

A THESIS

**SEMANTRIS GOOGLE AI-BASED LEARNING TO ENHANCE
STUDENTS' VOCABULARY MASTERY FOR
EIGHTH GRADE MTs DDI TAKKALASI**



By

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REG. NUM. 19.1300.039**

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

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

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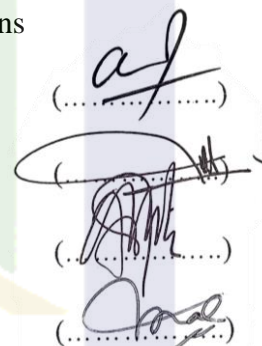
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سَيِّدِنَا وَمَوْلَانَا مُحَمَّدٍ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ، أَمَّا بَعْدُ

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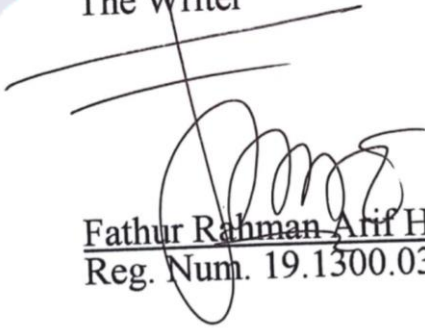
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Parepare, 10 Juni 2023
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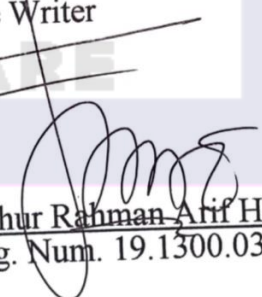
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ABSTRACT

FATHUR RAHMAN ARIF HASAN *Semantris Google AI-Based Learning to Enhance Students' Vocabulary Mastery for Eighth Grade MTs DDI Takkalasi* (Supervise by Ambo Dalle and Yulie Asni)

Semantris Google AI-Based Learning research has examined the students' disinterest and low level of vocabulary acquisition in English subject at MTs DDI Takkalasi. The students cited difficulty in pronunciation and other reasons for their lack of enthusiasm towards English as a difficult subject. This lack of interest and motivation is due to the absence of an interesting and enjoyable learning environment, which hinders students' ability to concentrate on their studies. In addition, the limited application of modern technology in the learning process makes this a problem that must be addressed given the increasingly advanced era.

The research employed a quasi-experimental design to investigate the effectiveness of an intervention in improving students' English language proficiency. The study utilized a quantitative approach, conducting pre-test and post-test analyses to measure the impact of the intervention. The pre-test served as a baseline measurement, while the post-test assessed the outcomes after implementing the intervention. The researcher employed a quota sampling technique to select participants.

