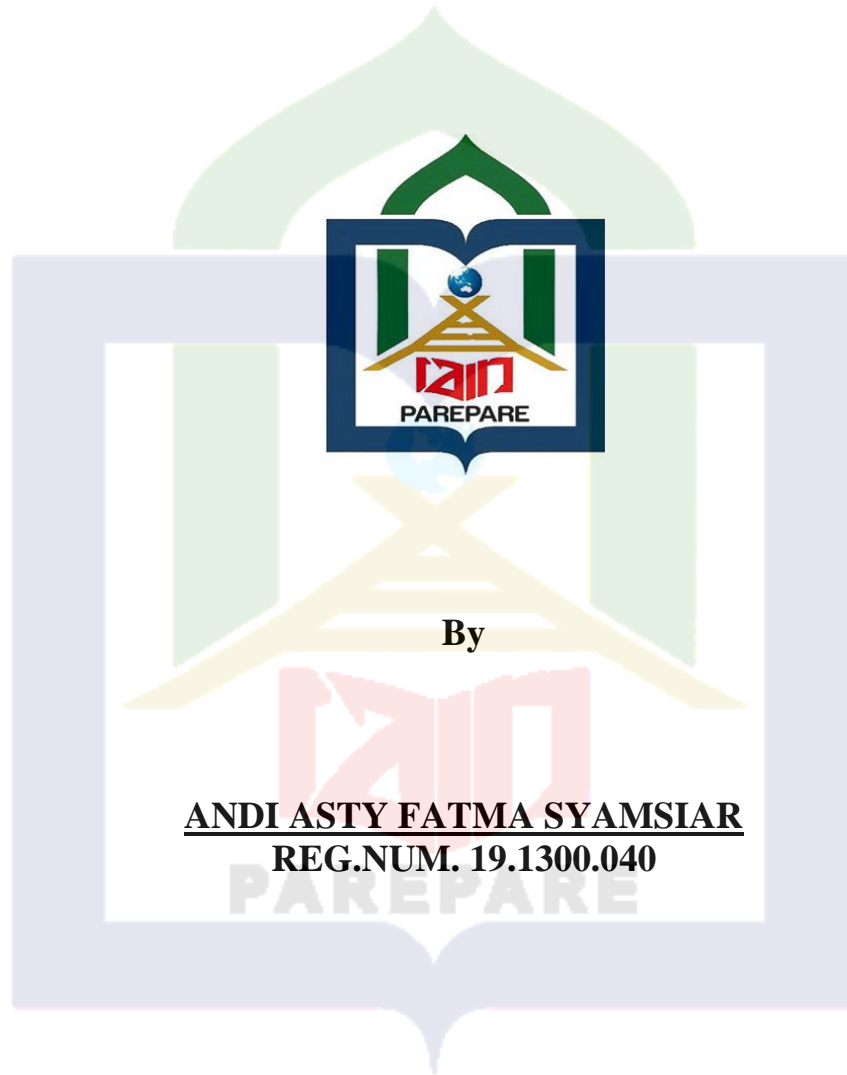


A THESIS

**THE IMPLEMENTATION OF ANKIAPP TO IMPROVE THE
STUDENTS VOCABULARY MASTERY OF SEVENTH
GRADE AT MTs DDI TAQWA PAREPARE**



**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE**

2023

**THE IMPLEMENTATION OF ANKIAPP TO IMPROVE THE
STUDENTS VOCABULARY MASTERY OF SEVENTH
GRADE AT MTs DDI TAQWA PAREPARE**



By

ANDI ASTY FATMA SYAMSIAR
REG.NUM. 19.1300.040

Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of
Parepare in Partial Fulfillment of the Requirements for the Degree of Sarjana
Pendidikan (S.Pd.)

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE**

2023

SUBMISSION PAGE

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Thesis

**As a Part of Fulfillment of the Requirement for the Degree of
Sarjana Pendidikan (S.Pd.)**

English Education Program

Submitted by

**ANDI ASTY FATMA SYAMSIAR
REG.NUM. 19.1300.040**

To

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE**

2023

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the Students' Vocabulary Mastery of Seventh
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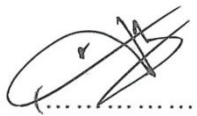
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وَالْمُرْسَلِينَ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ أَمَّا بَعْدُ

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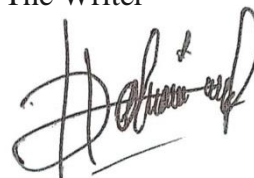
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Parepare, 07 Juni 2023
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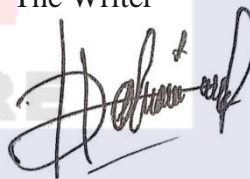
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ABSTRACT

A.Asty Fatma Syamsiar. *The Implementation of AnkiApp to Improve The Students Vocabulary Mastery of Seventh Grade at MTs DDI Taqwa Parepare* (Supervised by Zulfah and Mujahidah).

AnkiApp is a program which makes remembering things easy. AnkiApp is a technology-based flashcard application with a spaced repetition feature used by students and learners to help memorize and study more effectively. AnkiApp is assumed to be effective as a media in learning vocabulary, therefore this study aims to examine whether AnkiApp is effective to improve students' vocabulary mastery at MTs DDI Taqwa Parepare.

This research design use an pre-experimental method. The population of this study was 48 seventh graders, it consists of 3 classes. The sample in this study was class VII.1 which consisted of 15 students who were taken based on purposive sampling. This design of one group pre-test and post-test research design. In this research there are three stages, namely pre-test, treatment and post-test. The instrument is the test. Calculation of the data in this study using automatic data analysis in Microsoft Excel 365 using the toolbar menu t-test paired two samples for the average.

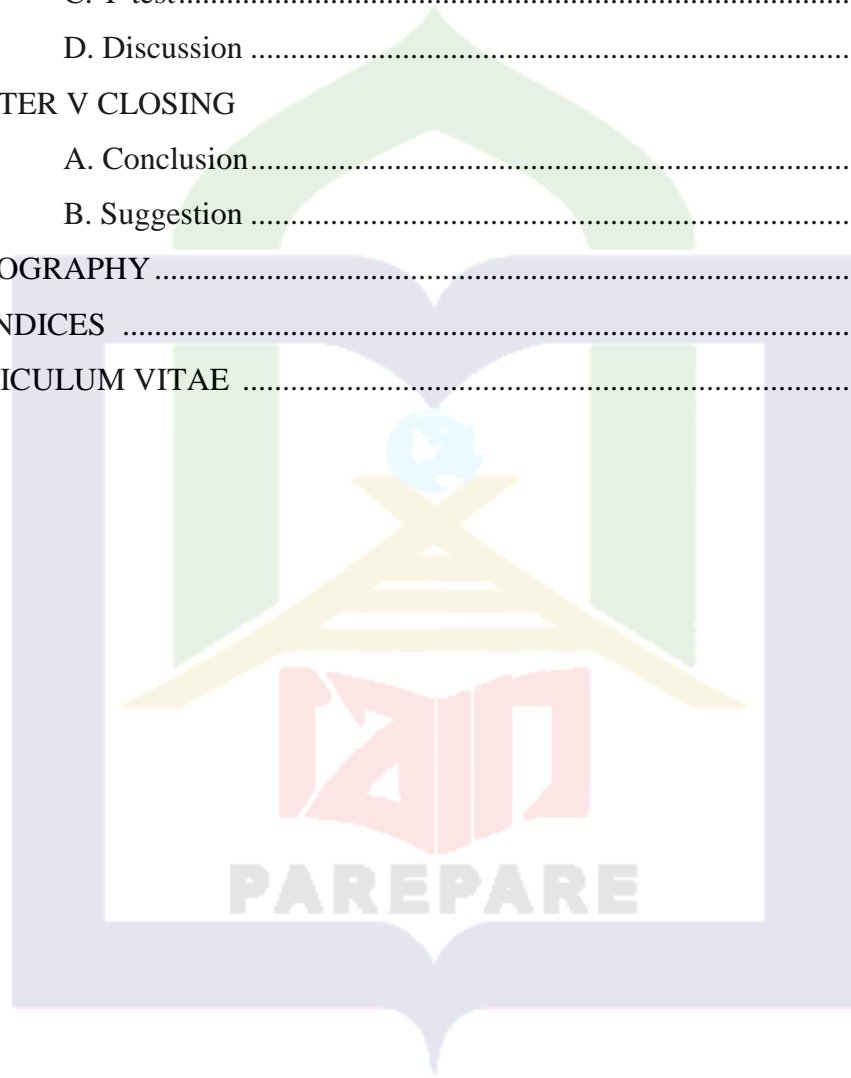
The findings show that the means scores of the students' post-test was 68.4 which was higher than the average score of the students' pre-test which was 26.6. At a significance level of 0.05 $df = 14$ ($df = n - 1$), and a t-table value of 2.145, a t-test value of 9.41 is obtained. The t-test value is higher than the t-table value. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted, it means that the implementation of AnkiApp is effective to improve the students vocabulary mastery of the seventh grade at MTs DDI Taqwa Parepare.

Keywords : Improve, Vocabulary Mastery, AnkiApp.

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CHAPTER I

INTRODUCTION

A. Background

Education has an important role in life, especially in learning a foreign language which is considered often boring. It is undeniable that education is affected by technological advances, many benefits of technology can be used. For example, with easy internet access for teachers or teaching staff via the internet, the material can easily search for teaching support materials via the internet, the material can be in the form of online articles, etc. The use of learning media greatly influences the outcome of the learning objectives. Because teachers do not need to find it difficult to understand and especially train vocabulary, which is often the obstacle is that teachers, lack special time in training the vocabulary skills of their students. There are many learning media around us that can be used to support learning activities, with the advancement of Information and Technology today, for example with the AnkiApp smartphone application. This application can be used in making learning media so that learning feels more enjoyable, and is easy to use by all ages.¹

AnkiApp is a flashcard-based application that allows its users to learn and memorize information through periodic repetition. The app can be used to learn a variety of materials, including English vocabulary. In addition, the AnkiApp application has facilities such as being able to display sound, being able to insert

¹ Hermariyanti Kusumadewi Myta Widyastuti, "Penggunaan Aplikasi Duolingo dalam Meningkatkan Kamampuan Kosakata Bahasa Inggris pada Tenaga Pengajar Bimbingan Belajar Omega Sains Institut," *Https://Ejournal.Bsi.Ac.Id*, 2018.

images, and can be played back when students want to explore the material presented, besides that the use of flashcard learning media makes students enthusiastic about learning and not boring.

MTs DDI Taqwa Parepare is one of the secondary schools in Parepare, South Sulawesi, which focuses on Islamic religious education. Therefore, in this study, the students' mastery of English vocabulary at MTs DDI Taqwa Parepare became the main focus because one of the problems identified in this school is the limited vocabulary of students in English. This has been found through observations that show that many students at MTs DDI Taqwa Parepare have limitations in English vocabulary, which can affect their ability to understand the subject matter and communicate well.

So far, the majority of English learning is delivered using lecture methods and the use of learning media is very minimal. Even if available, the majority are only wall drawings that contain English vocabulary. One of the supports for teaching materials in English learning is by utilizing learning media. The use of learning media at the learning orientation stage will greatly help the effectiveness of the learning process and the delivery of the message and content of the lesson at that time. In addition to generating motivation and interest from students, learning media can also help students increase understanding.²

Based on the background of the problems above, researchers conducted research on the implementation of using the AnkiApp application as a Learning Media. The existence of learning media using flashcard media is expected to help

² Ramazan Gurel. "Pengembangan Media English Card Vocabulary Dalam Pembelajaran Bahasa Inggris Untuk Siswa Kelas III SDN Dinoyo 3 Malang." *Https://Eprints.Umm.Ac.Id*, 2011, 1–8.

improve students vocabulary mastery, so that they can achieve good results and provide convenience to teachers and students in efforts to improve English learning vocabulary. In addition, the researcher also hopes that the use of the AnkiApp as a Flashcard Learning Media can provide learning media at MTs DDI Taqwa Parepare that teachers can use in learning English vocabulary so that learning becomes more interesting and it is hoped that the results of this research can provide benefits for the development of technology in learning and improve the quality of education in schools. Therefore, researchers will conducted a study entitled "The Implementation of AnkiApp to Improve the Students Vocabulary Mastery of Seventh Grade at MTs DDI Taqwa Parepare".

B. Research Question

Based on the background above, the researcher is interested in conducting research and then drawing problems based on the background above, namely Is AnkiApp effective to improve the student's vocabulary mastery at MTs DDI Taqwa Parepare?

C. The Objective of the Research

The objectives of the study is to examine whether AnkiApp is effective to improve students' vocabulary mastery at MTs DDI Taqwa Parepare.

D. Significance of the Research

The results of the research are expected to make a useful contribution to teachers, students and further research, which can be explained below:

1. Teacher

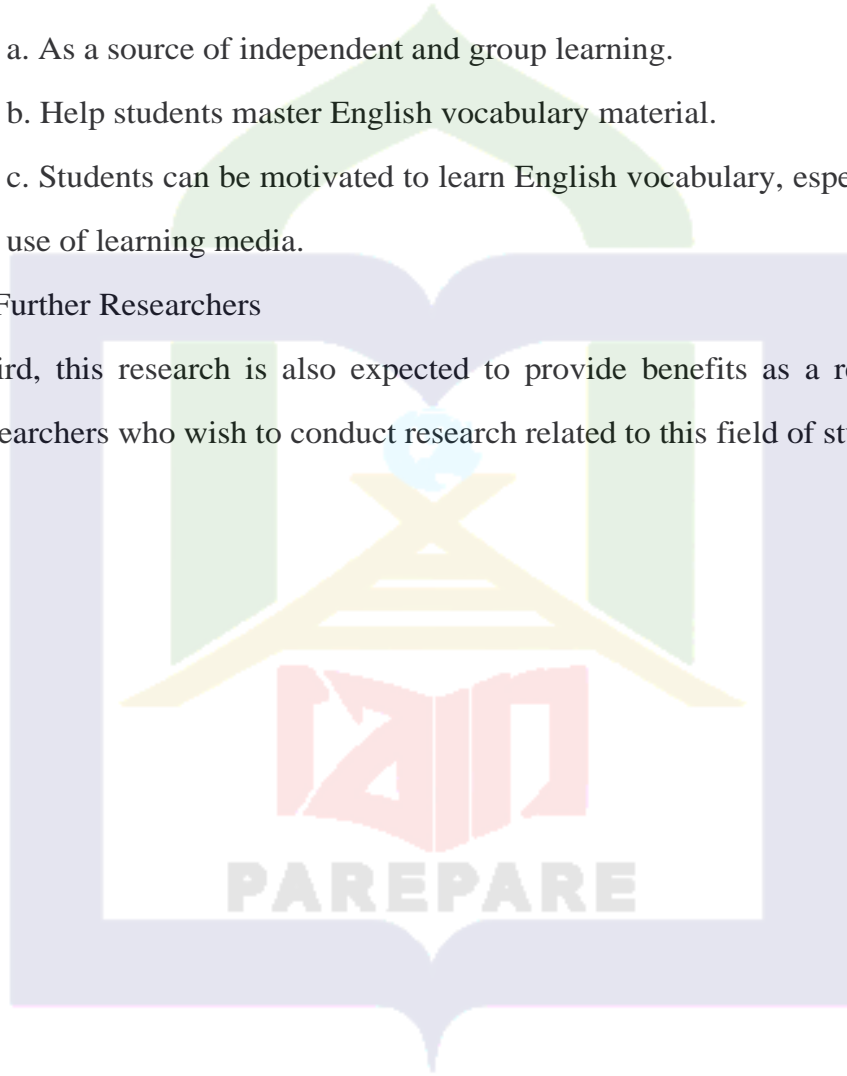
As one of the media that can be used by educators in improving learning English vocabulary.

2. Students

- a. As a source of independent and group learning.
- b. Help students master English vocabulary material.
- c. Students can be motivated to learn English vocabulary, especially in the use of learning media.

3. Further Researchers

Third, this research is also expected to provide benefits as a reference for researchers who wish to conduct research related to this field of study.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

The first research is conducted to find out whether or not Anki (a computer - based flash program) is effective in teaching vocabulary of the second grade students of SMPN 6 Makassar. This study was quantitative method, pre-experimental design with one-group pretest-posttest. The results of the study show that the use of Anki (A computer-based flashcard program) was effective to enhance students' vocabulary mastery.³

The second research is conducted to find out whether using Anki-flashcard can increase students' vocabulary as a learning-teaching aid in learning English. This was quantitative research of pre-test and posttest with pre-experimental design. The results of the study show that the use of the Anki-Flashcard was effective in increasing students' vocabulary.⁴

The third research is conducted to explore the effect of Anki and WhatsApp on the vocabulary retention of Iranian EFL learners. The study's design was quasi-experimental with three groups of WhatsApp-based vocabulary instruction, Anki-based vocabulary instruction and the traditional one. Sixty EFL learners studying English in a language institute participated in the study, and were divided into three groups of twenty. The results of the repeated measures

³ Ervan Jaya, "Using Anki (a Computer-Based Flashcard Program) in Improving Student's Vocabulary," no. 2013 (2020).

⁴ Andrea J Nender, Meity Muntuuntu, and Paula Rombejajung, "Increasing Students' Vocabulary by Using Anki-Flashcard (a Study Conducted at SMP Berea Tondano)" 1, no. 6 (2022).

Anova indicated that Anki-based and WhatsApp-based vocabulary instruction were effective in enhancing their vocabulary retention.⁵

The fourth research is conducted to determine the effectiveness of the AnkiDroid application learning media on the Japanese vocabulary skills of SMK Negeri 1 Tondano students after using the AnkiDroid application. The method used was a quasi-experimental method. The results of this study show that this application media has proven to be very effective in the process of teaching and learning Japanese, especially for memorizing Japanese vocabulary.⁶

The fifth research is conducted to investigate the extent to which a computer-based flashcard program, Anki, can help college-level ESL learners improve their vocabulary as well as the learners' perceptions about the program. This was quantitative and qualitative research of pre-test and posttest. The results present the benefits that might be gained from the integration of flashcard programs into a language classroom, as well as the perceptions of learners about the process.⁷

There are three different things that distinguish between this study and previous research:

1. Reviewed from the location of the study which certainly has different characteristics from previous research and the level of urgency is different.
2. Seen from the subject of research where in previous studies with this study using different populations and sampling techniques.

⁵ Hooshang Khoshima and Mahsa Khosravi, "Vocabulary Retention of EFL Learners through the Application of Anki, WhatsApp and Traditional Method," *Journal of Foreign Language Teaching and Translation Studies* 6, no. 4 (2021): 77–98,

⁶ Tri Widuri Annisa Wijayanti, Putra Pratama, Widodo Santoso, "Pembelajaran Bahasa Jepang" 2, no. 7 (2010): 1495–1505.

⁷ Cennet Altiner, "Integrating a Computer-Based Flashcard Program into Academic Vocabulary Learning," *ProQuest Dissertations and Theses* 18, no. 1 (2011): 82,.

3. Reviewed from research methods where previous research existed It uses quasi-experimental methods and this research uses pre-experimental methods.

B. Some Pertinent Ideas

1. AnkiApp Application

First launched in 2006, Anki at its heart is a straightforward flash card app that uses spaced repetition technology to make memorising and learning more effective.

Initially primarily made as a learning resource for language students, Anki has since become widely used by students of all areas.

There are four main versions of Anki:

- a. Anki Desktop is a completely free program which you download to your computer, has all of Anki's features.
- b. AnkiWeb is an online version of Anki that can be used alongside the desktop program. However, it has quite limited uses and you need to download the computer version for the full experience.
- c. AnkiMobile is the iOS version of the app which is a paid companion to the free computer program.
- d. AnkiDroid is the Android version of the app. It is free like the computer version and was made by different developers.⁸

AnkiApp is a powerful flashcard app for academic revisions. With this very app, you can remotely create your own study cards or download some useful

⁸ LTL Team HQ, "Anki vs Quizlet || Which Is Better? Plus a Bonus Recommendation," *Www.Flexiclassess.Com*, 2022, <https://flexiclassess.com/anki-vs-quizlet>.

revision materials. You'll be exposed to over 80 million pre-made wonderful flashcards which covers tons of study topics and subjects. You can track your progress and easily monitor your efforts.

