Wakil Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan Masa Bakti 2021-2023.								
Memperhatikan	Laporan dan penelitian Kuba Program Studi Pendidikan Bahasa Inggris dalam rangka uji proposal Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.								
MEMUTUHKAN									
Menetapkan Penerima	Mengangkat Sijara <table border="0"> <tr> <td>Dr. Iyan Indrayanti, M.Pd</td> <td>Pembimbing Utama</td> </tr> <tr> <td>Muradik Ratuhan, M.Pd</td> <td>Pembimbing Pendamping</td> </tr> </table>	Dr. Iyan Indrayanti, M.Pd	Pembimbing Utama	Muradik Ratuhan, M.Pd	Pembimbing Pendamping				
Dr. Iyan Indrayanti, M.Pd	Pembimbing Utama								
Muradik Ratuhan, M.Pd	Pembimbing Pendamping								
	<table border="0"> <tr> <td>Nama</td> <td>: OKTAPRISTIA MUTI, S.H</td> </tr> <tr> <td>NPM</td> <td>: 201118070</td> </tr> <tr> <td>Program Studi</td> <td>: PENDIDIKAN BAHASA INGGRIS</td> </tr> <tr> <td>Judul Skripsi</td> <td>: THE USE OF MIMICRY AND DRAGONHO APPLICATION ON STUDENTS' VOCABULARY ENRICHMENT OF JUNIOR HIGH SCHOOL</td> </tr> </table>	Nama	: OKTAPRISTIA MUTI, S.H	NPM	: 201118070	Program Studi	: PENDIDIKAN BAHASA INGGRIS	Judul Skripsi	: THE USE OF MIMICRY AND DRAGONHO APPLICATION ON STUDENTS' VOCABULARY ENRICHMENT OF JUNIOR HIGH SCHOOL
Nama	: OKTAPRISTIA MUTI, S.H								
NPM	: 201118070								
Program Studi	: PENDIDIKAN BAHASA INGGRIS								
Judul Skripsi	: THE USE OF MIMICRY AND DRAGONHO APPLICATION ON STUDENTS' VOCABULARY ENRICHMENT OF JUNIOR HIGH SCHOOL								
Refusi	Kepada yang bersangkutan ditandatangani surat izin tinggal jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan.								
Ketiga	Keputusan ini berlaku sejak tanggal ditetapkan selanjutnya (satu) tahun, dan apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan sebagaimana mestinya.								
Ditetapkan di Bogor Pada tanggal 02 Februari 2024  Wakil Dekan I, B. 2021									
Terselenggara 1. Rektor Universitas Pakuan 2. Wakil Rektor I, B. dan Universitas Pakuan									

APPENDIX 7: Surat Izin Penelitian FKIP

 YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Bermutu, Mandiri dan Berkepribadian
Jalan Pakuan Kota Pos 452, E-mail: isp@unpak.ac.id, Telepon (0251) 8375608 Bogor

Nomor : 6807/WADEK /FKIP/II/2023
Perihal : Izin Penelitian

21 Juli 2023

Yth. Kepala SMPN 3 CIBARUSAH
di
Tempat

Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : OKTAFIARISTA NURUL HILMI
NPM : 031118079
Program Studi : PENDIDIKAN BAHASA INGGRIS
Semester : Akhir

Untuk mengadakan penelitian di instansi yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 22 Juli s.d. 23 September 2023 mengenai: THE USE OF MEMRISE AND DUOLINGO APPLICATION ON STUDENTS' VOCABULARY ENRICHMENT OF JUNIOR HIGH SCHOOL

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.


Sandi Budiana, M.Pd.
NIK. 11006025469

Wakil Dekan
Bidang Akademik dan kemahasiswaan

APPENDIX 8: Surat Keterangan Penelitian Dari Sekolah

 **PEMERINTAH DAERAH PROVINSI JAWA BARAT**
DINAS PENDIDIKAN
SMPN 3 CIBARUSAH
Jalan. Perani Mutiara Bekasi Jaya, Desa. Sindang Mulya, kecamatan. Cibarusah.
Telephone: 02122154044 / email: smpn.3cibarusah@gmail.com
KABUPATEN BEKASI - 7340

SURAT KETERANGAN
No:

Yang bertandatangan dibawah ini kepala SMPN 3 Cibarusah Kabupaten Bekasi dengan ini menerangkan bahwa;

Nama	: OKTAFIARISTA NURUL HILMI
NPM	: 031118079
Perguruan Tinggi	: Universitas Pakuan
Program Studi	: Pendidikan Bahasa Inggris
Jenjang Pendidikan	: S1
Judul Skripsi	: The Use of Memrise and Duolingo Application on Students' Vocabulary Enrichment of Junior High School

Yang bersangkutan adalah benar telah melaksanakan penelitian di SMPN 3 Cibarusah Kabupaten Bekasi pada tanggal 1 Agustus 2023 s.d. 31 Agustus 2023 sebagai bahan dalam Penulisan Skripsi Program Strata Satu (S1).