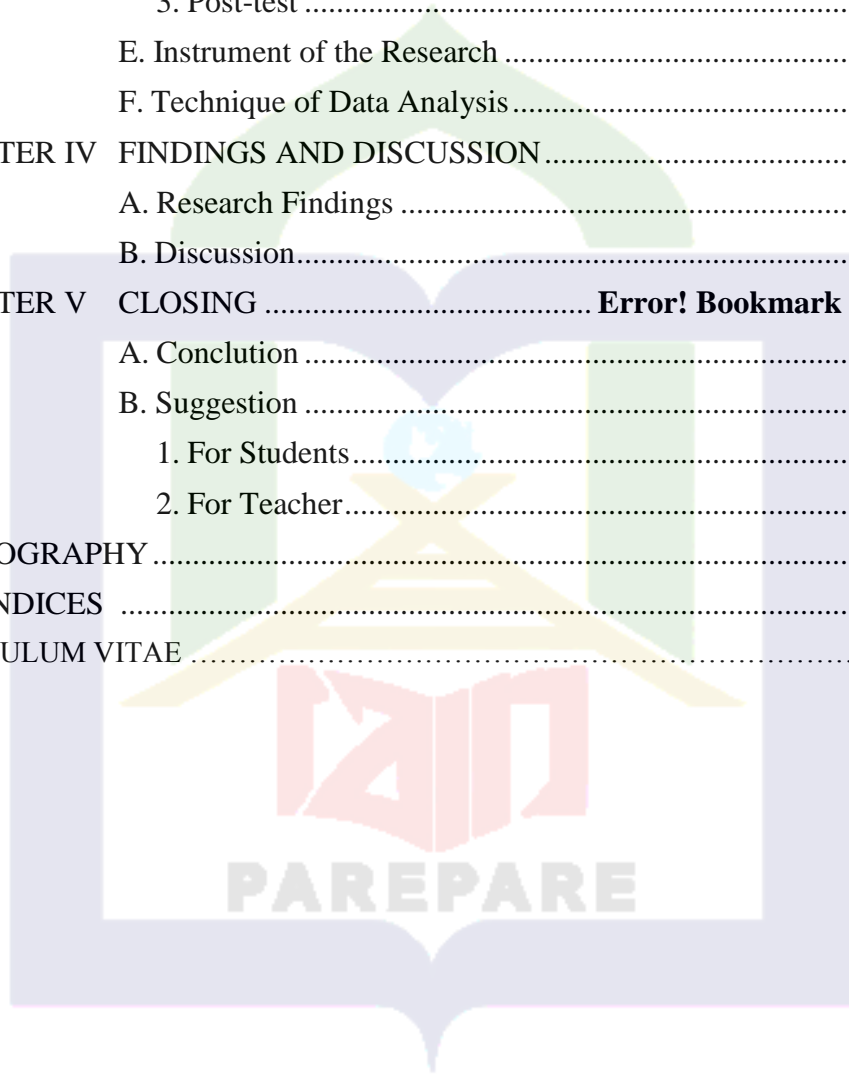
The results of the Semantris Google AI-Based Learning study showed a significant difference in vocabulary improvement between the two groups, as evidenced by the T-count value of 6.858, exceeding the critical T-table value of 2.060. The rejection of the null hypothesis (H₀) is supported by the mean N gain value of 0.4249 obtained from the experimental class, which falls within the moderate range according to the N gain table. This finding confirms that the use of Semantris Google AI-Based Learning is very effective in improving the vocabulary mastery of MTs DDI Takkalasi students.

Keyword: Vocabulary Enhancement, Artificial Intelligence, Semantris Google AI

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CHAPTER I

INTRODUCTION

A. Background

Mastery of vocabulary is one of the keys to understanding and speaking English fluently¹. Like stacks of lego, each word is an integral part of the larger sentence structure, and understanding the meaning of each word is the first step to understanding the meaning of the sentence as a whole. Although many people think that being fluent in English is just a matter of grammar and proper intonation, the fact is that mastery of a broad vocabulary is also an important factor in good English proficiency.

According to the results of the 2022 Education First (EF) survey, the level of English proficiency in Indonesia is low compared to other countries in the Southeast Asian region. Based on the survey, Indonesia was only able to collect EPI of 453 points and is ranked fifth in Southeast Asia or 74 in the world. The ranking puts Indonesia in the low category. Indonesia's ranking is below the regional average, indicating that there are still a large number of individuals in Indonesia who have limited English skills. This may be due to several factors, such as the lack of opportunities to learn and use English on a regular basis, as well as the lack of facilities available to help individuals strengthen their English skills. In addition, problems such as lack of motivation and interest in learning English can also cause the level of English proficiency in Indonesia to be classified as low².

¹ Adhityo Kuncoro, "Korelasi Penguasaan Kosakata dengan Keterampilan Berbicara Siswa Dalam Bahasa Inggris," *SAP (Susunan Artikel Pendidikan)* 1, no. 3 (2017): 302–11.

² KataData, "EF: Kemampuan Berbahasa Inggris Masyarakat Indonesia Berkategori Rendah," *KataData*, 2020, 2020.

From the preservation conducted at MTs DDI Takkalasi, many students claimed to be less interested in English subjects. Starting from the very difficult pronunciation, to several other reasons given by some students who feel English is a difficult subject. Judging from the phenomenon of students' discomfort with English subjects, this is caused by the lack of interest and motivation of students in learning. The lack of an interesting and fun learning atmosphere makes it difficult for students to focus on learning.