AnkiApp is the ultimate flashcard app. No matter what you're trying to learn, you will find flashcards for it on Anki. You can search through and download sets of flashcards made by other users or you can simply make your own.

These are not just your ordinary everyday flashcards either. You can add pictures and sounds in addition to the words, whatever it takes to make the information stick. Not only is it super customizable, but this app is also free, making it a great addition to any learning regimen.

Anki has one standard study mode – card flipping. You decide how many cards you want to study per day. Then, Anki will display a word, you check if you're correct by hitting "show answer", and then categorize the word again, hard, good or easy which corresponds to a time interval of 10 minutes, 4 days, 7 days or 10 days when you will next be tested. Anki then keeps track of which cards need to be reviewed when so that you won't forget any. That's actually a pretty neat feature. But sometimes it gets a bit repetitive.

Anki does, however, have a large database of public user-created decks to choose from which list user ratings, how many cards they have and what type of content they contain.

a. AnkiApp Application as a Learning Media

The use of flashcard-based learning media is often an alternative choice initiated by teachers, besides that the use of learning media is very

helpful for teachers in delivering material to students so that learning objectives are achieved. Seeing the reality of the increasingly high level of internet use, it does not rule out the possibility that students or teachers are also one of its users. In addition, the AnkiApp application has facilities such as being able to display sound, being able to insert images, and can be played back when students want to explore the material presented, besides that the use of flashcard learning media makes students enthusiastic in learning and not boring.

AnkiApp is a popular flashcard application used by students and learners to aid in their studying and memorization efforts. It is an effective learning tool because it utilizes spaced repetition, which is a method of reviewing material at increasingly longer intervals to enhance long-term retention.

Here are some of the benefits of using AnkiApp as a learning media:

- 1) Personalized learning: AnkiApp allows you to create your own flashcards, which means you can tailor your learning experience to your individual needs and preferences. This is especially useful for subjects that require a lot of memorization, such as languages, medical terminology, and scientific concepts.
- 2) Spaced repetition: AnkiApp uses a spaced repetition algorithm to present flashcards at intervals optimized for long-term retention. This means that the app will show you flashcards that you are more likely to forget more frequently, and flashcards that you are more likely to remember less frequently.

- 3) Mobile accessibility: AnkiApp is available as a mobile app, which means that you can study on-the-go, whenever and wherever you want. This makes it an incredibly convenient learning tool for busy students and learners.
- 4) Gamification: AnkiApp incorporates gamification elements into its design, such as rewards and progress tracking. This can help make learning more engaging and motivating, especially for students who are competing with themselves or others.

Overall, AnkiApp is a powerful and flexible learning tool that can help you improve your retention and understanding of important material. It is a great choice for anyone who wants to learn more efficiently and effectively, and is especially useful for those who need to memorize large amounts of information.

b. Advantages and Disadvantages of the AnkiApp

1) Advantages of AnkiApp:

Anki is a program which makes remembering things easy. Because it's a lot more efficient than traditional study methods, you can either greatly decrease your time spent studying, or greatly increase the amount you learn. Anyone who needs to remember things in their daily life can benefit from Anki.

2) Disadvantages of AnkiApp :

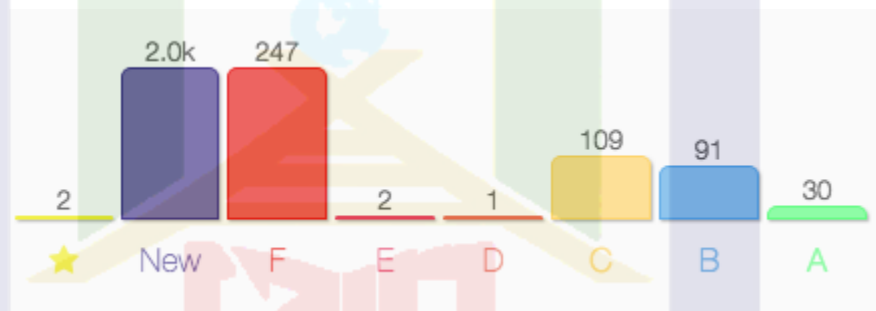
It requires daily commitment. Because Anki involves spaced repetition, there will almost always be flashcards assigned to each day.

Not completing the assigned cards usually results in that day's cards being reassigned to tomorrow or the day after.

c. Key Features of AnkiApp

1). High-efficiency Learning

The core of Anki App is an advanced algorithm, developed and refined by our lead neuroscientist, to save you time. As you study, it learns how well you know each flashcard, then prioritizes them for you, so you study the things you don't know, without wasting precious time on the things you already do.



2). Batteries-included

Start using pre-made flashcards right away. A selection of public flashcard decks is included with the Anki App.

We can also import flashcards from the AnkiWeb service, which is an unrelated third-party service.

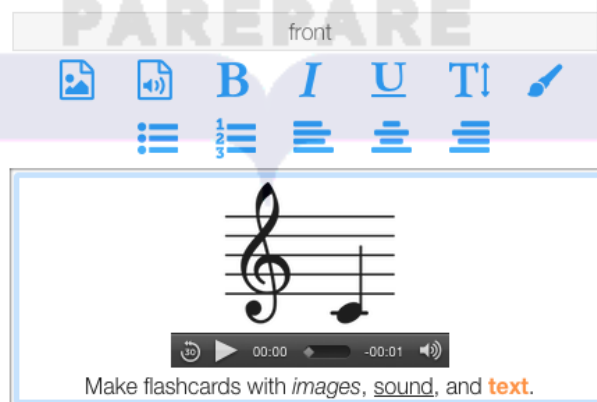
We offer a service to load flashcards from spreadsheets in CSV format, which many tools may produce for content from various sources.



3). Rich Content Creation

Anki App lets you make your own flashcards, on any device. Creating cards is as easy as typing what you want on the front and back of each card. In addition to plain text, you can add images and sound* to your flashcards (*at the moment, sounds must be added using the web client—coming soon to other clients).

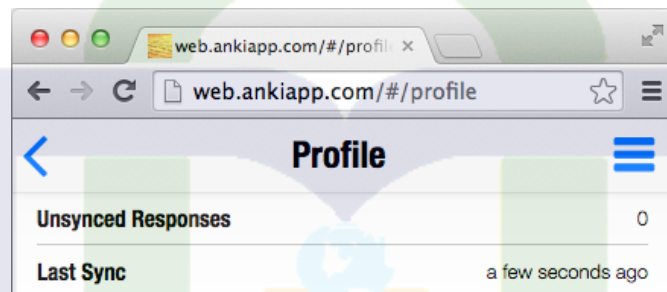
When you're ready to get more advanced, Anki App lets you create "custom layouts" to present multiple fields of information, styled with HTML and CSS.



4). Cloud Access

Anki App seamlessly synchronizes to the cloud, so you can create flashcards on one device, and then study on another.

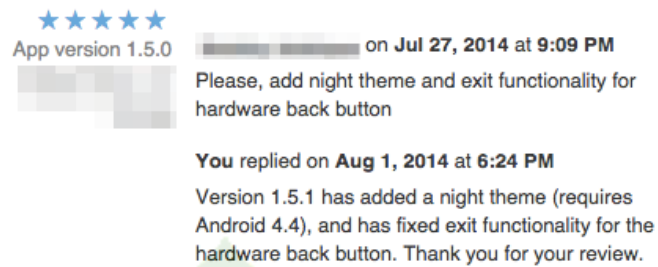
In addition, your AnkiApp account grants you free access to our web client. It works on any computer running the latest Chrome, Edge, or Opera browsers.



5). Rapidly Improving

We have big plans for the future, but we're open to feedback along the way, and our users give us plenty. We balance suggestions against the simplicity and focus of the product; not every one makes the cut, but we have incorporated many of the ideas we've been given.

In Anki App's first year, we released over one update per month, and we're continuing to innovate.



6). International

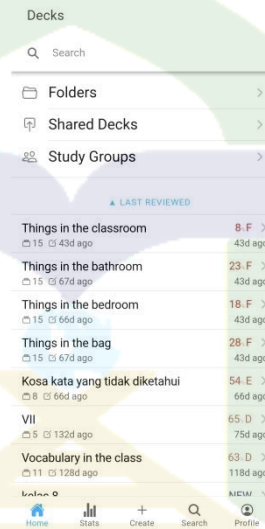
Anki App is available world-wide in up to 155 countries or regions around the world.

Anki App is available in English, French, German, Traditional and Simplified Chinese, Portuguese, and Romanian on all supported platforms, with more in the works.

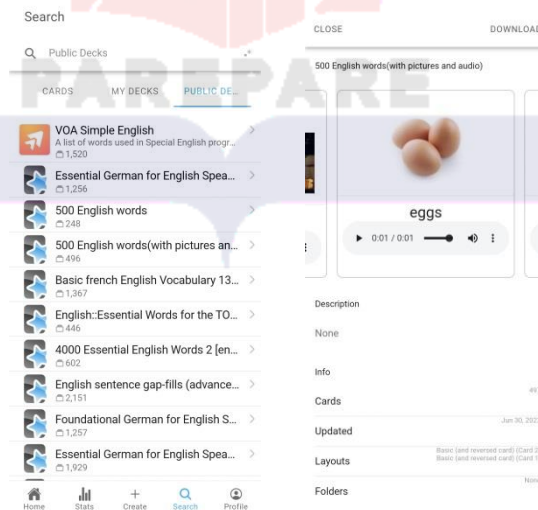


d. Step Using the AnkiApp

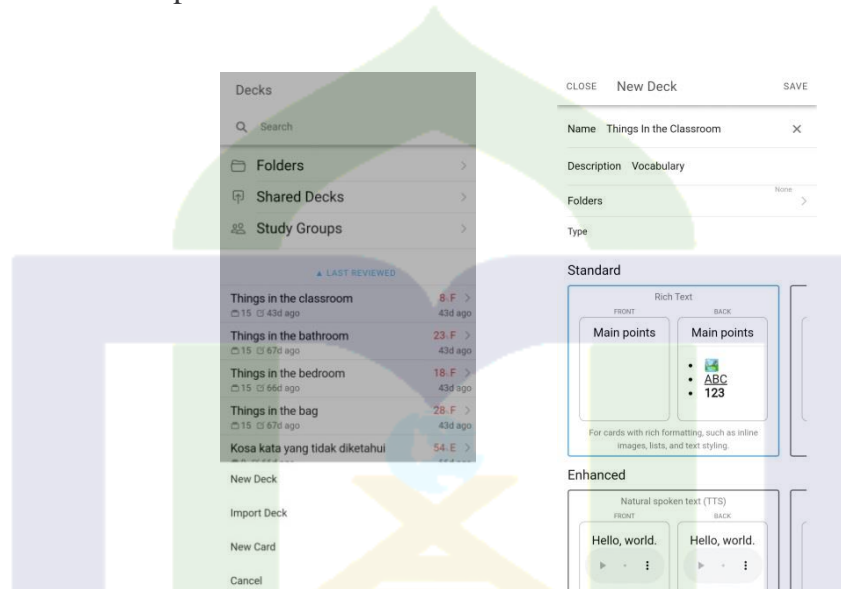
1. Download the AnkiApp application first on the Playstore.
2. Open AnkiApp and the initial appearance is as shown below, which consists of folders, a place to store the decks that we have created and share decks to share decks with the study group.



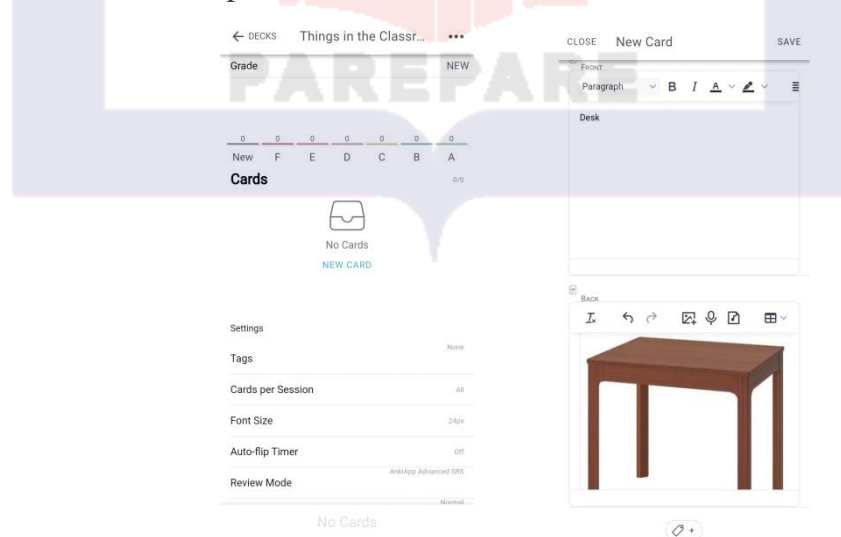
3. Download from a selection of 80+ million pre-made flashcards that we want to learn as shown below.



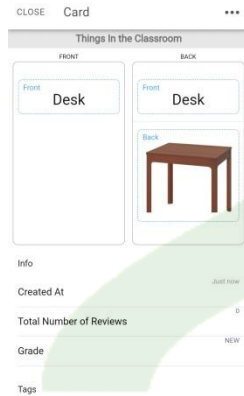
4. You can also create your own. To create a new deck you can press "create" and select "new decks". Then write the name decks and description decks and select the type of flashcard that we will make then press "save". as shown below.



5. Deck view to create a card, press "New Card". and create the flashcard you want, you can add text, images, audio and more. Like the picture below.



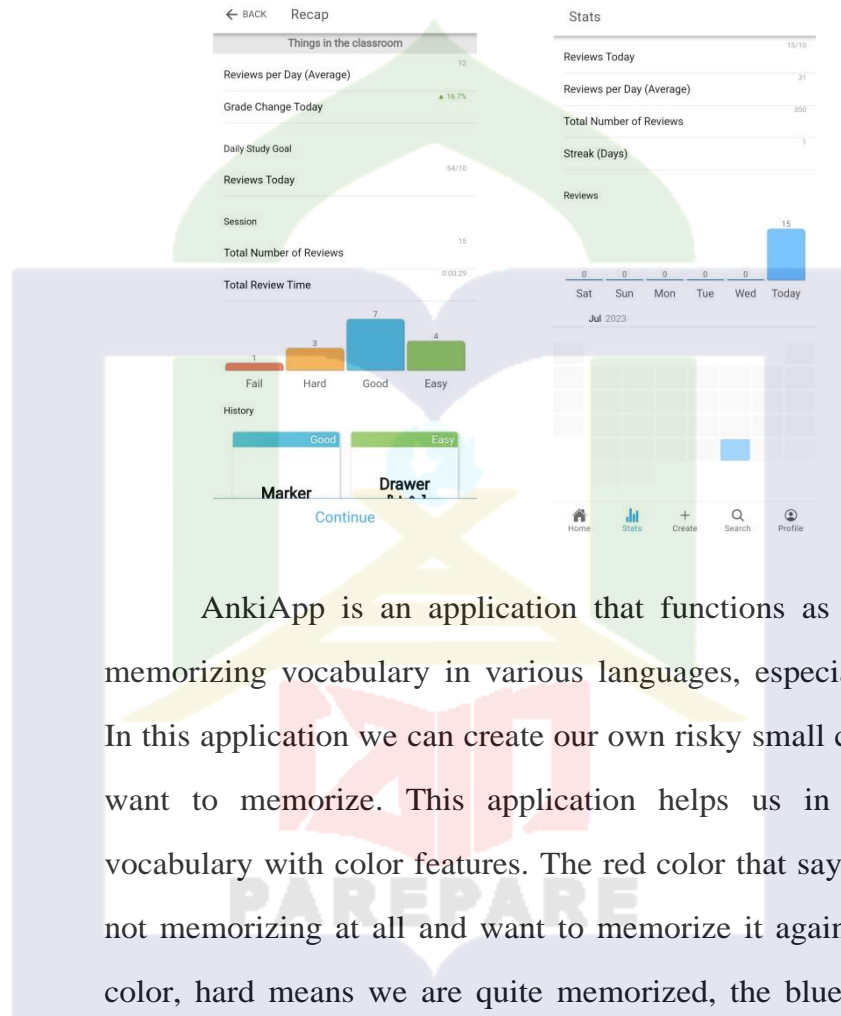
6. Display the flashcard that we have created as shown below.



7. Press "review" to start learning with the flashcards we have made. AnkiApp tests your knowledge in quick sessions—1 minute or less. Like the example image below.



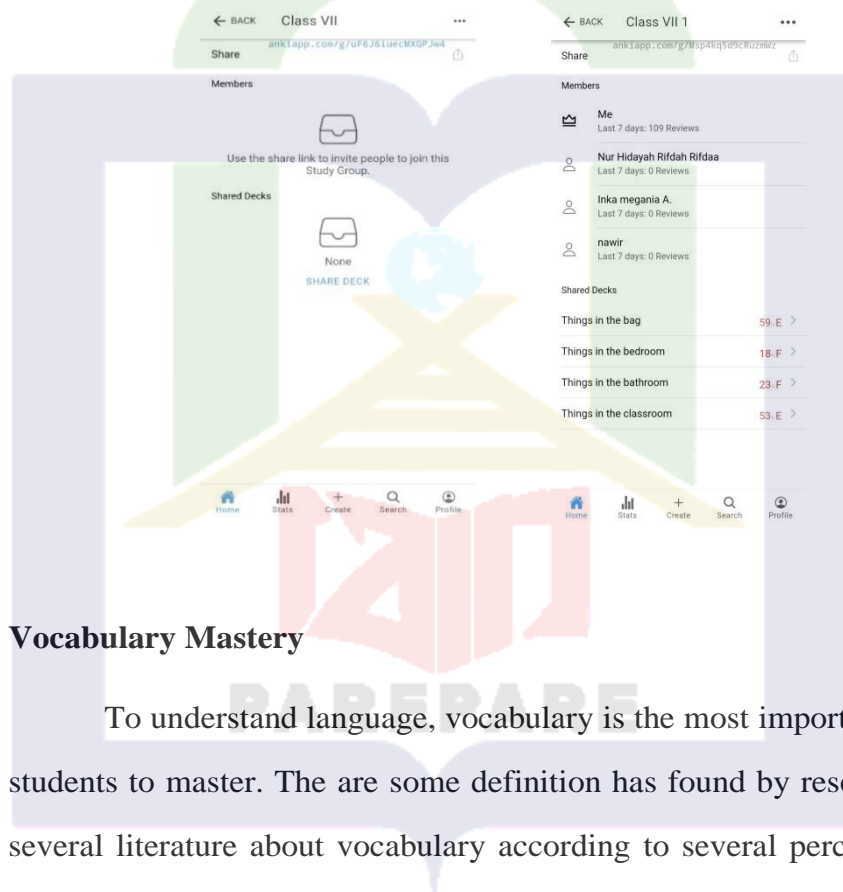
8. See progress, After each session, the AnkiApp displays your progress, giving you a "sense of speed". You can see your progress and achievements every day as shown below.



AnkiApp is an application that functions as a media for memorizing vocabulary in various languages, especially English. In this application we can create our own risky small cards that we want to memorize. This application helps us in memorizing vocabulary with color features. The red color that says Fail means not memorizing at all and want to memorize it again, the orange color, hard means we are quite memorized, the blue color, good means if we memorize enough, and if we really have memorized we can choose green, which is easy.⁹

⁹ Annisa Wijayanti, Putra Pratama, Widodo Santoso, "Pembelajaran Bahasa Jepang."2,no. 7 (2010): 1495-1505.