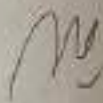
Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Bekasi, 31 Agustus 2023
Wakil Kepala Sekolah, Kurikulum,
SMPN 3 CIBARUSAH

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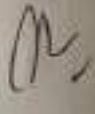
APPENDIX 9: Berita Acara Bimbingan

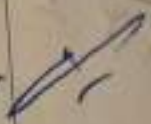
Tanggal	Bab	Catatan Bimbingan	Paraf
10/08 2022	1.	- Perbaiki cover - <u>Introduction</u>: - Sebelum menyebutkan Memrise harus ada pembahasan Media terlebih dahulu - Cari jurnal yang support terkait Memrise - Reason: - Permasalahan harus berada di Background - Perbaiki Grammar - Perbaiki Grammar - Tambahkan beberapa hasil penelitian terkait memrise di reason	
18/08 2022		<u>Dosen Pembimbing 1:</u> Dr. Lyan Indiyansyah, M.Pd.	
29/09 2021	1.	- Sub judul harus kecil - Page Number - Ganti Background - Perbaiki Penulisan - Institusi Sekolah tidak perlu dicantumkan di judul	
18/08 2022		- Baca kembali buku panduan - Sub judul & tidak ada - Tidak boleh memulai kalimat dng kata penghubung - Aim harus selaras dng Tujuan Research Question / Statemen - Tentukan Ingin Kuanti / Kualitatif pada bag. limitation - Pengantian Pain pada Research Significant	

Tanggal	Bab	Catatan Bimbingan	Paraf
1/9 ²²	I	Perbaiki bab 1 - Buat bab 2.	
13/9 ²²	I	- Perbaikan bagian limitation ditambah untuk gens vocabulary	
16/9 ²²	II	- Eysenck dan Ruffin - -	
21/9 ²²	I II	- Sudah disetujui tentang Bab I - lanjut untuk bab 2 - kurangi teori yang tidak relevan dan yang ingin diganti - Tambahkan Perbaiki sitasi - variable X (vocabulary) dahulu yang dibahas - Tambahkan halaman dari setiap kutipan	

Catatan Bimbingan			Paraf
Tanggal	Bab		
7-11-22	I	- Tambahkan kesimpulan penyimpulan di type of verb - Perbaiki grammar	
23-11-22	II	- Dictionary tidak boleh ditambahkan sebagai story - Perombakan kalimat dan dibagian kesimpulan	
19-12-22	II	- fasih unus fasih unus - But But ?	
15-12-22	II	- Tidak memakai titik dalam point procedures using memrise	
05-05-23	III	- Takon pada cover - jenis huruf - Perbaikan jumlah soal - membuat soal lagi lebih dari 90 untuk validity - Item soal diubah, lebih fokus pada soal grammar	
10-05-22	II	- Sudah tidak ada masalah - Boleh donor sendiri, menungga Pembimbing 1 ACC	

Tanggal	Bab	Catatan Bimbingan	Paraf
15-09-23	III	- cover - Revisi tambahkan teori dari buku yg direkomendasikan - grammar - populasi harus lebih dari 2 kelas - penulisan pilihan ganda baik konsisten	✓
18-09-23	IV	- populasi dicek kembali - uji coba instrument	✓
11-10-23	III	- jabarkan ada berapa kelas - rapikan kembali per-point - soal uji coba dahulu	✓
27-05-23	III	- revisi instrument (kuesioner) - Rumus = $\frac{1}{\sqrt{N}}$ - tabel	✓
31/03/23	III	- Bab III oke - Uji coba instrument	✓

Tanggal	Bab	Catatan Bimbingan	Paraf
22/24	I	- pilih kityu - cek lagi kityu - pilih lagi - cari lagi - cari lagi	
23/24	I	- sebelum tabel berikan prolog, pilih data - cari referensi (formulasi & data)	
24/24	145	- Pengantar tahun 2023 (2023) dan A proposal discover - dijabarkan hasil nya di discussion lebih rinci mengenai hasil - Perbaikan di bab 1 (data)	

Tanggal	Bab	Catatan Bimbingan	Paraf
24/1/24	10	- Cdk kras. h. 2g - lyi. nambits & - hanyangat phi - spss. - Cdk jga lyi T.	
31/3/24	10	Chp <u>W</u> ake. Chp <u>V</u> Rendel	

[illegible]

	Judul	Catatan Bimbingan	Paraf
12/04		- Pada bab discussion & conclusion tambahkan effect nyata dari memori - tambahkan halaman pada abstrak - alasan mengapa bisa bilang quite effective - diperbolehkan untuk mengitot silang	