This is also due to the lack of utilization of modern technology in the learning process. The use of modern technology is still minimal in the learning process because there are still many teachers who still continue to use conventional methods in the learning process. The conventional method that is often used is a method that focuses on the teaching process directed by the teacher, such as lectures and questions and answers. Although this method has been proven effective in the learning process in the past, nowadays there are many modern technologies that can help the learning process to be more interactive and fun for students.

The things that might also cause teachers to continue to use conventional learning models in schools because the school environment is very supportive for implementing these methods where MTs DDI Takkalasi is a boarding school that is no stranger to da'wah activities and lectures. Besides that, because of factors such as administration and school management, teachers are too busy to spend time preparing more innovative learning. In addition, teachers may also feel that they do not have enough time to find and explore newer learning methods or to take the necessary training to use them.

Technological media such as educational applications and websites can assist

teachers in providing more varied and interesting learning materials for students, so that they can help students understand learning material more easily and quickly. The minimal contribution of modern technology in this era causes the learning process to be too focused on the existing teaching process, so that some students will feel less involved and unenthusiastic in the learning process.

Nonetheless, there are steps that can be taken to improve English skills in school, such as increasing opportunities to learn and use English regularly, as well as providing better facilities to help individuals strengthen their English skills. In addition, increasing motivation and interest in learning English by using attractive technological media is also important to increase the level of English proficiency in Indonesia. Students who have a wide vocabulary will more easily understand the text they read, more easily remember the information they listen to, and are freer to express themselves fluently in English. On the other hand, students who lack a broad vocabulary will feel burdened in learning English. They may have difficulty understanding the text they read, remembering information they hear, or expressing themselves fluently in English³. English exercises supported by multimedia can hold students' attention while increasing their understanding of vocabulary and phrases⁴.

In this 5.0 era, Teaching language with the help of computers and the internet has attracted the attention of many practitioners and researchers, so the number of studies investigating whether computers and the internet promote language learning is growing. There are lots of digital media that can be used as interesting and very

³ Kuncoro, "Korelasi Penguasaan Kosakata dengan Keterampilan Berbicara Siswa Dalam Bahasa Inggris."

⁴ John Michael Sasan and Annabelle R Rabillas, "Enhancing English Proficiency for Filipinos through a Multimedia Approach Based on Constructivist Learning Theory : A Review" 3, no. 8 (2022): 45–58.

effective learning media such as online games in English. So far, the role of games in language learning is still considered as mere entertainment. Playing games with spoken and written English can provide a better understanding of language structure and vocabulary builder, and help improve writing and speaking skills in the language. This shows that there is a significant relationship between playing games with spoken and written English and vocabulary scores⁵.

This is not surprising since gamers are often motivated to understand the input provided in the game, so paying attention to the language used in the game will help them advance in the game. The media that can change the learning experience into an interesting and effective learning process is by using educative digital games-based Artificial Intelligence (AI)⁶.

B. Research Questions

Based on the background of the study above, the research formulates research question as a follows:

1. Is there any significant difference in the result of learning between Semantris Google AI-based learning and the conventional method for teaching vocabulary at MTs DDI Takkalasi ?
2. Is the Semantris Google AI-based learning effective in improving vocabulary mastery?

C. The Objectives of the Research

Based on the research question, the objective of this research is formulated:

⁵ Signe Hannibal Jensen, "Gaming as an English Language Learning Resource among Young Children in Denmark," *CALICO Journal* 34, no. 1 (2017): 1–19.

⁶ Catherine Adams et al., "Artificial Intelligence and Teachers' New Ethical Obligations," *The International Review of Information Ethics* 31, no. 1 (2022): 1–18.

1. To determine if there is a significant difference in vocabulary learning results between students who use the Semantris Google AI-based learning method and those who use the conventional method at school.
2. To discover the effectiveness of Semantris Google AI-based learning in improving students' vocabulary mastery

D. Significance of Research

The significance of this research is expected to contribute to:

1. Students

The expected outcomes of this research will be highly beneficial for students as it aims to provide crucial insights that can enhance their learning experience and Improve students' interest and proficiency in English vocabulary.