9. AnkiApp also has a study group feature, users can create learning classes in this application and to add members, users send class links and members who will join open the link and join using email. Students no longer need to download this application to join classes. And in class we can share the vocabulary flashcards that we have made to the participants to learn. Like the picture below.



2. Vocabulary Mastery

To understand language, vocabulary is the most important thing for students to master. There are some definitions that have been found by researchers from several literatures about vocabulary according to several perceptions they are:

According to Esra Akdogan, vocabulary is more important than grammar because we can speak without a correct grammar structure but we cannot speak without vocabulary. Words are the root of

communication and a strong vocabulary that enhances all areas of communication such as listening, speaking, writing and reading.¹⁰ Vocabulary is the most important skill for learning any language. All languages involve words.

Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings.¹¹ Harmer says that if language is a body, grammar is the bones that make up the frame, while vocabulary is the flesh that makes the body take shape.¹² Thus, a person will not be able to communicate well if the vocabulary is inadequate.

Nurvitasyaari stated that vocabulary is the first way to communicate each other and express their opinion, statement, and expression. So, vocabulary items can and will constantly be add end to the overall knowledge of the learner.¹³ In addition Iman said that vocabulary is defined as a large numbers of words that students have to know, not only memorizing the form of the word but also can understands the meaning.¹⁴

Based on definition above, the researcher conclude that vocabulary is the key in learning English. Vocabulary is the main and most important

¹⁰ Esra Akdogan, "Developing Vocabulary in Game Activities and Game Materials," *Journal of Teaching and Education* 07, No. 01, 2017, 31–66.

¹¹ Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught., *International Journal of Teaching and Education* III, No.3, 2015, 21–34, <https://doi.org/10.20472/te.2015.3.3.002>.

¹² Jeremy Harmer, "The Practice of English Language Teachin.Pdf," 2010.

¹³ Nurvitasyasari, "The Use of Show and Tell (S&T) Method in Teaching Vocabulary at The Second Year Students' of Juniar High School (SMP) Negeri 4 Galesong Selatan Kabupaten Takalar," 2017.

¹⁴ Iman Alizadeh, "Vocabulary Teaching Techniques: A Review of Common Practices.," *International Journal of Research in English Education* 1, No. 1, 2016, 22–30.

component in English. Vocabulary also is the main asset for learning English and communicating fluently. The more vocabulary you have, the easier it will be to understand spoken English or written text and the easier it will be to communicate with other people. In addition, with the large number of vocabulary that is mastered, it will increase self- confidence. Without vocabulary it is impossible for the students to master English.

Every language has its own vocabulary as a language used in everyday life. To understand a language, one needs to know the words first. Intraprasert in Asyiah states that mastery of vocabulary has the main objective in learning, namely: 1) finding the meaning of a foreign or new language word; 2) continuing to retain the memory of newly learned words; and 3) broadening the range of knowledge about a foreign or new word.¹⁵

Next according to Thornbury vocabulary mastery is knowing lots of word in a language. in this only two aspects are mentioned, namely knowing a word involves knowing form and meaning of a word.¹⁶

1. The form

Knowing the form is knowing the form of the word, whether it is a noun or a verb, in other words knowing the type of word class.

2. The meaning

Knowing the meaning is a form of mental or cognitive knowledge that a person understand from a particular foreign language word.

¹⁵ Dewi Nur Asyiah, “The Vocabulary Teaching and Vocabulary Learning,” *Lingua Scientia* 9.2 (2017): p.296.

¹⁶ Scott Thornbury, “How to Teach Vocabulary,” *Longman*, 2002, p.15.

Based on the theory above it can be concluded that vocabulary mastery is remembering a collection of foreign language words, finding and understanding the meaning of a word, and knowing the form of a word.

a. Vocabulary in EFL Classroom

As an international language, English is widely used by people around the world to communicate with each other. The use of English in communication is not only for the daily basis but also the major of science and technology. In the era of globalization, English plays an important role, such as many sources now are written in English. As known that English has four main skills, those are listening, writing, reading, and speaking; those are very important in English. Despite those skills, there is an aspect that related to the main skills, that is vocabulary. The skills are used to express ideas, but without a big number of vocabularies, the ideas will not come out. In the field of EFL students, vocabulary acquisition plays an important role because without a wide vocabulary, EFL students will be difficult in applying language either structural or functional of communication (Alqahtani, 2015).

Teaching vocabulary is very important for junior high school students. In Curriculum 2013, students are expected to be able to describe people and things around them. To describe the people and things around them, students need to know some vocabularies such as things, habit, action, the function of things that can be the characteristics of the object. The vocabularies in those circles must be taught by the teacher clearly because students do not have basic knowledge about it. At this level, students firstly face English because

English is not taught at the elementary level. According to that condition, the teacher must have good preparation while teaching vocabulary; they must master the material and use current techniques that support their teaching (Alqahtani, 2015). Giving students an appropriate practice in learning will be beneficial in order to help the students. The teacher determines which vocabulary the students can easily produce and recognize. After all, vocabulary is important for students to master because of communication need.

Vocabulary can have broad definitions. Vocabulary is defined as a brain of acquisitioning a language (Moeller, et al., 2009). It means that vocabulary is something important while learning a language, especially a foreign language. An English Foreign Language (EFL) 3 student must learn vocabulary because it has a relation to the four main skills in English those are speaking, listening, reading, and writing. It can be concluded that vocabulary gets in touch with language role or grammar (Munir, 2016). Also, through vocabulary, learners can recognize the system of language. In other words, the students without mastering vocabulary will get difficulties in learning any language skill.

In learning vocabulary, learners need to practice the words in case of memorizing to have a deeper understanding in oral or written form. Harmer (as cited in Shejbalova, 2006) mentions some aspects in vocabulary that learner needs to know in order to have a better understanding: (1) meaning, the word's context, (2) usage, the word's knowledge of appropriateness, (3) word formation, word's construction of letter, and (4) grammar, word 's used

in term of rules. The aspects mean that vocabulary understanding has a deeper meaning rather than the only word. Based on the explanation above, the writer can conclude that vocabulary is one of the main aspects of language learning. In the case of applying vocabulary, learners must have a lot of practices and know some elements of vocabulary. Not only the learners, but the teacher also has to apply an appropriate method to stimulate the learners in learning vocabulary.

Teacher plays an important role in the success or failure of any learning media used in the classroom. The teachers select the learning media to used, relates the learning media to students' need, and integrates the learning media with another area of the curriculum.¹⁷

b. Types of Vocabulary

Vocabulary refers to words that must be understood in order to communicate effectively. The first two are spoken vocabulary, and the last two are written vocabulary. Before starting to build vocabulary for reading and writing, children have learned listening and speaking vocabulary for many years. Spoken language forms the basis of written language. Each type has a different purpose. Fortunately, the development of one type of vocabulary promotes the growth of another type of vocabulary. There are four types of vocabulary, namely:

1) Listening Vocabulary

¹⁷ Chandra Andrean, Sofian Sofian, and Yanti Sri Rezeki, "Improving Students' Vocabulary Mastery by Using Animated Video," *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa* 8, no. 9 (2019): 1–9, <https://jurnal.untan.ac.id/index.php/jpdpb/article/view/35834>.

According to Goldman Listening vocabulary is the words that are heard and understood by listening to speech.¹⁸ This vocabulary size is aided by context and tone of voice. Since in the womb, the fetus can detect sounds from the age of 16 weeks. In addition, babies listen when they wake up - and we continue to learn new words this way throughout our lives. By the time we reach adulthood, most of us recognized and understand nearly 50,000 words.

2) Speaking Vocabulary

Speaking vocabulary are the words we use when we speak. Due to the spontaneous nature of spoken vocabulary, words are often misused - although slight and unintentional, can be explained by facial expressions, tone of voice, or hand gestures. Most adults only use 5,000 to 10,000 words for all of their conversations and instructions. This number may be less than our listening vocabulary due to ease of use.

3) Reading Vocabulary

The reading vocabulary is the words that we understand when we read the text. We can read and understand many words that we don't use in our vocabulary. This is the 2nd largest vocabulary of if you are a reader. If you are not a reader, you cannot "expand" your vocabulary.

4) Writing Vocabulary

Written vocabulary are words that we can take when we write to express ourselves. We usually find it easier to explain ourselves verbally, use facial expressions and intonation to help convey our ideas, then find

¹⁸ Goldman Elizabeth, C. Ralph Adler, and Robert Kozman, 'A Review of the Current Research on Vocabulary Instruction.', *National Reading Technical Assistance Center*, 2010, 1-19,

the right words to communicate the same ideas in writing. Our written vocabulary is heavily influenced by the words we can spell.

c. Kinds of Vocabulary

Vocabulary has been classified by some writers in different ways. According to Judy In the following, some classifications are given for active and passive vocabulary.¹⁹ The first is active vocabulary refers to items which the learner can use appropriately in speaking and writing, and it also called as productive vocabulary. The second is passive vocabulary to language items that can be recognized and understood in the context of reading and listening.

There two kinds of vocabulary, namely:

1) Active Vocabulary

Active vocabulary is made up of the words readily used and clearly understood by an individual when speaking and writing. Active vocabulary refers to vocabulary that the students have been thought or learn which they are expected to be able to use by the student.

2) Passive Vocabulary

A learner's passive vocabulary is the words that they understand but don't use yet. This can be compared with active vocabulary, which are words that learners understand and use in speaking or writing. Passive vocabulary refers to the words which the students recognized when they meet them but which they probably not able to produce.

¹⁹ Judy K. Montgomery, "Types of Vocabulary," *The Bridge of Vocabulary: Evidence Based Activities for Academic Success*, 2007, 136.

d. The Importance of Vocabulary

Vocabulary is a very important reason for learning English. Michael stated that without vocabulary, students will not be able to understand other people or express their own ideas.²⁰ As definition of vocabulary it's the component of language with cover four English acquisition. Therefore, without vocabulary, people cannot speak, listen, speak and listen well. If people have a lot of vocabulary, then English was easy to use, and the listener was easy also to understand the speaker's speech.

There are five importance of vocabulary to use in English, for the first is an extensive vocabulary aids expression and communication. The second is vocabulary size has been directly linked to reading comprehension. The third is linguistic vocabulary is synonymous with thinking vocabulary. The fourth is a person may be judged by others based on his or her vocabulary.

e. Teaching Vocabulary

Teaching vocabulary is a complex task because it includes the meaning of the words. A good teacher should use appropriate techniques and enough practice for certain words, so that the objectives was be achieved. Concerning the appropriate techniques, a teacher must choose suitable method to teach vocabulary. The teacher has to teach not only the meaning of the words but also has to use appropriate method for each

²⁰ Mccarthy, Michael, and Felicity O Dell. "English Vocabulary in Use (Advanced)," 2017.

other aspect of language. Therefore, as an excellent teacher, they must be prepared with the latest methods. Teachers must be able to master these materials so that students can understand them and make them interested and happy in the teaching and learning process. in the classroom.

Vocabulary is the most obvious part of language, and it is also the first thing that applied linguists pay attention to. In order to achieve the goal of language learning, special attention must be paid to language learning. Vocabulary is one of Teaching English aims to develop four skills, namely: listening, reading, speaking, and writing. To support the development of the four language skills, English language components, vocabulary, grammar and pronunciation or spelling are also taught. In addition to constructing sentences, we not only need correct grammar and pronunciation, we also need to choose the appropriate vocabulary.

Teaching vocabulary is very significant for the students because in the increasing of vocabulary extension. More vocabularies the learners have, more chances they are master the language. Teaching techniques are very helpful for teacher. It is the teachers' task to use appropriate technique of vocabulary teaching, and it does not mean that the teacher uses a certain technique. Techniques in teaching are very important in learning and teaching. Teachers should use appropriate skills to teach vocabulary to motivate and help students learn.

According to Effrida there are many techniques in teaching vocabulary for the beginner:

- 1) Commands are useful in vocabulary classes

When we ask students to respond physically to oral commands which use the new words, the activity is very much like what happens when one is learning one's mother tongue. Children have frequent experience in obeying commands during the early years of learning the mother tongue. Those experiences appear to play an important part in the learning of vocabulary.

2) Using real objects for vocabulary teaching

For helping students understand the meaning of a word, we often find that a picture is useful, if it is big enough to be seen by all members of the class but real objects are better than pictures whenever we have them in the classroom.

3) Other communication experiences for the classroom

There are many other ways to create a communication situation in the classroom. Suppose we have used a picture that shows a head with its various parts, hair, eyes, ears, nose, mouth. Those parts have been named in English. The students have printed the names in their notebooks with their copies of the picture. Now the stage is set for an experience in which students use those English words to communicate.

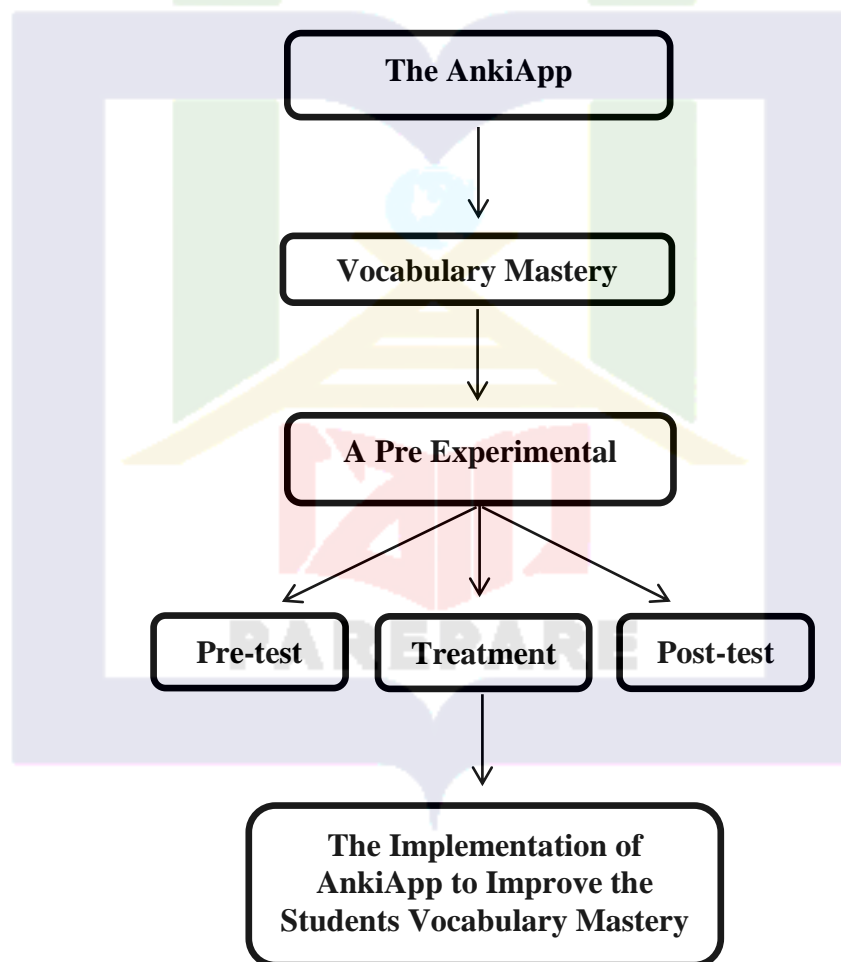
4) The value of the pictures that students draw

In several of the techniques which have been mentioned, pictures are made by students. Many teachers like to use pictures the students themselves have made. Such pictures have certain advantages, namely they cost little or nothing; they are available even in places where no other pictures can be found; they do not require space for storing and

filing as pictures from other source do; when someone has drawn a picture of a scene he knows the meaning of the English words that the teacher used while talking about parts of his scene.²¹

C. Conceptual Framework

The conceptual framework underlying this research is given in the following diagram in the next page:



²¹ Michael L Kamil Hiebert, Elfrida H, "Teaching and Learning Vocabulary," *Mahwa, New Jersey : Lawrence Erlbaum Associates, Inc*, 2006, p.3 1 12," n.d., 12–27.

The conceptual framework of thinking is the concept of theory associated with problem factors that have been identified as problems. The researcher raises the title of The Implementation of of AnkiApp to Improve Students Vocabulary Mastery of Seventh Grade at MTs DDI Taqwa Parepare. In this case, the implementation of AnkiApp as a vocabulary learning media is fundamental in the learning process and the prevision of pre-test (students' initial knowledge before being given treatments) and post-test (students knowledge after being given treatments) is a very important role in the process of collectimg data during teaching process.

D. Hypothesis

The hypothesis of the research is formulated as follows:

1. Null Hypothesis (H_0): There is no significant different between the result of pretest and post-test score while using AnkiApp on students Vocabulary mastery.
2. Alternative Hypothesis (H_a): There is a significant different between the result of pretest and post-test score while using AnkiApp on students Vocabulary mastery.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

This research design used a pre-experimental method, according to Sugiyono. A pre-experimental design is one that covers only one group or class given a pre- and post-test. The pretest and posttest designs are carried out on one group without a control or comparison group.²² This research method tested on seventh grade students at MTs DDI Taqwa ParePare. The pretest carried out before treatment at the first meeting, and then the posttest after treatment at the last meeting. This research investigated the implementation of AnkiApp to improve students' vocabulary mastery. The design can be seen in the following chart:

One-Group Pretest–Posttest Design

| Pre-test | Treatment | Post-test |
|----------|-----------|-----------|
| O1 | X | O2 |

(Sugiyono:2016)

Where :

O1 : Pretest

X : Treatment

O2 : Posttest

²² Sugiyono, “Metode Penelitian Kuantitatif Kualitatif dan R&D. Intro (PdfDrive),” Bandung Alf, 2011.

B. Research Variables and Indicators

1. The independent variable is the implementation of AnkiApp.
2. The dependent variable is the students' vocabulary.

C. Research Location and Duration

This research was conducted at MTs DDI Taqwa ParePare. Researchers used a Pre-Experimental research, and researchers used more than one month to collect data.

D. Population and Sample

1. Population

The population of this study was 48 seventh graders from MTs DDI Taqwa ParePare. It consists of three classes, described by the following table:

Table 3.1 Population of seventh grade of MTs DDI Taqwa ParePare

| No | Class | Number of Students |
|--------------|-------|--------------------|
| 1 | VII 1 | 15 |
| 2 | VII 2 | 17 |
| 3 | VII 3 | 16 |
| TOTAL | | 48 |

(Source: MTs DDI Taqwa ParePare)

2. Sample

In this research, the researcher chose one class to represent all of the population. The researcher chose class VII 1 consisting of 15 students of MTs DDI

Taqwa ParePare in as the sample because this seventh grade was assumed to have the potential to be taught vocabulary because the students were very minimal in vocabulary and the students were also very enthusiastic in learning; therefore, the researcher felt it was appropriate to choose this class as the sample. The technique for taking this class is purposive sampling. Purposive sampling is a sampling technique with certain considerations, according to Sugiyono (2016: 85). The reason for using this purposive sampling technique is because it is suitable for use in quantitative research or studies that do not generalize, according to Sugiyono (2016: 85).

E. Research Instruments

In this study, researchers used the test as an instrument before and after treatment. There are two tests in this study: the pre-test and the post-test. The pre-test is to determine students' initial knowledge, while the post-test is to determine students' final knowledge after the treatment is carried out. In the pre-test, the researcher gave a list of vocabulary words to the students, and they had to state their meaning. The researcher gave the same test in the post-test.

F. Procedure of Collection Data

The procedures of collecting data as follow:

a. Pre-test

Before giving treatment, researchers did pre-test students by providing some vocabulary tests. After giving the pre-test, the researchers then gave treatment to the students.

b. Treatment

After being given a pre-test, the researcher gave treatment to the students in the classroom. The treatment carried out in four meetings.

a. The first meeting

Topics : Things in the bag

1. Researcher greeting to the students' opens the class.
2. Researcher gives direction to pray before learning.
3. Researcher introduced herself to all the students'.
4. Researcher gave motivation to the students' before teaching the materials.
5. Researcher checked the attendance list.
6. Researcher explained the material and the activity that will be used.
7. Researcher asked the students to take out the objects in their bags, and then the researcher tested the students' abilities by asking them the vocabulary of the objects in their bags.
8. Researcher explains how the disclosure.
9. Researcher asked the students to pay attention to the AnkiApp flashcard media which contained the vocabulary Things in the bag.
10. Researcher asked the students to repeat the vocabulary in the bag together.
11. Researcher asked each student to come forward and practice how to pronounce the items in the bag and determine their level of knowledge by pressing several options in AnkiApp.

12. Researcher ask students to calm down and give ice breaking so students don't get bored.
13. Researcher asked to repeat the vocabulary words in the bag that had been studied.
14. Researcher ask students to identify vocabulary that is difficult to memorize.
15. Students practice pronouncing and memorizing difficult vocabulary together
16. Researcher concludes the learning along with the solutions and deficiencies that exist from the learning process that has been carried out.

b. The Second Meeting

Topics : Things in the Classroom

1. Researcher greeting to the students to open the class.
2. Researcher give directions to pray before studying.
3. Researcher provide motivation to students before teaching the material.
4. Researcher check the attendance list.
5. Researcher explain the material and activities that will be used.
6. Researcher asked the students to pay attention to the objects in the classroom and then the researcher tested the students' abilities by asking the vocabulary of objects in the classroom.
7. Researcher explains how to pronounce it.
8. Researcher asked the students to pay attention to the AnkiApp flashcard media which contained the vocabulary Things in the Classroom.

9. Researcher asked the students to repeat the vocabulary of Things in the Classroom together.
10. Researcher asks each student to come forward and practice how to pronounce Things in the Classroom and determine their level of knowledge by pressing several options in AnkiApp.
11. Researcher ask students to calm down and give ice breaking so students don't get bored.
12. Researcher asks the students to repeat the vocabulary Things in the Classroom that they have learned.
13. Researcher ask students to identify vocabulary that is difficult to memorize.
14. Students practice pronouncing and memorizing difficult vocabulary together
15. Researcher concludes the learning along with the solutions and deficiencies that exist from the learning process that has been carried out.

c. The Third Meeting

Topics : Things in the Bathroom

1. Researcher greeting to the students to open the class.
2. Researcher give directions to pray before studying.
3. Researcher provide motivation to students before teaching the material.
4. Researcher check the attendance list.
5. Researcher explain the material and activities that will be used.

6. Researcher asked the students to say what things in the bathroom, then the researcher tested the students' abilities by asking the vocabulary of the things in the bathroom.
7. Researcher explains how to pronounce it.
8. Researcher asked the students to pay attention to the AnkiApp flashcard media which contained the things in the bathroom vocabulary.
9. Researcher asked the students to repeat the vocabulary of things in the bathroom.
10. Researcher asked each student to come forward and practice how to pronounce things in the bathroom and determine their level of knowledge by pressing several options in AnkiApp.
11. Researcher ask students to calm down and give ice breaking so students don't get bored.
12. Researcher asks the students to repeat the rooms in the school vocabulary that they have learned.
13. Researcher ask students to identify vocabulary that is difficult to memorize.
14. Students practice pronouncing and memorizing difficult vocabulary together
15. Researcher concludes the learning along with the solutions and deficiencies that exist from the learning process that has been carried out.

d. The Fourth Meeting

Topics : Things in the Bedroom

1. Researcher greeting to the students to open the class.
2. Researcher give directions to pray before studying.
3. Researcher provide motivation to students before teaching the material.
4. Researcher check the attendance list.
5. Researcher explain the material and activities that will be used.
6. Researcher ask students to say what things in the bedroom then the researcher tests students' abilities by asking the vocabulary of things in the bedroom.
7. Researcher explains how to pronounce it.
8. Researcher asked the students to pay attention to the AnkiApp flashcard media which contained the things in the bedroom vocabulary.
9. Researcher ask students to repeat the vocabulary things in the bedroom together.
10. Researcher asked each student to come forward and practice how to pronounce things in the bedroom and determine their level of knowledge by pressing several options in AnkiApp.
11. Researcher ask students to calm down and give ice breaking so students don't get bored.
12. Researcher ask students to repeat the vocabulary things in the bedroom. which has been studied.
13. Researcher ask students to identify vocabulary that is difficult to memorize.

14. Students practice pronouncing and memorizing difficult vocabulary together

15. Researcher concludes the learning along with the solutions and deficiencies that exist from the learning process that has been carried out.

c. Post-test

Post-test is given as the last procedure in this study. It is administered after applying the treatment. From the data collected with the post-test is compared with the data from the pre-test. The results showed significant differences in student achievement after treatment.

G. Technique of Data Analysis

After collecting data from the test results. Then the researcher analyzed the data using quantitative analysis. The following were the steps for quantitative data analysis:

1. Scoring the Result of the Test

After getting the data from the pre-test and post-test, the data was calculated using the formula below.

$$Score = \frac{\text{Student/s correct answer}}{\text{The total number of Questions}} \times 100^{23}$$

²³ Kasmadi dan Nia Siti Sunariah, “Panduan Modern Penelitian Kuantitatif,” Bandung:Alfabeta, 2016, 73–74.

2. Classifying of Student's Scores on the Following Classification.

To classify the students' scores, the researcher used the list classification from Arikunto's book.²⁴

Table 3.2 Classification of Students' Scores

| No | Classification | Scores |
|----|----------------|---------|
| 1 | Excellent | 86 -100 |
| 2 | Good | 71 - 85 |
| 3 | Fair | 56 - 70 |
| 4 | Poor | 41 - 55 |
| 5 | Very poor | < 40 |

3. Calculating the Data

To calculate student learning outcomes in the pre-test and post-test, the researcher used automatic data analysis in Microsoft Excel 365 using the toolbar menu. The t-test paired two samples for the mean, namely the data test conducted on paired samples, which was used to compare the mean scores of paired samples. Paired sample data were data from the same sample that received two different treatments, such as a pre-test and a post-test. The steps are as follows:

- a. Bring out the data analysis icon.
 - 1) File-options-add-ins.
 - 2) Choose excel adding in the option of manage.
 - 3) Click go.
 - 4) Checklist the analysis tool pack, then click ok.

²⁴ Suharsimi Arikunto, "Dasar - Dasar Evaluasi Pendidikan: Edisi Revisi," (Jakarta : PT.Bumi Aksara), 2005, p.245.

5) The data analysis menu displays the data toolbar

b. Process Data

- 1) Click data-data analysis.
- 2) Click T-test paired two samples for means.
- 3) Input data from the pre-test and post-test with the label
- 4) Checklist labels box.
- 5) Alpha 0,05 (5% of mistakes accepted).

The results of the data analysis are displayed in a table.

The table shows:

- a) The mean score of pre-test and post-test
- b) Total sample
- c) T-stat or T-test
- d) T Critical Two-tail or T-table

This is the final result, namely getting the results from the Pre-Test and Post-test scores and having them confirmed by the T-table. This research is successful if the T-test is greater than the T-table. So that the researcher concludes that there is an increase or not in the Implementation of AnkiApp to Improve Students' Vocabulary mastery, it can be confirmed with the hypothesis whether there is a significant difference or not between the results of the pre-test and post-test scores when using AnkiApp on students' vocabulary mastery.

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

1. Student's Score

Table 4.1 Students' scores on the pre-test and post-test.

| No | Category | Pre-test | | Post-test | |
|----|---------------|----------|----------------|-----------|----------------|
| | | Score | Classification | Score | Classification |
| 1 | Maximum Score | 46 | Poor | 96 | Excellent |
| 2 | Minimum Score | 10 | Very Poor | 30 | Very Poor |
| 3 | Mean | 26.6 | Very Poor | 68.4 | Fair |
| 4 | Median | 23 | Very Poor | 70 | Fair |
| 5 | Modus | 16 | Very Poor | 70 | Fair |

(Source: Student scores on the pre-test and post-test)

Based on the data table of students' score pre-test and post-test above, the results for the categories include the Max Pre-test score of 46 with poor classification and the max post-test score of 96 with Excellent classification, Score Min pre-test is 10 very poor classification and Min post-test score is 30 very poor classification. In the pre-test the mean score was 26.6, the median score was 23, and the modus score was 16 with very poor classification. And the mean score of the post-test is 68.4, the median score is 70, and the modus score is 70 with the classification Fair.

2. Scores Classification

Table 4.2 Scores classification on the pre-test and post-test.

| No | Classification | Pre-test | | Post-test | |
|----|----------------|-----------|-----|-----------|-----|
| | | Frequency | % | Frequency | % |
| 1 | Excellent | 0 | 0 | 3 | 20 |
| 2 | Good | 0 | 0 | 2 | 13 |
| 3 | Fair | 0 | 0 | 7 | 47 |
| 4 | Poor | 2 | 13 | 2 | 13 |
| 5 | Very poor | 13 | 87 | 1 | 7 |
| | Total | 15 | 100 | 15 | 100 |

(Source: scores classification on the pre-test and post-test)

From the results of the classification of pre-test and post-test scores above, the classification on the pretest of the poor classification frequency is 2 with 13% and the very poor classification frequency is 87%. classification on the post-test, excellent classification frequency is 3 with 20%, good classification is 2 with 13%, fair classification is 7 with 47%, poor classification is 2 with 13%, and very poor classification is 1 with 7 %.

3. The Result of the Pre-test and Post-test

Table 4.3 The mean score of the pre-test and post-test

| | <i>Pre-test</i> | <i>Post-test</i> |
|-------------|-----------------|------------------|
| Mean | 26.6 | 68.4 |

Table 4.3 shows the data from the mean score of the pre-test was 26.6, while the mean score of the post-test was 68.4.

The result of the comparison of the mean score of the pre-test and the mean score of the post-test show there was a difference, the mean score of the post-test was

higher than the mean score of the pre-test, so in this case it can be interpreted that there was an effective to improve the students vocabulary mastery of class VII.1 after the treatment using the AnkiApp application.

B. Normality Test

In this section, the normality test of the data that has been obtained from the pre-test and post-test before the t-test was carried out.

The purpose of the normality test was to find out whether the distribution of data was normal or not by using the Kolmogorov-Smirnov test approach with $n=15$ significance level (α) 0.05 critical value was 0.338. The data were normally distributed if it was smaller than the critical value.

The following were the results of the normality test calculations using the Kolmogorov-Smirnov approach which were described in the table below.

Table 4.4 Kolmogorov-Smirnov Normality test of pre-test and post-test.

| | Pre-test | Post-test |
|-----------------------------|----------|-----------|
| N= Sample | 15 | 15 |
| Mean | 26.6 | 68.4 |
| S =Standard Deviation | 11.444 | 16.392 |
| D= Kolmogorov-Smirnov Value | 0.157 | 0.128 |
| KS Tabel | 0,338 | 0,338 |

(Source : Microsoft Excel 365)

Based on the results of the normality test with the Kalmogorov-Smirnov approach in the pre-test it was known that $0.157 < 0.338$, while the results of the normality test in the post-test were $0.128 < 0.338$. So that it can be concluded that the data were normally distributed. Calculations using the Microsoft Excel 365 application.

C. T-test

The results of automatic data analysis with Microsoft Excel 365 using toolbar menu t-test paired two samples for means which aims to determine the difference in the mean between the two paired data samples of pre-test and post-test.

The result of the calculation of the data analysis are displayed in a table.

The table shows below:

- a. The mean score of pre-test and post-test
- b. Total sample
- c. T-stat or T-test
- d. T Critical Two-tail or T-table

The following table shows the results of automatic data analysis with Microsoft Excel 365.

Table 4.5 T-test paired two sample

| | <i>Pre-test</i> | <i>Post-test</i> |
|------------------------------|-----------------|------------------|
| Mean | 26.6 | 68.4 |
| Variance | 130.971 | 268.686 |
| Observations | 15 | 15 |
| Pearson Correlation | 0.276 | |
| Hypothesized Mean Difference | 0 | |
| Df | 14 | |
| t Stat | 9.41 | |
| P(T<=t) one-tail | 0.000 | |
| t Critical one-tail | 1.761 | |
| P(T<=t) two-tail | 0.000 | |
| t Critical two-tail | 2.145 | |

(Source: Microsoft Excel 365)

The table above shows that the t-statistics value or t-test value was 9.41, then the number of observations or the number of the data was 15 so that the df was 14 (Df

= $N - 1$) for significance level (α) 0.05 the value of t-critical two tails or t-table was 2.145.

It was known that the value of the t-test was higher than the value of the t-table ($9.41 > 2.145$), it can be concluded that the vocabulary mastery of students has increased or better after the treatment was applied. Thus, the null hypothesis H_0 was rejected, and the alternative hypothesis H_a was accepted. Therefore it can be stated that the implementation of AnkiApp was effective to improve students' vocabulary mastery at seventh grade students of MTs DDI Taqwa Parepare.

D. Discussion

Based on the results of data analysis, it was shown that the AnkiApp application was effective in learning vocabulary, from the results of data analysis it could be seen that there were significant differences between student achievement before and after using this application. given treatment to students higher than the score on the pre-test before learning is carried out using the AnkiApp application which contains vocabulary. The results of the calculation of the average value of the pre-test and post-test showed an increase, the average value of the pre-test was 26.6 while the average value of the post-test was 68.4 so that it can be seen that the average value of students in post -test is higher than the average student's pre-test score.

Before determining which hypothesis is accepted between the null hypothesis (H_0) and the alternative hypothesis (H_a), the pretest and posttest data that will be used in the t-test are normally distributed by carrying out a normality test with the Kolmogorov-Smirnov Approach. The researcher used the t-test to obtain a t-test value that is higher than the t-table value ($9.41 > 2.145$) with degrees of freedom $Df = 14$,

so that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected, meaning that the implementation AnkiApp as an effective learning media to improve vocabulary mastery of class VII 1 students of MTs DDI Taqwa Parepare.

This increase can occur because this application has interesting features which contain flashcards that can be downloaded from a selection of 80+ million ready-to-use and AnkiApp allows users to create their own flashcards. Creating cards is as easy as typing what you want on the front and back of each card. In addition to plain text, users can add images and sounds to flash cards. AnkiApp also tests knowledge in quick sessions of one minute or less and can display progress on a daily basis. AnkiApp is also available worldwide in up to 155 countries and is available in English, French, German, Chinese, Portuguese and Romanian.

AnkiApp implementation can be done in groups or individually. In implementing it in groups, students are divided into several groups and students pay attention to the vocabulary material that will be taught which contains the names of objects, pronunciation, and pictures of these objects. As for individual learning, students can log in to class groups that have been created in the AnkiApp application and students no longer need to download the application. Students simply enter the class link using e-mail and students can learn the vocabulary that has been created. This application even has a repetition feature where students can repeat vocabulary that is considered difficult so that this feature can help students improve their memory in memorizing. Students can also see their achievements every day in their learning using AnkiApp.

It is also known that the teacher lacks learning media in the learning process so that it makes students very bored and lacks motivation to learn so that in applying

this AnkiApp application as a learning media it attracts more attention and interest of students so that students are more active and enthusiastic in the learning process, and the flashcards in AnkiApp is easier and faster for students to understand. Guessing activities in vocabulary learning with AnkiApp as a learning media provide a very active learning environment, also make vocabulary more embedded in students' memories and build self-confidence. Students are required to focus on thinking, students are not afraid to make mistakes by continuing to try to answer by thinking and spelling repeatedly when students get the opportunity to guess so that students are used to it and can remember it themselves.

Learning with AnkiApp media which contains flashcards is a fun activity and makes more memories so that students are happy in the learning process. When applied to students who previously studied monotonously, AnkiApp can help avoid boring classes. On the other hand, for students who feel that learning English initially thinks vocabulary is too difficult after using AnkiApp, it really helps students to slowly reduce difficulties so that students can learn more easily, quickly, and can even strengthen their memory because in AnkiApp students can see pictures of the vocabulary itself and there are repetition feature. The results of this study are supported by the opinion of Kak Rousyan Fikri in his Twitter that in learning, especially rote material and remembering, it must be balanced with space repetition techniques so that learning results are maximized. Because by giving a time lag between study sessions you can better remember the material.²⁵ In addition to the use

²⁵ Pahamify, "Aplikasi Belajar Online / Belajar Jadi Seru," *Www.Pahamify.Com*, 2019, <https://www.pahamify.com/blog/pahami-tips/buat-belajar/knsep-strategi-pembelajaran-spaced-repetition/>.

of new learning media, gift giving is also very influential in increasing student motivation and activeness in learning so that learning activities can take place well.

The AnkiApp application is effective in improving students vocabulary mastery. In line with the theory of Andi Sari Sartika Fitri, Syamsu Rijal, and Burhanuddin from the journal of language and literature (2019), which states that the Quizlet application, which is similar to the AnkiApp application, is proven to be able to improve students' vocabulary mastery.²⁶ Quizlet was launched for the public in 2007. One year later than Ankiapp. This is a flashcard application that also uses games and tests to help students learn and memorize. Like Ankiapp, Quizlet was originally launched as a web-based flashcard program to help language students learn vocabulary. However, it has also become popular among students of all subjects.

²⁶ Andi Sari Sartika Fitri, Syamsu Rijal, and Burhanuddin Burhanuddin, "Aplikasi Quizlet Dalam Meningkatkan Kosakata Bahasa Jerman," *Phonologie : Journal of Language and Literature* 2, no. 2 (2022).

CHAPTER V

CLOSING

A. Conclusion

The result of this research is show that the implementation of AnkiApp is effective to improve students' vocabulary mastery. Based on the results of the data analysis that has been carried out at MTs DDI Taqwa Parepare, found that there were differences in the results of students' vocabulary mastery it was before and after being given treatment using AnkiApp. Before being given the treatment the average pre-test score was 26.6 while after being given the treatment the average post-test score was 68.4. Thus the average post-test score is higher than the pre-test average score. Whereas for the t-test results it is known that the t-test value is 9.41 higher than the t-table value, namely 2.145 at a significance level of 0.05 and degrees of freedom (df) 14 , the conclusion is that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) accepted .This means that implementing AnkiApp as a learning media is effective to improve students' vocabulary mastery.

B. Suggestion

Based on the conclusions and implications of the study, some suggestions to the participants closely related to the study were presented below.

1. For the English teachers

The English teacher has to consider the students' needs and interests for the teaching and learning. It was important for the teachers especially in MTs DDI Taqwa Parepare improve the students' vocabulary mastery. The teacher

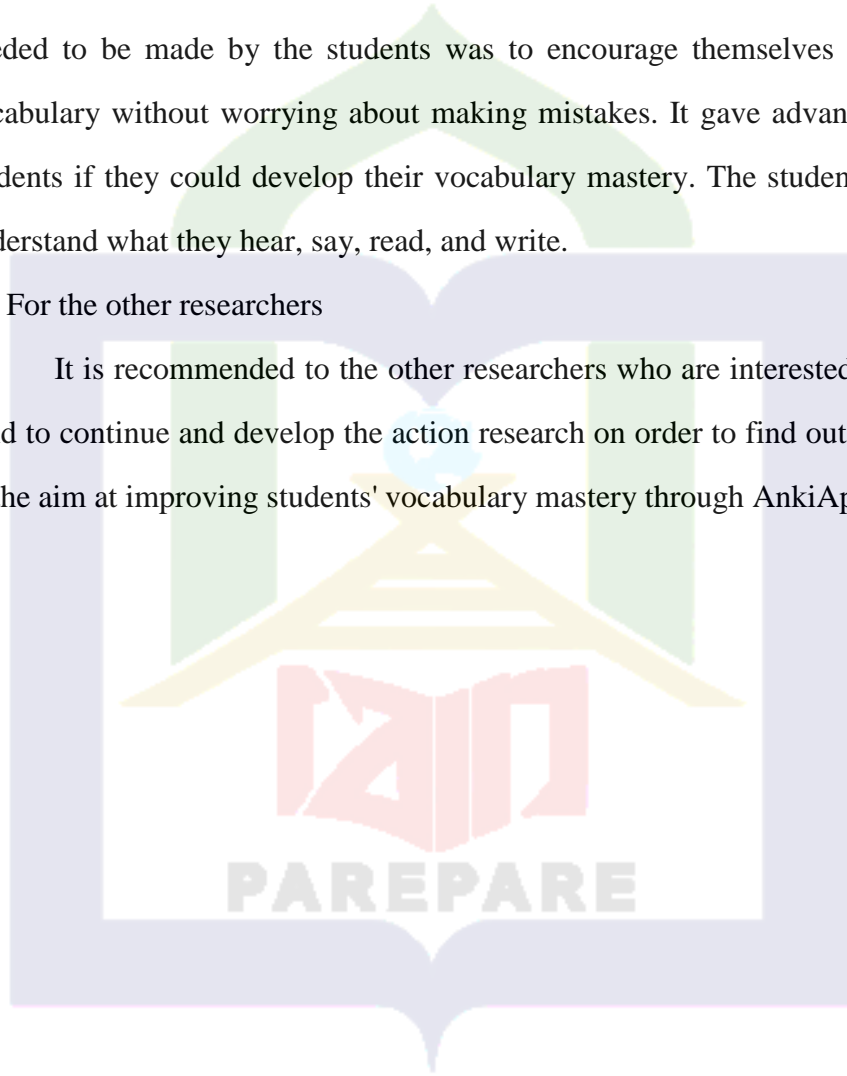
should create a good atmosphere in the classroom and motivate the students' to learn the language.