2. Teachers

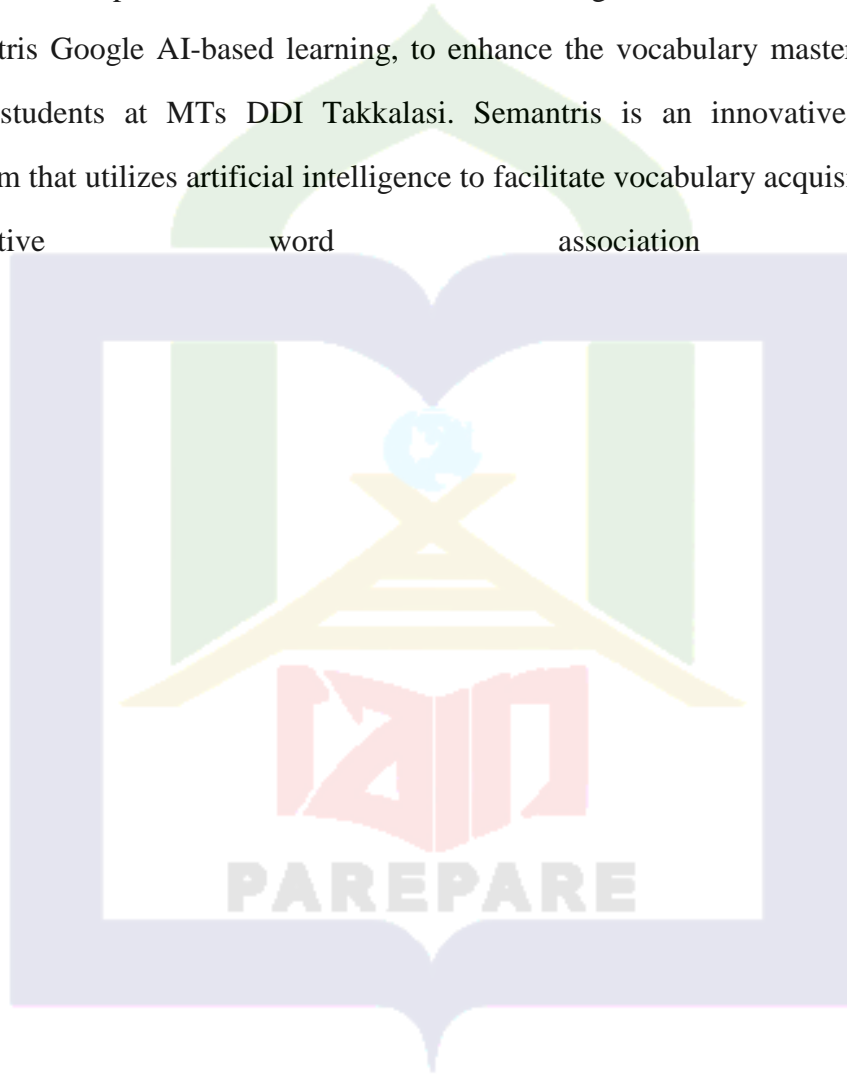
Examination of educational interventions and programs to identify most effective strategies for improved student outcomes. Findings serve as resources for implementing new educational approaches in classrooms.

3. For other researchers.

This research can also provide new information to researchers as a basis for further research on the use of AI in language learning. Potential applications include grammar and pronunciation, which can advance the field of language education and provide a more comprehensive and effective approach to language learner.