2. For the students

The students had to be more active in the classroom. A further effort needed to be made by the students was to encourage themselves in mastering vocabulary without worrying about making mistakes. It gave advantages for the students if they could develop their vocabulary mastery. The students can easily understand what they hear, say, read, and write.

3. For the other researchers

It is recommended to the other researchers who are interested in the same field to continue and develop the action research on order to find out other efforts in the aim at improving students' vocabulary mastery through AnkiApp media.

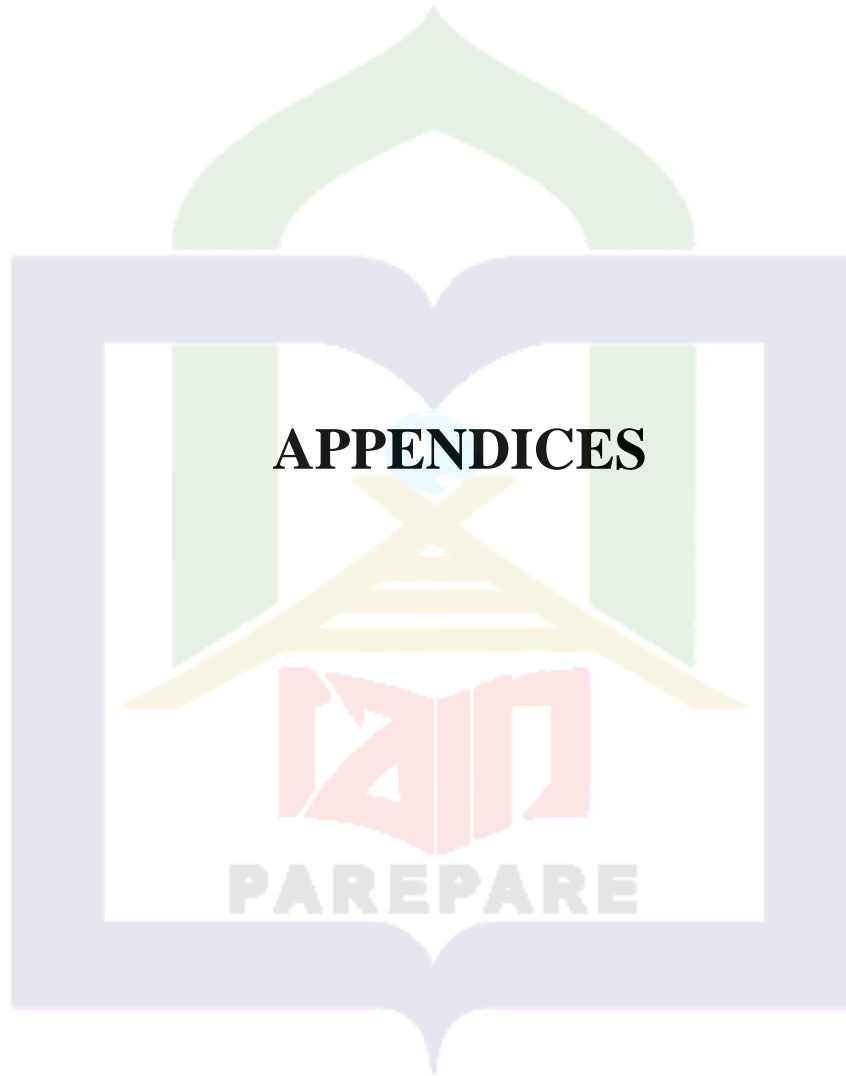


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Appendix 1. Instrument of pre-test and post-test

| | |
|---|---|
|  | KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH Jln.AmalBakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404 |
| | VALIDASI INSTRUMEN PENELITIAN SKRIPSI |

NAMA MAHASISWA : A.ASTY FATMA SYAMSIAR
 NIM : 19.1300.040
 FAKULTAS/PRODI : TARBIYAH/
 PENDIDIKAN BAHASA INGGRIS
 JUDUL : THE IMPLEMENTATION OF ANKIAPP TO
 IMPROVE THE STUDENTS VOCABULARY
 MASTERY OF SEVENTH GRADE AT MTs
 DDI TAQWA PAREPARE

Instrument of Pre-Test

A. Choose the correct answer by crossing (X) A, B, C, and D.

1. I put some pens, some pencils, a ruler, and some erasers in my....

- | | |
|-------------|----------------|
| A. Scissors | D. pencil case |
| B. Compass | E. Wallet |
| C. Tiffin | |

2. The teacher usually writes.... At front of the classroom.

- | | |
|---------------|-----------------|
| A. whiteboard | D. Catches |
| B. Cupboard | E. Notice board |
| C. Calender | |

3. This tool is used to show the time. This is a....

- A. Clock
- B. Table
- C. whiteboard
- D. Mat
- E. Wire

4. I save my.... on the table.

- A. Toys
- B. Fan
- C. Blanket
- D. Garments
- E. Lamp

5. I turn off the before going to sleep.

- A. Lamp
- B. Mirror
- C. Fan
- D. Picture
- E. Blanket

6.is used to tidy up the hair.

- A. Towel
- B. Mirror
- C. Razor
- D. Brush
- E. Comb

7. We keep the clothes on

- A. Wardrobe
- B. Shelves
- C. Hanger
- D. Blanket
- E. Pillow

8. We can see the time with

- A. Chalk
- B. Clock
- C. Casement
- D. Wire
- E. Vent

9. After bathing nindi wear a ...
- A. Towel D. Comb
 B. Mop E. Bathtub
 C. Curtain
10. Ira filled the ... full of water.
- A. Faucet D. Plunger
 B. Dippears E. Bucket
 C. Plunger

B. Fill the Blank Words Below!

- | | | | |
|----------------|-----------------|-------------------|-----------------|
| 1. Kompas | = _ O _ P _ _ _ | 6. Laci | = D _ A _ _ R |
| 2. Uang tunai | = C _ S _ | 7. Handuk | = _ O _ _ L |
| 3. Botol minum | = _ U _ _ L _ _ | 8. Wastafel | = _ I _ _ |
| 4. Lantai | = _ L _ O _ | 9. Gantungan | = _ A _ _ E _ |
| 5. Kaset | = _ A _ | 10. Bantal Guling | = B _ L _ T _ _ |

C. Match the picture with the correct word!



Wallet



Ruler



glasses



Desk



Marker



Chalk



Brush



Bathtub



Fan



Pillow

Instrument of Post-Test

A. Choose the correct answer by crossing (X) A, B, C, and D.

1. This is a three-dimensional model of the world, commonly found in classrooms. This is a....
 - A. Flag
 - B. Bookshelf
 - C. Sphere
 - D. Map
 - E. Clock

2. I use the....in doing exam questions.
 - A. Ruler
 - B. Glue
 - C. Scissors
 - D. Tiffin
 - E. Clipboard

3. Nina uses....to cut the paper.
 - A. Glue
 - B. Scissors
 - C. Ruler
 - D. Dictionary
 - E. Sharpener

4. Ayu keeps her book in the....
 - A. Drawer
 - B. Chalk
 - C. Sphere
 - D. Duster
 - E. Casement

5. Turn on the in hot weather.
 - A. Lamp
 - B. TV
 - C. Fan
 - D. Blanket
 - E. Bolster

6. The used to close the window.
 - A. Curtain
 - B. Hanger
 - D. Wardrobe
 - E. Picture

- C. Rug
7. I put my books, newspaper and magazine in the
- A. Wardrobe D. Bed
B. Blanket E. Shelves
C. Mirror
8. The can use when the weather is cold.
- A. Bolster D. Pillow
B. Blanket E. Pillow case
C. Bed cover
9. Ani take a bath using a....
- A. Dippers D. Sink
B. Bucket E. Razor
C. Brush
10. After eating I put the dishes in the....
- A. Bathtub D. Sink
B. Toilet E. Faucet
C. Shower

B. Fill the Blank Words Below!

- | | | | |
|-----------|-----------------------|------------|-------------------|
| 1. Lem | = G _ U _ | 6. Tirai | = _ _ R _ _ I _ |
| 2. Rautan | = _ H _ R _ _ N _ _ | 7. Gayung | = _ I _ P _ _ S |
| 3. Kamus | = D _ _ T _ _ N _ R _ | 8. Keran | = _ A _ C _ T |
| 4. Kabel | = _ I _ E | 9. Pakaian | = G _ _ M _ N _ _ |
| 5. Spidol | = _ A _ _ E _ | 10. Mainan | = _ O _ S |

C. Match the picture with the correct word!



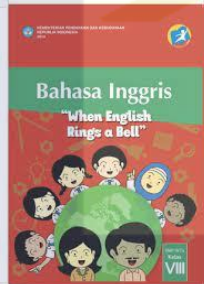
Package book



Clipboard



Tiffin



Air conditioner



Notice board



Plunger



Shower



Razor



Rug



Shelves

Parepare, 13 April 2023

Mengetahui,

Pembimbing Utama

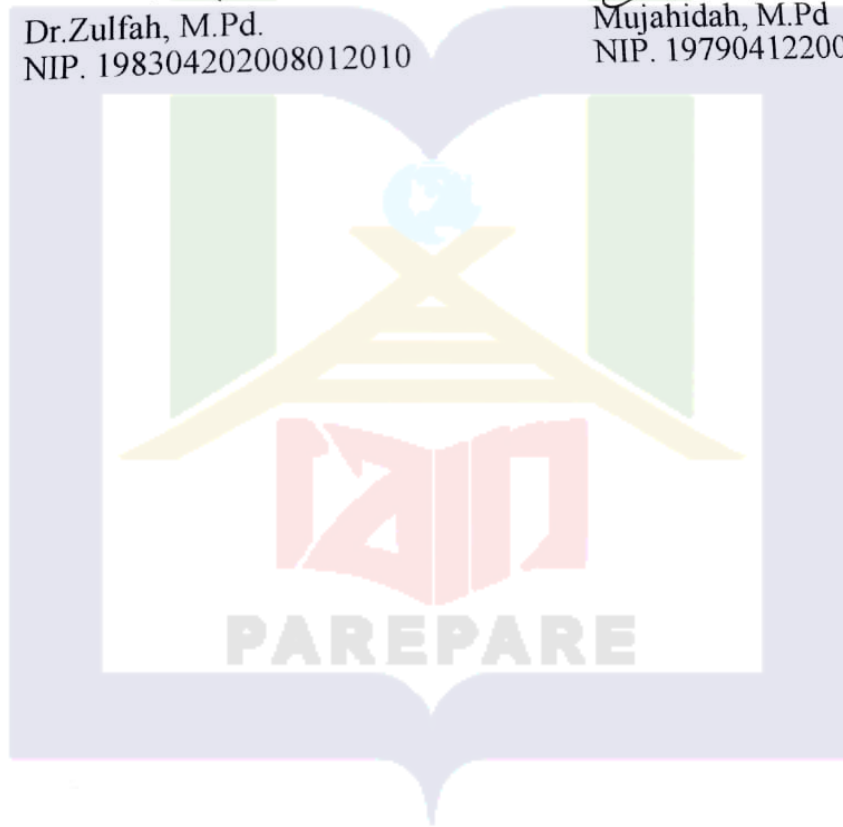
Pembimbing Pendamping



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Appendix 2.**LESSON PLAN**

| | |
|-----------|--------------------------|
| School | : MTs DDI Taqwa Parepare |
| Subject | : English |
| Class | : VII.1 |
| Materials | : Vocabulary |
| Time | : 1 x 40 menit |

I. Standard Competence

Understand vocabulary in English and its meaning related to the material being studied.

II. Basic Competence

- 3.4 Identify social function, linguistic elements of the material related to the things in the bad, in the classroom, in the bathroom and in the bedroom that are close to students' daily lives.
- 3.5 Identify social functions, material linguistic elements related to the things in the bad, in the classroom, in the bathroom and in the bedroom according to the context of the use.

III. Indicators

1. Know English vocabulary related to the material being studied.
2. Knowing the meaning of English vocabulary related to the material being studied.
3. Know the types of English vocabulary related to the materials being studied.
4. Mention and pronounce English vocabulary and its meaning in the material being studied.

IV. Learning Materials

- First meeting : Things in the Bag
 Second meeting : Things in the Classroom
 Third meeting : Things in the Bathroom
 Fourth meeting : Things in the Bedroom

V. Method

Cooperative learning with AnkiApp application techniques.

VI. Learning Activity

| Activity | Activity Description | Time Allocation |
|-----------------|---|----------------------------------|
| Opening | <ol style="list-style-type: none"> Greetings Introduce the vocabulary and the importance of learning vocabulary | 5 minute |
| Core Activities | <ul style="list-style-type: none"> Introducing Activity <ol style="list-style-type: none"> Provide material about vocabulary with explain the topic. Provide a list of vocabulary, explain the meaning, pronunciation, and part of word class. Students identify vocabulary as much as possible. The researcher explain about AnkiApp and how to play. Main Activity <ol style="list-style-type: none"> Divide the students in the class into three teams. Show the AnkiApp and ask for the meaning and | <p>5 minute</p> <p>20 minute</p> |

| | | |
|---------|---|----------|
| | <p>English of the vocabulary according to the material.</p> <ol style="list-style-type: none"> 4. Each group will discuss and answer questions from researchers. 5. The team with the correct answer will get the point. 6. If the answer is wrong, the opportunity will be given to another team. <ul style="list-style-type: none"> • Post Activity <ol style="list-style-type: none"> 1. Explain the use of vocabulary by giving examples. 3. Students do the exercise by making simple sentences from the vocabulary they have learned. | 5 minute |
| Closing | <ol style="list-style-type: none"> 1. Provide an opportunity to ask. 2. Conclude the material that has been discussed. 3. Submit the lesson plan at the next meeting. | 5 minute |

I. Tools and Resources

Tools : Personal Computer, Handphone, Whiteboard, Marker.

Resources : English Book, Dictionary, Internet.

II. Evaluation

The evaluation test consist of multiple choice, Matching, Fill the blank word as many as 30 numbers and will be calculated quantitatively.

Appendix 3.

The list of vocabulary

1. The List of Vocabulary Things in the bag

| No. | Item | Pronunciation | Word Class | Meaning |
|-----|--------------------|------------------|------------|--------------|
| 1. | Package book | ['pakij bʊk] | Noun | Buku paket |
| 2. | Clipboard | ['klipbɔ:d] | Noun | Papan klip |
| 3. | Compass | ['kæmpəs] | Noun | Kompas |
| 4. | Dictionary | ['dikʃənəri] | Noun | Kamus |
| 5. | Tumbler | [tʌmb(ə)lə] | Noun | Botol minum |
| 6. | Eraser/ rubber | [ə'ræsər/'rəbər] | Noun | Penghapus |
| 7. | Glue | [glu:] | Noun | Lem |
| 8. | Ruler | ['ru:lər] | Noun | Penggaris |
| 9. | Sharpener | ['ʃhɑ:p(ə)nər] | Noun | Rautan |
| 10. | Scissors | ['sizəz] | Noun | Gunting |
| 11. | Tiffin/lunch box | [lən(t)ʃh- bəks] | Noun | Makan siang |
| 12. | Spectacles/glasses | ['glasəz] | Noun | kacamata |
| 13. | Wallet | ['wələt] | Noun | Dompet |
| 14. | Cash/ money | [kəʃ/'mʌni] | Noun | Uang tunai |
| 15. | Pencilcase | ['pensəlkeis] | Noun | Kotak pensil |

2. The List of Vocabulary Things in the Classroom

| No. | Item | Pronunciation | Word Class | Meaning |
|-----|-----------------|-------------------|------------|-------------------------|
| 1. | Desk | [desk] | Noun | Meja |
| 2. | Sphere | [sfɪr] | Noun | Globe |
| 3. | Drawer | ['drɔ:] | Noun | Laci |
| 4. | Floor | [flɔ:] | Noun | Lantai |
| 5. | Casement | ['kæsmənt] | Noun | Jendela |
| 6. | Notice board | ['nɔ:ðəs bɔ:d] | Noun | Papan pengumuman |
| 7. | Duster | ['dɜ:stər] | Noun | Penghapus papan tulis |
| 8. | Chalk | [tʃɔ:k] | Noun | Kapur |
| 9. | Marker | ['mɑ:kər] | Noun | Spidol |
| 10. | Clock | [klɒk] | Noun | Jam dinding |
| 11. | Veil | [vā] | Noun | Jilbab |
| 12. | Air conditioner | [er kən'diʃənəri] | Noun | AC/Pendingin ruangan |
| 13. | Mat | [mæt] | Noun | Keset |
| 14. | Wire | ['waɪ(ə)r] | Noun | Kabel |
| 15. | Vent | [vent] | Noun | Ventilasi /lubang udara |

3. The List of Vocabulary Things in the Bathroom

| No. | Item | Pronunciation | Word Class | Meaning |
|-----|--------------|-------------------|------------|-----------------|
| 1. | Bathtub | [bɑTHtəb] | Noun | Bak mandi |
| 2. | Comb | [kōm] | Noun | Sisir |
| 3. | Curtain | ['kərtn] | Noun | Tirai |
| 4. | Bucket | ['bəkət] | Noun | Ember |
| 5. | Mop | [mäp] | Noun | Pel |
| 6. | Brush | [brəSH] | Noun | Sikat |
| 7. | sink | [siNGk] | Noun | Wastafel |
| 8. | Plunger | ['plənjər] | Noun | Pompa pendorong |
| 9. | Toilet paper | ['toilit ,pāpər] | Noun | Tisu toilet |
| 10. | Dippers | [dipers] | Noun | Gayung |
| 11. | Towel | ['tou(ə)l] | Noun | Handuk |
| 12. | Razor | ['rāzər] | Noun | Pisau cukur |
| 13. | Toilet | ['toilit] | Noun | Jamban,wc |
| 14. | Shower | ['SHou(ə)r] | Noun | Shower (alat) |
| 15. | Faucet | [faset] | Noun | Keran |

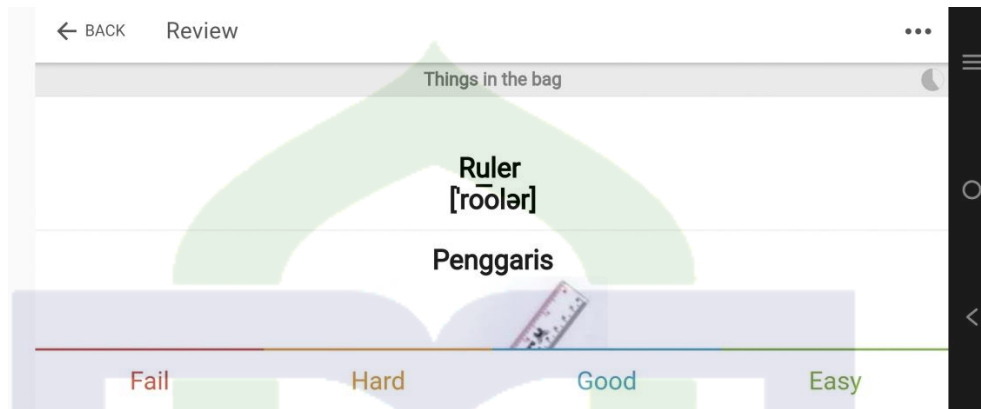
4. The list of Vocabulary Things in the Bedroom

| No. | Item | Pronunciation | Word Class | Meaning |
|-----|------------|----------------|------------|----------------|
| 1. | Bed | [bed] | Noun | Tempat tidur |
| 2. | Bed cover | [bed 'kəvər] | Noun | Sprei |
| 3. | Pillow | ['pilō] | Noun | Bantal |
| 4. | Pilow case | ['pilō kās] | Noun | Sarung bantal |
| 5. | Bolster | ['bōlstər] | Noun | Guling |
| 6. | Blanket | ['blāNGkət] | Noun | Selimut |
| | Wardrobe | ['wōr ,drōb] | Noun | Lemari pakaian |
| 8. | Lamp | [lamp] | Noun | Lampu |
| 9. | Picture | ['pik(t)SHər] | Noun | Gambar |
| 10. | Mirror | ['mirər] | Noun | Cermin |
| 11. | Hanger | ['hāNGər] | Noun | Gantungan |
| 12. | Shelves | [shelf] | Noun | Rak |
| 13. | Rug | [rəg] | Noun | Karpet |
| 14. | Toys | [tois] | Noun | Mainan |
| 15. | Fan | [fan] | Noun | Kipas angin |
| 16. | Garments | [garments] | Noun | Pakaian |

Appendix 4.

The Vocabulary for AnkiApp

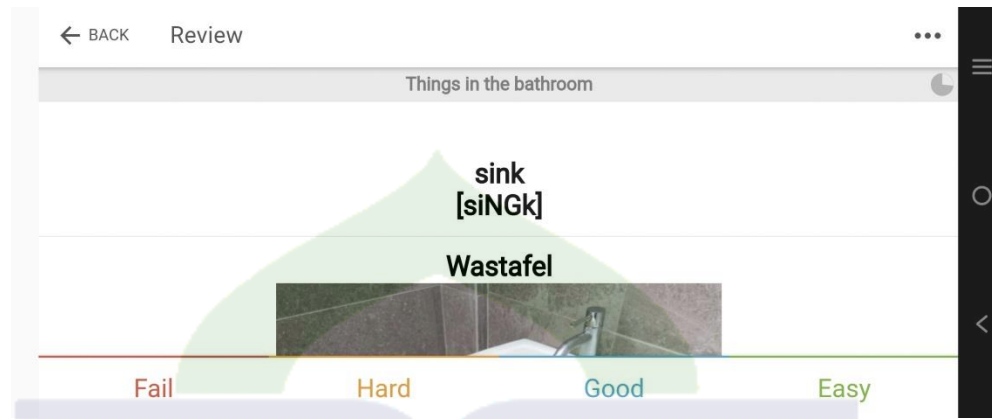
1. The vocabulary for AnkiApp things in the bag



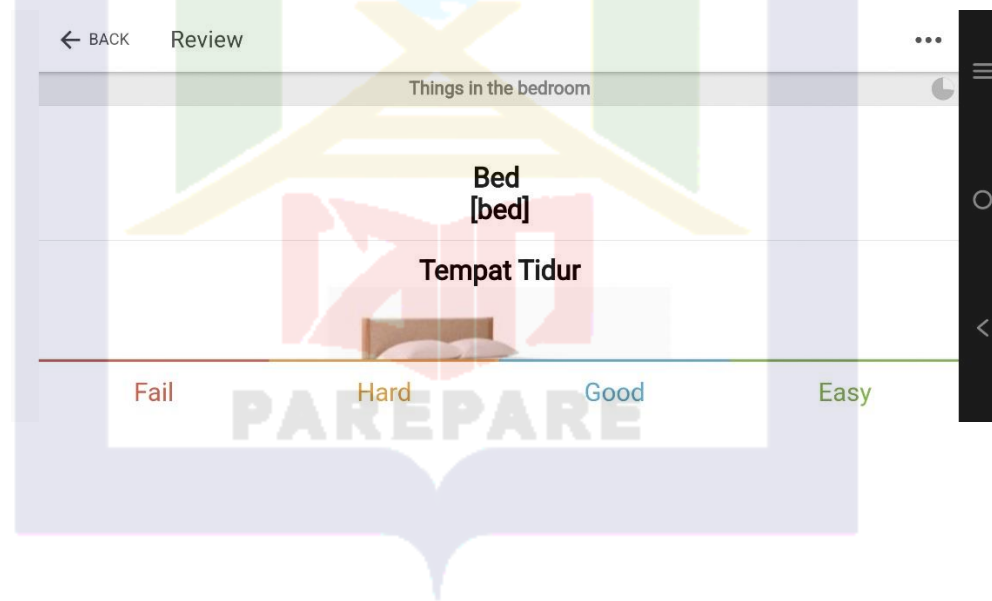
2. The vocabulary for AnkiApp things in the classroom



3. The vocabulary for AnkiApp things in the bathroom



4. The vocabulary for AnkiApp things in the bedroom



Appendix 5

The Students' Pre-test

VOCABULARY TEST
Pre-Test

NAMA : XXXXXXXXXX
KELAS : 7.1

$\frac{3}{30} \times 100 = 10$

A. Choose the correct answer by crossing (X) A, B, C, and D.

- I put some pens, some pencils, a ruler, and some erasers in my....
 A. Scissors pencil case
 B. Compass E. Wallet
 C. Tiffin
- The teacher usually writes.... At front of the classroom.
 A. whiteboard D. Catches
 B. Cupboard E. Notice board
 C. Calender
- This tool is used to show the time. This is a....
 A. Clock D. Mat
 B. Table E. Wire
 C. whiteboard
- I save my.... on the computer.
 A. Toys D. Garments
 B. Fan E. Lamp
 C. Blanket
- I turn off the before going to sleep.
 A. Lamp D. Picture
 B. Mirror Blanket
 C. Fan
-is used to tidy up the hair.
 A. Towel D. Brush
 B. Mirror Comb
 C. Razor

7. We keep the clothes on
- A. Wardrobe D. Blanket
 - B. Shelves Pillow
 - C. Hanger

8. We can see the time with
- A. Chalk D. Wire
 - B. Clock E. Vent
 - Casement

9. After bathing nindi wear a....
- A. Towel D. Comb
 - B. Mop Bathtub
 - C. Curtain


10. Ira filled the....full of water.
- ~~A~~ Faucet D. Plunger
 - B. Dippears E. Bucket
 - C. Plunger


B. Fill the Blank Words Below!


- | | | | | |
|---|---|-------------------|--|-------------------------------------|
| <input checked="" type="checkbox"/> 11. Kompas | = <u>K</u> <u>O</u> <u>M</u> <u>P</u> <u>A</u> <u>S</u> | 16. Laci | = <u>D</u> <u>A</u> <u>A</u> <u>R</u> <u>I</u> <u>R</u> | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> 12. Uang tunai | = <u>C</u> <u>O</u> <u>S</u> <u>E</u> | 17. Handuk | = <u>S</u> <u>O</u> <u>A</u> <u>L</u> | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> 13. Botol minum | = <u>B</u> <u>U</u> <u>C</u> <u>L</u> <u>A</u> | 18. Wastafel | = <u>W</u> <u>I</u> <u>S</u> <u>H</u> | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> 14. Lantai | = <u>L</u> <u>A</u> <u>A</u> <u>T</u> | 19. Gantungan | = <u>G</u> <u>A</u> <u>N</u> <u>T</u> <u>A</u> <u>N</u> <u>G</u> | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> 15. Kaset | = <u>K</u> <u>A</u> <u>S</u> | 20. Bantal Guling | = <u>B</u> <u>E</u> <u>L</u> <u>I</u> <u>T</u> <u>A</u> <u>R</u> | <input checked="" type="checkbox"/> |


PAREPARE


C. Match the picture with the correct word!

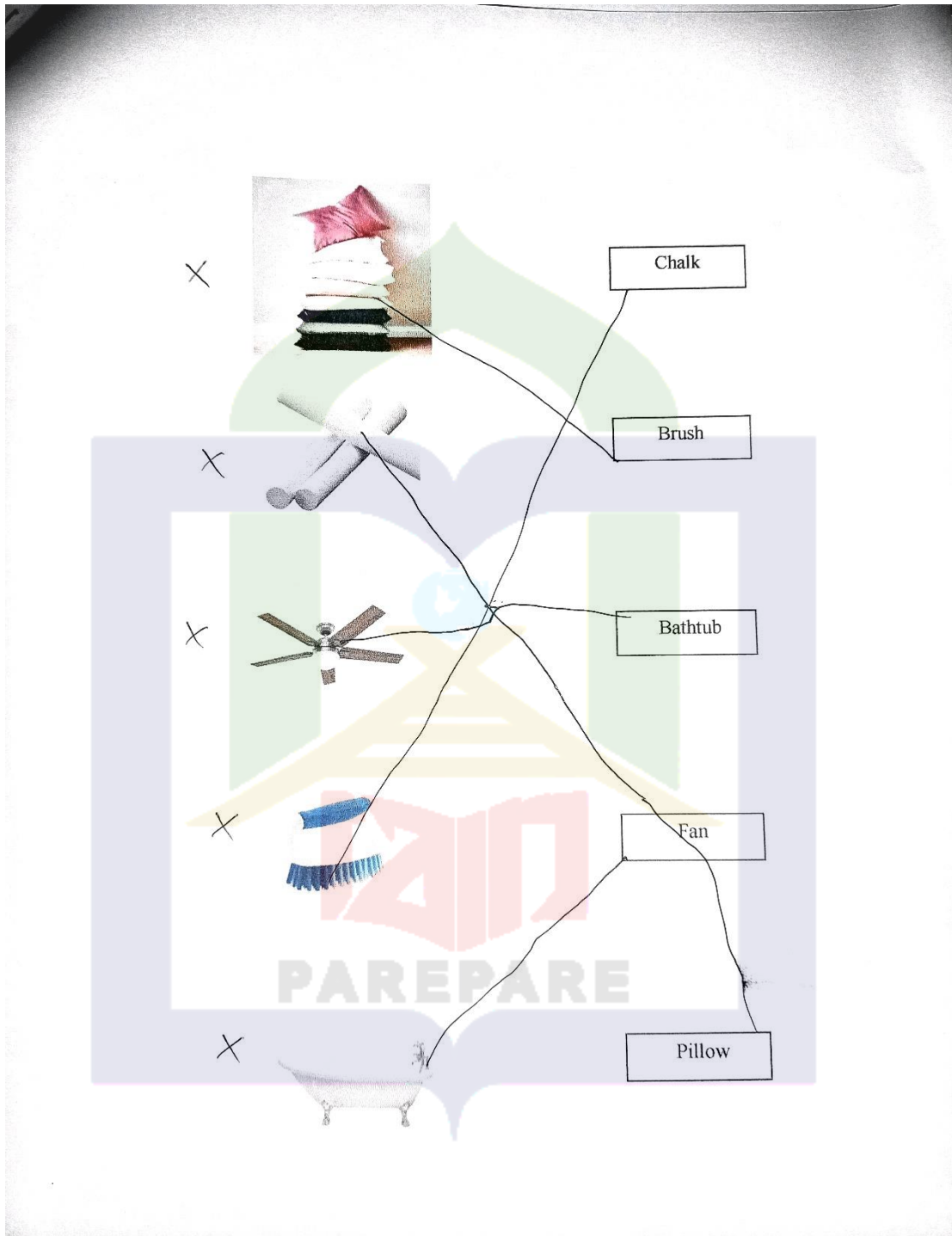
✗  Ruler

✗  glasses

✗  Marker

✗  Desk

✗  Wallet



VOCABULARY TEST
Pre-Test

NAMA : ██████████
KELAS : 7.1

$$\frac{13}{30} \times 100 = 43$$

A. Choose the correct answer by crossing (X) A, B, C, and D.

1. I put some pens, some pencils, a ruler, and some erasers in my....

- A. Scissors pencil case
- B. Compass E. Wallet
- C. Tiffin

2. The teacher usually writes.... At front of the classroom.

- ~~X~~ whiteboard D. Catches
- B. Cupboard E. Notice board
- C. Calender

3. This tool is used to show the time. This is a....

- ~~X~~ Clock D. Mat
- B. Table E. Wire
- C. whiteboard

4. I save my.... on the computer.

- ~~X~~ A. Toys D. Garments
- B. Fan Lamp
- C. Blanket

5. I turn off the before going to sleep.

- ~~X~~ A. Lamp D. Picture
- Mirror E. Blanket
- C. Fan

6. is used to tidy up the hair.

- ~~X~~ Towel D. Brush
- B. Mirror E. Comb
- C. Razor

7. We keep the clothes on
- A. Wardrobe
 - B. Shelves
 - C. Hanger
 - D. Blanket
 - E. Pillow

8. We can see the time with
- A. Chalk
 - B. Clock
 - C. Casement
 - D. Wire
 - E. Vent

9. After bathing nindi wear a....
- A. Towel
 - B. Mop
 - C. Curtain
 - D. Comb
 - E. Bathtub


10. Ira filled the....full of water.
- A. Faucet
 - B. Dippears
 - C. Plunger
 - D. Plunger
 - E. Bucket


B. Fill the Blank Words Below!


- | | | | | |
|---|------------------------|-------------------|------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> 11. Kompas | = <u>C O M P A S S</u> | 16. Laci | = <u>D A A R R R</u> | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> 12. Uang tunai | = <u>C A S E</u> | 17. Handuk | = <u>T O W E L</u> | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> 13. Botol minum | = <u>C U I T L E S</u> | 18. Wastafel | = <u>W I R E</u> | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> 14. Lantai | = <u>C A A D R</u> | 19. Gantungan | = <u>C A L T E K</u> | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> 15. Keset | = <u>F A N</u> | 20. Bantal Guling | = <u>B A L A T S S</u> | <input checked="" type="checkbox"/> |


PAREPARE


C. Match the picture with the correct word!

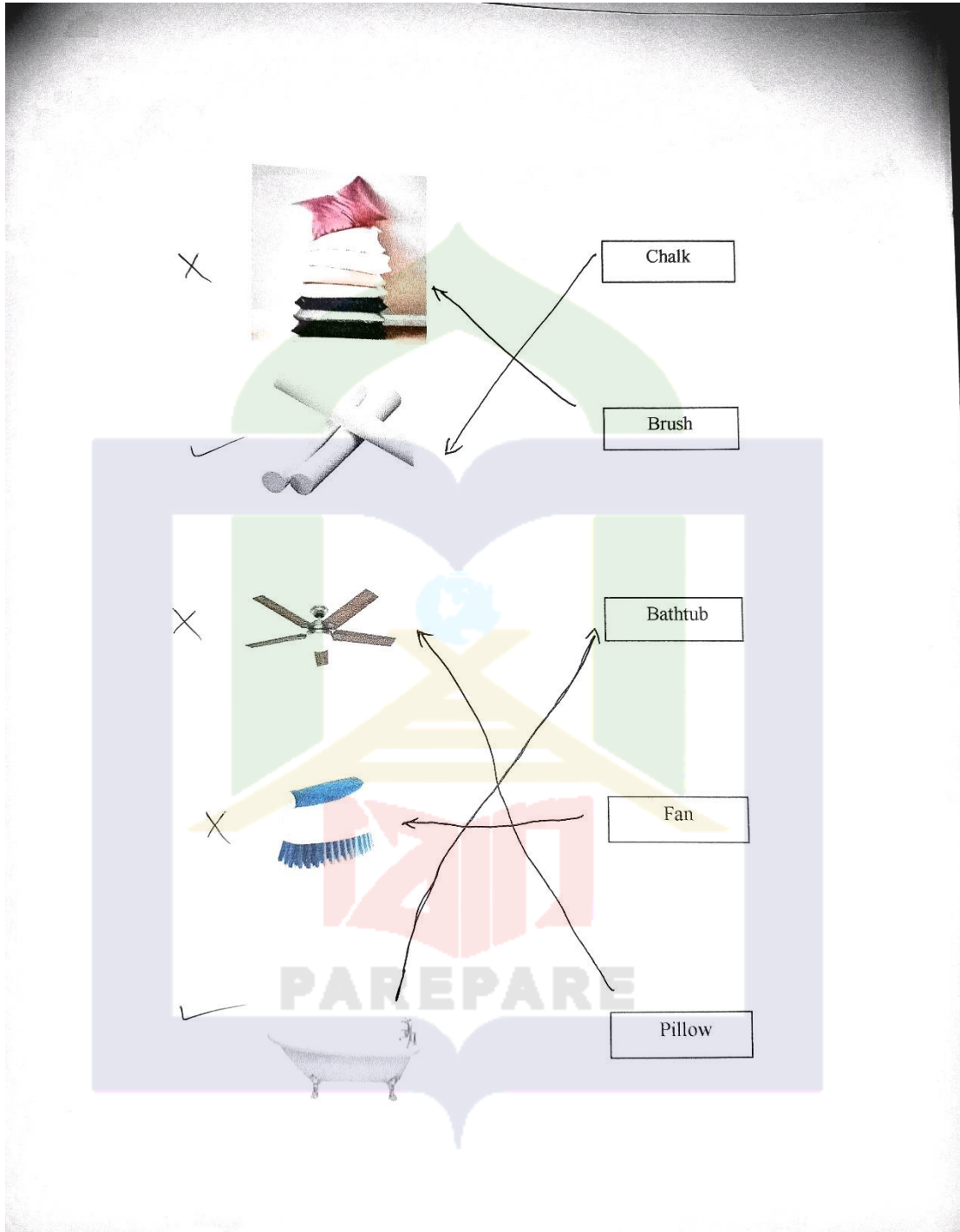
✓  Wallet

✓  Ruler

✓  glasses

✓  Desk

✓  Marker



VOCABULARY TEST

NAMA: [REDACTED] Pre-Test
 KELAS: VII.1

$$\frac{9}{30} \times 100 = 30$$

A. Choose the correct answer by crossing (X) A, B, C, and D.

1. I put some pens, some pencils, a ruler, and some erasers in my....

- A. Scissors D. pencil case
- B. Compass Wallet
- C. Tiffin

2. The teacher usually writes.... At front of the classroom.

- A. whiteboard Catches
- B. Cupboard E. Notice board
- C. Calender

3. This tool is used to show the time. This is a....

- Clock D. Mat
- B. Table E. Wire
- C. whiteboard

4. I save my.... on the computer.

- Toys D. Garments
- B. Fan E. Lamp
- C. Blanket

5. I turn off the before going to sleep.

- A. Lamp D. Picture
- Mirror E. Blanket
- C. Fan

6. is used to tidy up the hair.