E. Scope of The Research

The scope of this research aims to investigate the effectiveness of using Semantris Google AI-based learning, to enhance the vocabulary mastery of eighth-grade students at MTs DDI Takkalasi. Semantris is an innovative educational platform that utilizes artificial intelligence to facilitate vocabulary acquisition through interactive word association games.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Finding

A multitude of researchers have explored AI game-based learning in students' English language acquisition. The results of their research are presented in the following section:

The first research was conducted by İbrahim Yaşar Kazu and Murat Kuvvetli with the title "The Influence of Pronunciation Education via Artificial Intelligence Technology on Vocabulary Acquisition in Learning English" in 2023. Based on the results of this study, it is known that the ANOVA results indicated that the success rate of the experimental group was higher than that of the control group. Therefore, it was concluded that the artificial intelligence-supported speech recognition and pronunciation technique was slightly more effective than the phonetic alphabet.⁷

The second research was conducted by Ahmet Gocen and Fatih Aydemir with the title "Artificial Intelligence in Education and Schools" in 2020. Based on the results of this study, it is known that the study identified four main themes related to the use of AI in education: products, drawbacks, benefits, and suggestions. Participants believed that AI would provide new opportunities for students, but also acknowledged associated risks⁸.

The third research was conducted by Jingtai Li and Rong Wen, with the title "Research on AI-assisted Teaching Mode for English Teaching from the Perspective

⁷ İbrahim Yaşar Kazu and Murat Kuvvetli, "The Influence of Pronunciation Education via Artificial Intelligence Technology on Vocabulary Acquisition in Learning English" 10, no. 2 (2023)

⁸ Ahmet Gocen and Fatih Aydemir, "Artificial Intelligence in Education and Schools," Research on Education and Media 12, no. 1 (2020):

of Total Physical Response (TPR)" in 2022. Based on the results of this study, it is known that the TPR method is an effective way to teach English and artificial intelligence technology can not only help teachers' teaching, but also provide effective exercises for English learners, which has objective feedback on English teaching and learning⁹.

The fourth research was conducted by Yulian Purnama with the title "Machine Translation in Enhancing English Vocabulary Mastery for University Student" in 2023. Based on the results of the study, machine translation is an effective approach in teaching English vocabulary¹⁰.

The fifth research was conducted by Turki Rabah Al Mukhallafi with the title "Using Artificial Intelligence for Developing English Language Teaching/Learning: An Analytical Study from University Students' Perspective" in 2023. Based on the results of this study, it is known that the results indicated a very low level of employment of these strategies for teaching/learning English, and pointed out to their effectiveness if used in English Education field¹¹.

Based on previous research studies, research on Semantris Google AI-Based Learning to Enhance Students' Vocabulary Mastery for Eighth Grade MTs DDI Takkalasi is different from previous research because it focuses more on the concept of word associations to increase students' vocabulary. The game is designed to provide hints and hints to help players make connections between words, which can

⁹ Jingtai Li and Jiaju He, "Research on AI-Assisted Teaching Mode for English Teaching from the Embodied Cognitive Perspective," Lecture Notes in Electrical Engineering 935 LNEE (2022):.

¹⁰ Yulian Purnama, "Machine Translation In Enhancing English Vocabulary Mastery Machine Translation In Enhancing English Vocabulary" 2023

¹¹ Turki Rabah Al Mukhallafi, "Using Artificial Intelligence for Developing English Language Teaching/Learning: An Analytical Study from University Students' Perspective," International Journal of English Linguistics, 2020:

help them expand their vocabulary beyond memorization. This unique approach offers an alternative to traditional teaching methods, such as the phonetic alphabet and machine translation, and encourages students to engage in interactive and gamified learning.

The advantages and novelty of Semantris Google AI research introduce a new approach to improving students' vocabulary in learning English, by combining interactive games, personalized learning, real-time feedback, and advanced AI technology. By focusing on vocabulary acquisition through engaging and customized experiences, this research offers a promising and innovative way to improve language learning outcomes for students.

Although Semantris Google AI offers various words and games, there are limitations in terms of the material and context that students can learn. Language knowledge is not limited to vocabulary but also includes grammar, phrases, and language usage in broader contexts. The research on Semantris Google AI relies on the availability of technology and internet access. This can be a hindrance for students who lack access to devices or adequate internet connections.

B. Some Pertinent Ideas

1. Concept of Vocabulary
 - a. Definition of Vocabulary

Vocabulary is the understanding and usage of words, which can present a challenge due to the dual nature of language as both spoken and written, and the dual comprehension of words as both receptive and productive¹².