- A. Towel D. Brush
- B. Mirror E. Comb
- Razor

7. We keep the clothes on
- A. Wardrobe D. Blanket
 B. Shelves Pillow
 C. Hanger

8. We can see the time with
- A. Chalk D. Wire
 B. Clock E. Vent
 C. Casement

9. After bathing nindi wear a....
- A. Towel D. Comb
 B. Mop E. Bathtub
 C. Curtain

10. Ira filled the...full of water.
- A. Faucet D. Plunger
 B. Dippears E. Bucket
 C. Plunger

B. Fill the Blank Words Below!

- | | | | | |
|---|--|-------------------|--|-------------------------------------|
| <input checked="" type="checkbox"/> 11. Kompas | = <u>C</u> <u>O</u> <u>m</u> <u>P</u> <u>a</u> <u>s</u> <u>s</u> | 16. Laci | = <u>D</u> <u>o</u> <u>A</u> <u>A</u> <u>L</u> <u>R</u> | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> 12. Uang tunai | = <u>C</u> <u>o</u> <u>s</u> <u>l</u> | 17. Handuk | = <u>s</u> <u>O</u> <u>A</u> <u>i</u> <u>L</u> | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> 13. Botol minum | = <u>f</u> <u>U</u> <u>A</u> <u>H</u> <u>L</u> <u>M</u> <u>A</u> | 18. Wastafel | = <u>s</u> <u>I</u> <u>T</u> <u>A</u> | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> 14. Lantai | = <u>F</u> <u>A</u> <u>U</u> <u>D</u> | 19. Gantungan | = <u>u</u> <u>A</u> <u>A</u> <u>L</u> <u>E</u> <u>s</u> | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> 15. Kaset | = <u>P</u> <u>A</u> | 20. Bantal Guling | = <u>B</u> <u>o</u> <u>L</u> <u>a</u> <u>T</u> <u>a</u> <u>s</u> | <input checked="" type="checkbox"/> |

PAREPARE

C. Match the picture with the correct word!

✓

✗

✓

✓

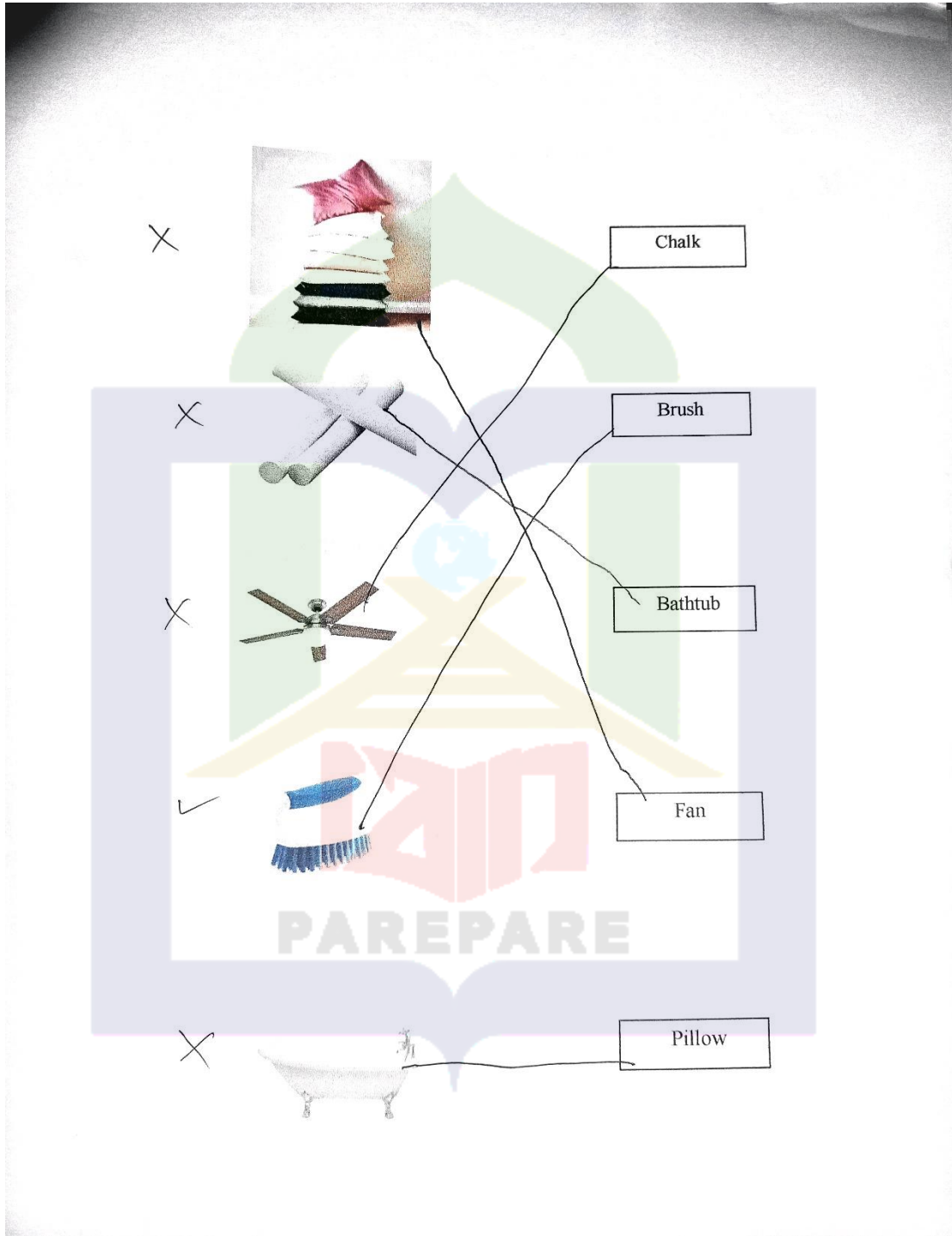
Wallet

Ruler

glasses

Desk

Marker



Appendix 6.

The Students' Post-test

VOCABULARY TEST
Post-Test

NAMA : XXXXXXXXXX

KELAS : VII: 1

$\frac{24}{80} \times 100 = 80$

A. Choose the correct answer by crossing (X) A, B, C, and D.

1. This is a three-dimensional model of the world, commonly found in classrooms. This is a....
 A. Flag D. Map
B. Bookshelf E. Clock
 C. Sphere
2. I use the....in doing exam questions.
 A. Ruler D. Tiffin
B. Glue E. Clipboard
C. Scissors
3. Nina uses....to cut the paper.
 A. Glue D. Dictionary
 B. Scissors E. Sharpener
C. Ruler
4. Ayu keeps her book in the....
 A. Drawer D. Duster
B. Chalk E. Casement
C. Sphere
5. Turn on the in hot weather.
 A. Lamp D. Blanket
B. TV E. Bolster
 C. Fan
6. The used to close the window.
 A. Curtain D. Wardrobe
B. Hanger E. Picture

C. Rug

7. I put my books, newspaper and magazine in the

- A. Wardrobe
- B. Blanket
- C. Mirror
- D. Bed
- E. Shelves

8. The can use when the weather is cold.

- A. Bolster
- B. Blanket
- C. Bed cover
- D. Pillow
- E. Pillow case

9. Ani take a bath using a....

- A. Dippers
- B. Bucket
- C. Brush
- D. Sink
- E. Razor

10. After eating I put the dishes in the....

- A. Bathtub
- B. Toilet
- C. Shower
- D. Sink
- E. Fucnet

B. Fill the Blank Words Below!

- | | | | | |
|---|---------------------|------------|-------------------|-------------------------------------|
| <input checked="" type="checkbox"/> 1. Lem | = <u>GLUE</u> | 6. Tirai | = <u>CURTAIN</u> | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> 2. Rautan | = <u>SHARPENERS</u> | 7. Gayung | = <u>DIPPERS</u> | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> 3. Kamus | = <u>DICTIONARY</u> | 8. Keran | = <u>FAUCET</u> | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> 4. Kabel | = <u>WIRE</u> | 9. Pakaian | = <u>CLOTHING</u> | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> 5. Spidol | = <u>MARKER</u> | 10. Mainan | = <u>TOYS</u> | <input checked="" type="checkbox"/> |

C. Match the picture with the correct word!

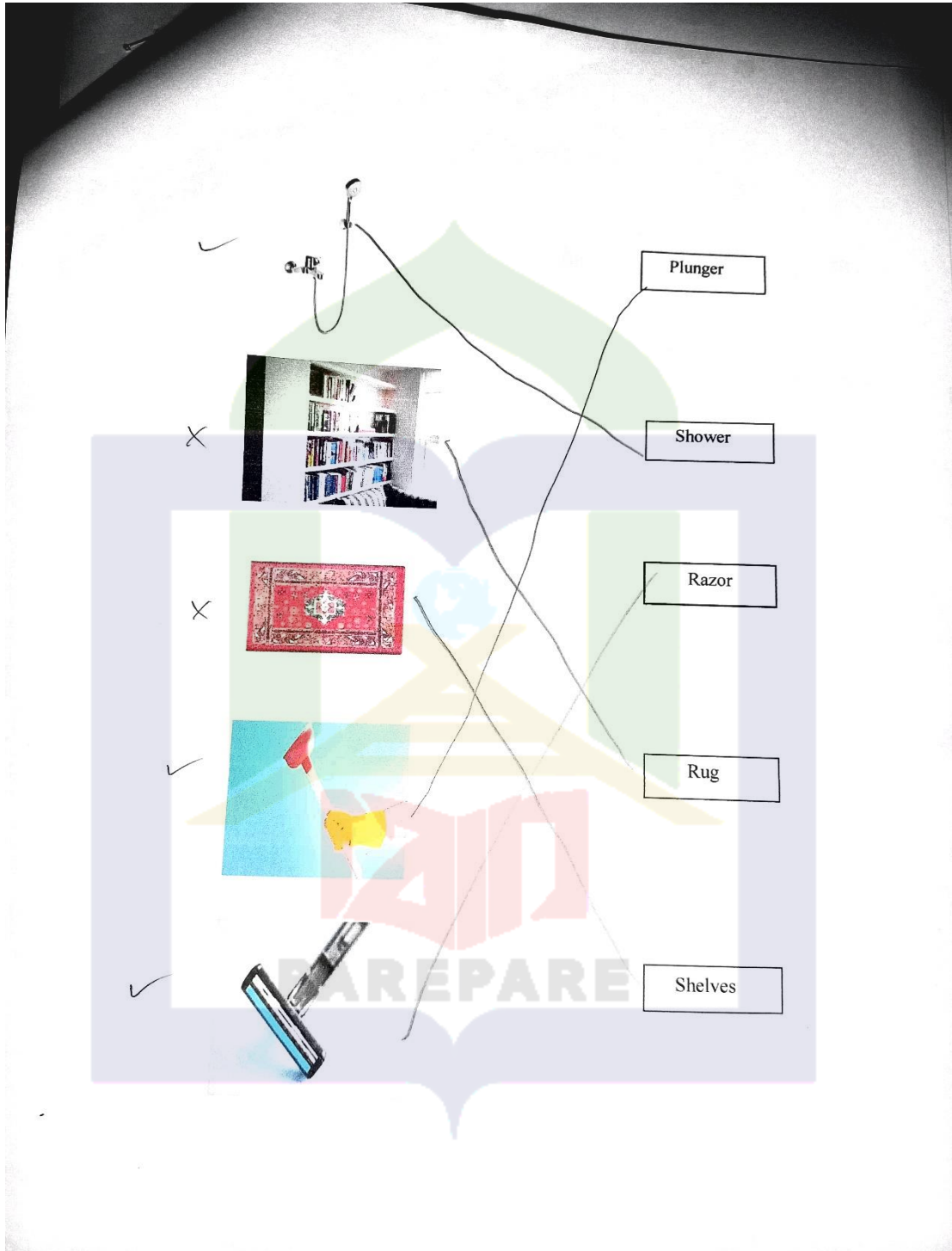
Package book

Clipboard

Tiffin

Notice board

Air conditioner



VOCABULARY TEST

Post-Test

NAMA : XXXXXXXXXX

KELAS : 7.1

$$\frac{26}{30} \times 100 = 86$$

A. Choose the correct answer by crossing (X) A, B, C, and D.

1. This is a three-dimensional model of the world, commonly found in classrooms. This is a....

- A. Flag D. Map
 B. Bookshelf E. Clock
 C. Sphere

2. I use the....in doing exam questions.

- A. Ruler D. Tiffin
 B. Glue C. Clipboard
 C. Scissors

3. Nina uses....to cut the paper.

- A. Glue D. Dictionary
 B. Scissors E. Sharpener
 C. Ruler

4. Ayu keeps her book in the....

- A. Drawer D. Duster
 B. Chalk E. Casement
 C. Sphere

5. Turn on the in hot weather.

- A. Lamp D. Blanket
 B. TV E. Bolster
 C. Fan

6. The used to close the window.

- A. Curtain D. Wardrobe
 B. Hanger E. Picture

C. Rug

7. I put my books, newspaper and magazine in the

- A. Wardrobe D. Bed
B. Blanket Shelves
C. Mirror

8. The can use when the weather is cold.

- Bolster D. Pillow
B. Blanket E. Pillow case
C. Bed cover

9. Ani take a bath using a....

- A. Dippers Sink
B. Bucket E. Razor
C. Brush

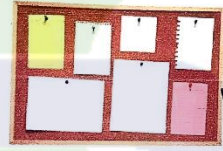
10. After eating I put the dishes in the....

- A. Bathtub D. Sink
B. Toilet E. Funcet
 Shower

B. Fill the Blank Words Below!

- | | | | | |
|---|---------------------|------------|-------------------|-------------------------------------|
| <input checked="" type="checkbox"/> 1. Lem | = <u>GLUE</u> | 6. Tirai | = <u>CURTAIN</u> | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> 2. Rautan | = <u>SHARPENERS</u> | 7. Gayung | = <u>DIPPERS</u> | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> 3. Kamus | = <u>DICTIONARY</u> | 8. Keran | = <u>FABRET</u> | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> 4. Kabel | = <u>WIRE</u> | 9. Pakaian | = <u>GARMENTS</u> | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> 5. Spidol | = <u>MARKER</u> | 10. Mainan | = <u>TOYS</u> | <input checked="" type="checkbox"/> |

C. Match the picture with the correct word!



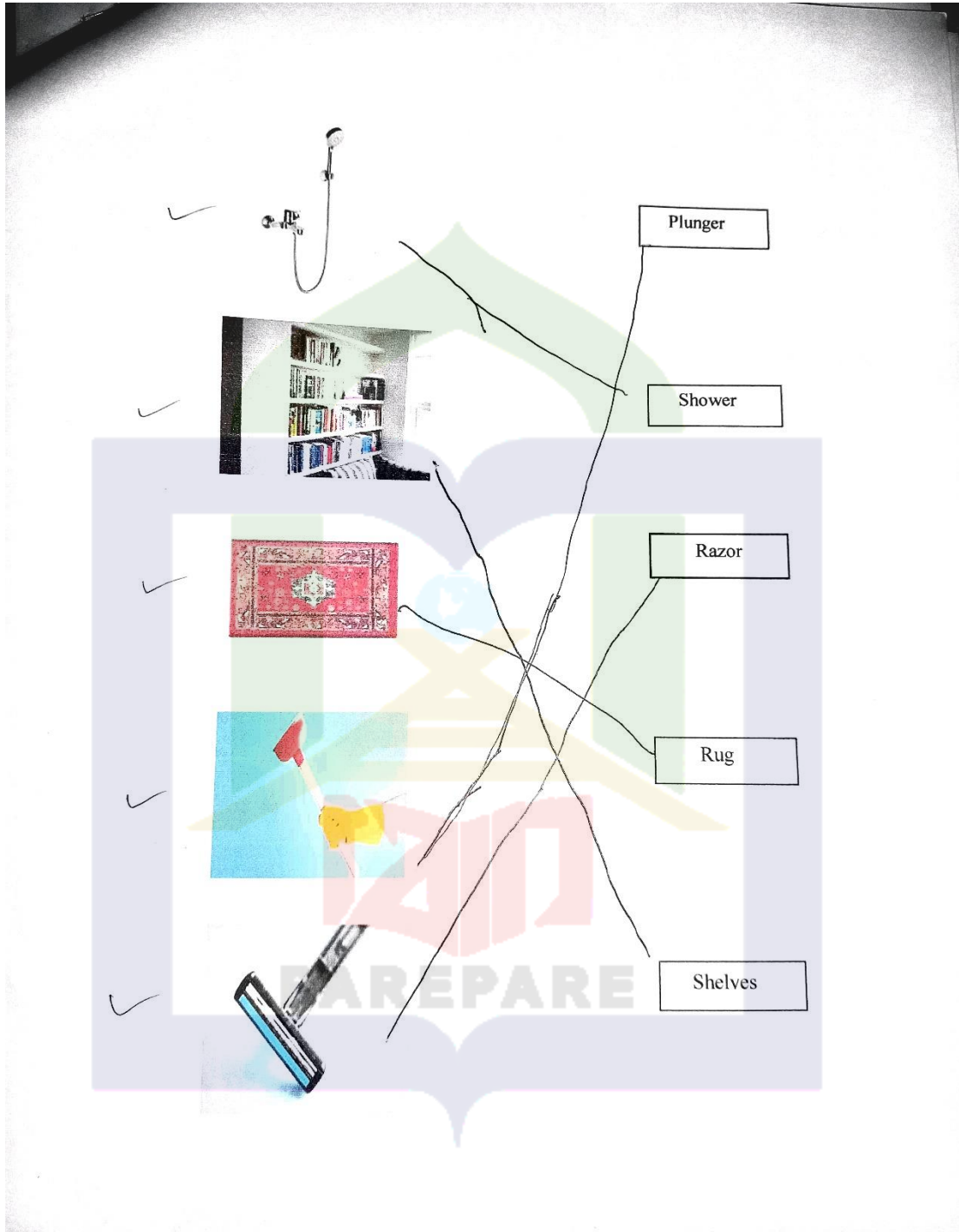
Package book

Clipboard

Tiffin

Notice board

Air conditioner



VOCABULARY TEST

Post-Test

NAMA : ██████████
KELAS : kelas VII. 1

$$\frac{22}{30} \times 100 = 73$$

A. Choose the correct answer by crossing (X) A, B, C, and D.

1. This is a three-dimensional model of the world, commonly found in classrooms. This is a....

- A. Flag D. Map
B. Bookshelf E. Clock
 Sphere

2. I use the....in doing exam questions.

- A. Ruler D. Tiffin
B. Glue Clipboard
C. Scissors

3. Nina uses....to cut the paper.

- A. Glue D. Dictionary
 Scissors E. Sharpener
C. Ruler

4. Ayu keeps her book in the....

- Drawer D. Duster
B. Chalk E. Casement
C. Sphere

5. Turn on the in hot weather.

- A. Lamp D. Blanket
B. TV E. Bolster
 Fan

6. The used to close the window.

- Curtain D. Wardrobe
B. Hanger E. Picture

C. Rug

✓ 7. I put my books, newspaper and magazine in the

- A. Wardrobe D. Bed
- B. Blanket ✗ Shelves
- C. Mirror

✓ 8. The can use when the weather is cold.

- A. Bolster D. Pillow
- ✗ Blanket E. Pillow case
- C. Bed cover

9. Ani take a bath using a....

- ✓ ✗ Dippers D. Sink
- B. Bucket E. Razor
- C. Brush


10. After eating I put the dishes in the....

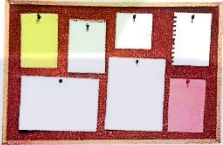
- ✓ A. Bathtub ✗ Sink
- B. Toilet E. Funcet
- C. Shower


B. Fill the Blank Words Below!


- | | | |
|--|--|---|
| ✓ 1. Lem = G <u>U</u> e | 6. Tirai = <u>C</u> <u>O</u> <u>R</u> <u>E</u> <u>A</u> <u>I</u> <u>R</u> | ✓ |
| ✗ 2. Rautan = <u>H</u> <u>R</u> <u>N</u> | 7. Gayung = <u>O</u> <u>I</u> <u>P</u> <u>E</u> <u>S</u> | ✓ |
| ✓ 3. Kamus = <u>D</u> <u>I</u> <u>C</u> <u>T</u> <u>I</u> <u>O</u> <u>N</u> <u>A</u> <u>R</u> <u>Y</u> | 8. Keran = <u>F</u> <u>A</u> <u>C</u> <u>E</u> <u>T</u> | ✓ |
| ✓ 4. Kabel = <u>W</u> <u>I</u> <u>R</u> <u>E</u> | 9. Pakaian = <u>G</u> <u>A</u> <u>R</u> <u>M</u> <u>E</u> <u>N</u> <u>S</u> <u>E</u> | ✗ |
| ✗ 5. Spidol = <u>S</u> <u>A</u> <u>D</u> <u>E</u> | 10. Mainan = <u>P</u> <u>O</u> <u>E</u> <u>S</u> | ✗ |


C. Match the picture with the correct word!

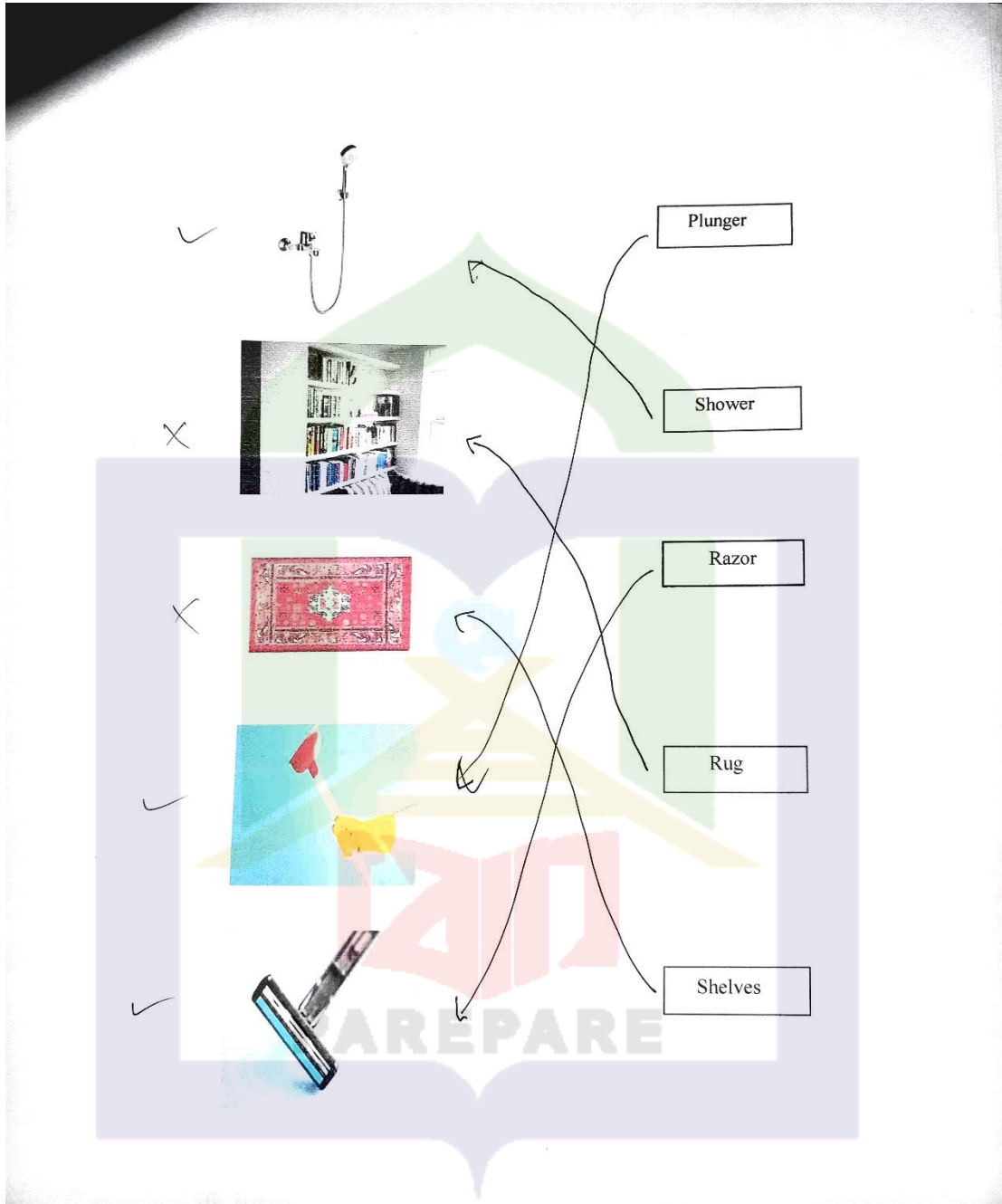
✓  Package book

X  Clipboard

X  Tiffin

✓  Notice board

✓  Air conditioner



Appendix 7.**Student scores on the pre-test and post-test**

| NO | Name | Score Pre-test | Classification | Score Post-test | Classification |
|--------------|-------------|---------------------------|-----------------------|----------------------------|-----------------------|
| 1 | NHR | 43 | Poor | 63 | Fair |
| 2 | MA | 46 | Poor | 66 | Fair |
| 3 | AA | 40 | Very poor | 86 | Excellent |
| 4 | UJ | 30 | Very poor | 53 | Poor |
| 5 | N | 10 | Very poor | 60 | Fair |
| 6 | IMA | 30 | Very poor | 80 | Good |
| 7 | MS | 16 | Very poor | 30 | Very poor |
| 8 | NFY | 20 | Very poor | 53 | Poor |
| 9 | MW | 16 | Very poor | 96 | Excellent |
| 10 | NA | 40 | Very poor | 90 | Excellent |
| 11 | ASA | 23 | Very poor | 70 | Fair |
| 12 | FH | 16 | Very poor | 70 | Fair |
| 13 | H | 30 | Very poor | 70 | Fair |
| 14 | N | 23 | Very poor | 73 | Good |
| 15 | DY | 16 | Very poor | 66 | Fair |
| Total | | 399 | | 996 | |

Appendix 8.

Assessment Rubric

| NO | Rated Aspect | Indicator | Score |
|----|--------------|--|-------|
| 1 | Grammatical | Students can know the grammar or structure used in forming sentences correctly. | 30 |
| | | Students cannot know the grammar or structure used in forming sentences correctly. | 15 |
| 2 | Spelling | Students can spell English vocabulary well. | 30 |
| | | Students have not been able to spell English vocabulary properly | 15 |
| 3 | Meaning | Students can know the meaning of English vocabulary correctly. | 40 |
| | | Students have not been able to know the meaning of English vocabulary correctly. | 20 |

Max Score: 100

Information:

Excellent = If the student gets a score of 86-100

Good = If the student gets a score of 71-85

Fair = If the student gets a score of 56-70

Poor = If the student gets a score of 41-55

Very Poor = If the student gets a score of < 40

Appendix 9.

T-test Table

| t-test table | | | | | | | | | | | |
|--------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|--------------------------|-------------------------|--------------------------|--------------------------|---------------------------|
| cum. prob | <i>t</i> _{.50} | <i>t</i> _{.75} | <i>t</i> _{.80} | <i>t</i> _{.85} | <i>t</i> _{.90} | <i>t</i> _{.95} | <i>t</i> _{.975} | <i>t</i> _{.99} | <i>t</i> _{.995} | <i>t</i> _{.999} | <i>t</i> _{.9995} |
| one-tail | 0.50 | 0.25 | 0.20 | 0.15 | 0.10 | 0.05 | 0.025 | 0.01 | 0.005 | 0.001 | 0.0005 |
| two-tails | 1.00 | 0.50 | 0.40 | 0.30 | 0.20 | 0.10 | 0.05 | 0.02 | 0.01 | 0.002 | 0.001 |
| df | | | | | | | | | | | |
| 1 | 0.000 | 1.000 | 1.376 | 1.963 | 3.078 | 6.314 | 12.71 | 31.82 | 63.66 | 318.31 | 636.62 |
| 2 | 0.000 | 0.816 | 1.061 | 1.386 | 1.886 | 2.920 | 4.303 | 6.965 | 9.925 | 22.327 | 31.599 |
| 3 | 0.000 | 0.765 | 0.978 | 1.250 | 1.638 | 2.353 | 3.182 | 4.541 | 5.841 | 10.215 | 12.924 |
| 4 | 0.000 | 0.741 | 0.941 | 1.190 | 1.533 | 2.132 | 2.776 | 3.747 | 4.604 | 7.173 | 8.610 |
| 5 | 0.000 | 0.727 | 0.920 | 1.156 | 1.476 | 2.015 | 2.571 | 3.365 | 4.032 | 5.893 | 6.869 |
| 6 | 0.000 | 0.718 | 0.906 | 1.134 | 1.440 | 1.943 | 2.447 | 3.143 | 3.707 | 5.208 | 5.959 |
| 7 | 0.000 | 0.711 | 0.896 | 1.119 | 1.415 | 1.895 | 2.365 | 2.998 | 3.499 | 4.785 | 5.408 |
| 8 | 0.000 | 0.706 | 0.889 | 1.108 | 1.397 | 1.860 | 2.306 | 2.896 | 3.355 | 4.501 | 5.041 |
| 9 | 0.000 | 0.703 | 0.883 | 1.100 | 1.383 | 1.833 | 2.262 | 2.821 | 3.250 | 4.297 | 4.781 |
| 10 | 0.000 | 0.700 | 0.879 | 1.093 | 1.372 | 1.812 | 2.228 | 2.764 | 3.169 | 4.144 | 4.587 |
| 11 | 0.000 | 0.697 | 0.876 | 1.088 | 1.363 | 1.796 | 2.201 | 2.718 | 3.106 | 4.025 | 4.437 |
| 12 | 0.000 | 0.695 | 0.873 | 1.083 | 1.356 | 1.782 | 2.179 | 2.681 | 3.055 | 3.930 | 4.318 |
| 13 | 0.000 | 0.694 | 0.870 | 1.079 | 1.350 | 1.771 | 2.160 | 2.650 | 3.012 | 3.852 | 4.221 |
| 14 | 0.000 | 0.692 | 0.868 | 1.076 | 1.345 | 1.761 | 2.145 | 2.624 | 2.977 | 3.787 | 4.140 |
| 15 | 0.000 | 0.691 | 0.866 | 1.074 | 1.341 | 1.753 | 2.131 | 2.602 | 2.947 | 3.733 | 4.073 |
| 16 | 0.000 | 0.690 | 0.865 | 1.071 | 1.337 | 1.746 | 2.120 | 2.583 | 2.921 | 3.686 | 4.015 |
| 17 | 0.000 | 0.689 | 0.863 | 1.069 | 1.333 | 1.740 | 2.110 | 2.567 | 2.898 | 3.646 | 3.965 |
| 18 | 0.000 | 0.688 | 0.862 | 1.067 | 1.330 | 1.734 | 2.101 | 2.552 | 2.878 | 3.610 | 3.922 |
| 19 | 0.000 | 0.688 | 0.861 | 1.066 | 1.328 | 1.729 | 2.093 | 2.539 | 2.861 | 3.579 | 3.883 |
| 20 | 0.000 | 0.687 | 0.860 | 1.064 | 1.325 | 1.725 | 2.086 | 2.528 | 2.845 | 3.552 | 3.850 |
| 21 | 0.000 | 0.686 | 0.859 | 1.063 | 1.323 | 1.721 | 2.080 | 2.518 | 2.831 | 3.527 | 3.819 |
| 22 | 0.000 | 0.686 | 0.858 | 1.061 | 1.321 | 1.717 | 2.074 | 2.508 | 2.819 | 3.505 | 3.792 |
| 23 | 0.000 | 0.685 | 0.858 | 1.060 | 1.319 | 1.714 | 2.069 | 2.500 | 2.807 | 3.485 | 3.768 |
| 24 | 0.000 | 0.685 | 0.857 | 1.059 | 1.318 | 1.711 | 2.064 | 2.492 | 2.797 | 3.467 | 3.745 |
| 25 | 0.000 | 0.684 | 0.856 | 1.058 | 1.316 | 1.708 | 2.060 | 2.485 | 2.787 | 3.450 | 3.725 |
| 26 | 0.000 | 0.684 | 0.856 | 1.058 | 1.315 | 1.706 | 2.056 | 2.479 | 2.779 | 3.435 | 3.707 |
| 27 | 0.000 | 0.684 | 0.855 | 1.057 | 1.314 | 1.703 | 2.052 | 2.473 | 2.771 | 3.421 | 3.690 |
| 28 | 0.000 | 0.683 | 0.855 | 1.056 | 1.313 | 1.701 | 2.048 | 2.467 | 2.763 | 3.408 | 3.674 |
| 29 | 0.000 | 0.683 | 0.854 | 1.055 | 1.311 | 1.699 | 2.045 | 2.462 | 2.756 | 3.396 | 3.659 |
| 30 | 0.000 | 0.683 | 0.854 | 1.055 | 1.310 | 1.697 | 2.042 | 2.457 | 2.750 | 3.385 | 3.646 |
| 40 | 0.000 | 0.681 | 0.851 | 1.050 | 1.303 | 1.684 | 2.021 | 2.423 | 2.704 | 3.307 | 3.551 |
| 60 | 0.000 | 0.679 | 0.848 | 1.045 | 1.296 | 1.671 | 2.000 | 2.390 | 2.660 | 3.232 | 3.460 |
| 80 | 0.000 | 0.678 | 0.846 | 1.043 | 1.292 | 1.664 | 1.990 | 2.374 | 2.639 | 3.195 | 3.416 |
| 100 | 0.000 | 0.677 | 0.845 | 1.042 | 1.290 | 1.660 | 1.984 | 2.364 | 2.626 | 3.174 | 3.390 |
| 1000 | 0.000 | 0.675 | 0.842 | 1.037 | 1.282 | 1.646 | 1.962 | 2.330 | 2.581 | 3.098 | 3.300 |
| Z | 0.000 | 0.674 | 0.842 | 1.036 | 1.282 | 1.645 | 1.960 | 2.326 | 2.576 | 3.090 | 3.291 |
| | 0% | 50% | 60% | 70% | 80% | 90% | 95% | 98% | 99% | 99.8% | 99.9% |
| | Confidence Level | | | | | | | | | | |

Appendix 10.

Table Critical Value of Kalmogorov-Smirnov Normality Test

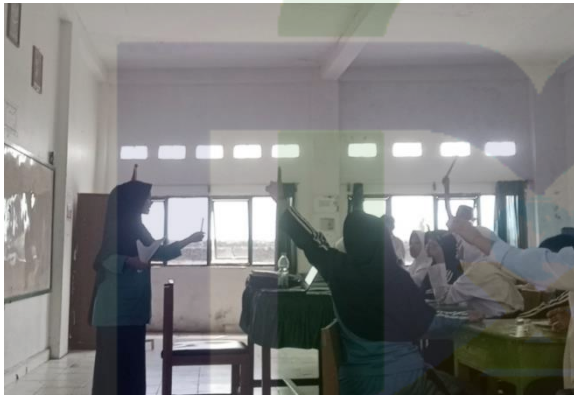
Table 1: Critical values of the Kolmogorov-Smirnov Test Statistic

| SAMPLE SIZE (N) | LEVEL OF SIGNIFICANCE FOR $D = \text{MAXIMUM} [F_0(X) - S_n(X)]$ | | | | |
|-----------------|--|------------|------------|------------|------------|
| | .20 | .15 | .10 | .05 | .01 |
| 1 | .900 | .925 | .950 | .975 | .995 |
| 2 | .684 | .726 | .776 | .842 | .929 |
| 3 | .565 | .597 | .642 | .708 | .828 |
| 4 | .494 | .525 | .564 | .624 | .733 |
| 5 | .446 | .474 | .510 | .565 | .669 |
| 6 | .410 | .436 | .470 | .521 | .618 |
| 7 | .381 | .405 | .438 | .486 | .577 |
| 8 | .358 | .381 | .411 | .457 | .543 |
| 9 | .339 | .360 | .388 | .432 | .514 |
| 10 | .322 | .342 | .368 | .410 | .490 |
| 11 | .307 | .326 | .352 | .391 | .468 |
| 12 | .295 | .313 | .338 | .375 | .450 |
| 13 | .284 | .302 | .325 | .361 | .433 |
| 14 | .274 | .292 | .314 | .349 | .418 |
| 15 | .266 | .283 | .304 | .338 | .404 |
| 16 | .258 | .274 | .295 | .328 | .392 |
| 17 | .250 | .266 | .286 | .318 | .381 |
| 18 | .244 | .259 | .278 | .309 | .371 |
| 19 | .237 | .252 | .272 | .301 | .363 |
| 20 | .231 | .246 | .264 | .294 | .356 |
| 25 | .210 | .220 | .240 | .270 | .320 |
| 30 | .190 | .200 | .220 | .240 | .290 |
| 35 | .180 | .190 | .210 | .230 | .270 |
| OVER 35 | .107 | .114 | .122 | .136 | .163 |
| | \sqrt{N} | \sqrt{N} | \sqrt{N} | \sqrt{N} | \sqrt{N} |

Appendix 11.

Documentation





Appendix 12.

Research Permit Recommendation from IAIN Parepare



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH**

Alamat : Jl. Amal Dakki No. 08 Srengay Parepare 91132 ☎ 0421) 21307 Fax 24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.21113/In.39/FTAR.01/PP.00.9/05/2023

26 Mei 2023

Lampiran : 1 Bundel Proposal Penelitian

Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare

C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-

Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : A. Asty Fatma Syamsiar

Tempat/Tgl. Lahir : Cendana, 8 Januari 2002

NIM : 19.1300.040

Fakultas / Program Studi : Tarbiyah/ Pendidikan Bahasa Inggris

Semester : VIII (Delapan)

Alamat : Cendana Atas, Desa Cendana, Kec. Cendana, Kab. Enrekang

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul **"The Implementation Of Ankiapp To Improve The Students Vocabulary Mastery Of Seventh Grade At MTs DDI Taqwa Parepare"**. Pelaksanaan penelitian ini direncanakan pada bulan Mei sampai bulan Juni Tahun 2023. Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.



Zulfah, M.Pd.
NIP. 19830420 200801 2 010

Tembusan:

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah

Appendix 13.

Statement has Carried out Research from MTs DDI Taqwa Parepare



**PERGURUAN ISLAM DDI TAQWA PAREPARE
MADRASAH TSANAWIYAH**

Jln. Lasinrang No. 219 Kec. Soreang Kota Parepare Kode Pos 91133

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

Nomor : 039/B/MTs/DDI-T/VI/2023

Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah (MTs) DDI Taqwa Lakessi Kota Parepare, menerangkan bahwa:

| | |
|-----------------------|-----------------------------|
| N a m a | : Andi Asty Fatma Syamsiar |
| N i m | : 19.1300.040 |
| Tempat/ Tanggal lahir | : Cendana , 8 Januari 2002 |
| Program Studi | : Pendidikan Bahasa Inggris |
| Fakultas | : Tarbiyah |
| Perguruan Tinggi | : IAIN Parepare |

Benar telah mengadakan penelitian pada Madrasah Tsanawiyah (MTs) DDI Taqwa Lakessi Kota Parepare dalam rangka penyelesaian skripsi yang berjudul **"THE IMPLEMENTATION OF ANKIAPP TO IMPROVE THE STUDENTS VOCABULARY MASTERY OF SEVENTH GRADE AT MTs DDI TAQWA PAREPARE"**. Pada tanggal 31 Mei sampai 30 Juni 2023.

Demikian Surat Keterangan ini kami berikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Parepare, 07 Juni 2023
Kepala MTs DDI Taqwa



CURRICULUM VITAE



Andi Asty Fatma Syamsiar. The Researcher was born in Enrekang, South Sulawesi on 08th January 2002. The Researcher was the fifth of seven children. She has one sister, and five brothers. Her father's name is A. Suherman and her mother's name is Trisnawati, S.Pd. The researcher is a student of English Education Program in Tarbiyah Faculty at State Islamic Institute (IAIN) Parepare. Her educational background, she began her study in 2007 at SDN 34 Baba, and graduated in 2013. While at the same year she study in Junior High School 3 Enrekang, and graduated in 2016. At the same year she continued her study in Senior High School 7 Enrekang and graduated in 2019. Then continued her study at Tarbiyah Faculty of IAIN Parepare and completed her study with her thesis with the title "The Implementation of AnkiApp to Improve the Students' Vocabulary Mastery of Seventh Grade at MTs DDI Taqwa Parepare".