¹² Berkeley. Michael L.Kamil Stanford University Elfrieda H.Hiebert University of California, *Teaching and Learning Vocabulary*, 2005).

Vocabulary is essential for success in learning and teaching a second language, as it allows learners to fully engage with and understand various forms of oral and written communication, including literature, music, and other subject matter¹³. Vocabulary is an essential foundation in language learning, so it is not wrong to consider one's knowledge of vocabulary in the learning process¹⁴. Vocabulary is a necessary component of effective communication, comprising both the terms we use to express ourselves and those we comprehend while listening¹⁵.

Vocabulary is a collection of words that an individual is familiar with or uses in a specific language. It is the set of words that a person knows and is able to understand and use in communication. In other words, vocabulary refers to the total number of words that a person is familiar with in a particular language, including both spoken and written words¹⁶. Vocabulary is the group of words needed to convey thoughts and express one's meaning. Without an extensive vocabulary, we are unable to express ourselves clearly and be easily understood by others. Therefore, a good command of vocabulary is essential to one's communication skills¹⁷.

According to the explanation above, it can be defined that vocabulary is a collection of words that a person knows and understands, and is able to use in

¹³ Aleidine J Moeller and Leyla Masmaliyeva, "The Essentials of Vocabulary Teaching : From Theory to Practice," *Central States Conference on the Teaching of Foreign Languages*, 2009, 1–17.

¹⁴ Avan Kamal Aziz Faraj, "Effective Strategies for Turning Receptive Vocabulary into Productive Vocabulary in EFL Context," *Journal of Education and Practice* 6, no. 27 (2015): 10–19.

¹⁵ Susan B. Neuman and Julie Dwyer, "Missing in Action: Vocabulary Instruction in Pre-K," *The Reading Teacher* 62, no. 5 (2009): 384–9.

¹⁶ David Heath and Thomas Herbst, "Longman Dictionary of Contemporary English (Review)," *ELT Journal* 42, no. 4 (1988): 315–17,;

¹⁷ 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.

communication, both oral and written, in a particular language. Vocabulary is an important foundation in the language learning process, and an essential component of effective communication. A good command of vocabulary is indispensable for success in learning and teaching a second language, and enables the learner to fully engage and understand various forms of oral and written communication.

b. Importance of Vocabulary

Vocabulary is one of the most important factors in successful communication in language. This is because by understanding and mastering the right vocabulary, a person will be able to express their ideas and thoughts more clearly and effectively. In addition, a good command of vocabulary can also help a person in understanding what is said by others, so that effective and targeted communication can occur. In addition, vocabulary is also one of the factors that influence a person's ability to follow conversations and understand the text they read. Thus, it can be concluded that vocabulary is the main key to successful communication in language¹⁸.

Vocabulary is one of the most important components in English language learning, as it is the foundation needed to understand and express one's ideas in English. Without sufficient vocabulary knowledge, students will not be able to understand others who speak or write in English, nor express their own ideas correctly¹⁹.

¹⁸ Lanisia Helena Fortes Ferreira, "How to Teach Vocabulary Effectively: An Analysis of the Course Book *Eyes and Spies*," 2007, 71.

¹⁹ Desi Andriani and Vera Sriwahyuningsih, "An Analysis of Students' Mastery of Vocabulary," *ELT-Lectura* 6, no. 2 (2019): 169–76.

Vocabulary learning is a very important part of the foreign language learning process, as it is the basic foundation of language understanding and use. This is because the meaning of new words learned is often the main focus of learning, both in the learning book and in the classroom. In addition, a good command of vocabulary is also an important prerequisite for success in understanding and using a foreign language effectively. Vocabulary knowledge plays a very important role in foreign language learning. Vocabulary knowledge is often seen as an important tool for learners in learning a second language because if learners have a limited vocabulary in a second language, it can hinder successful communication²⁰.

Based on some of the perspectives above, it can be said that vocabulary is an important element in language learning, because it allows a person to understand and precisely convey their ideas. In addition, a good command of vocabulary also helps one to understand what others are actually asking, so that effective and targeted communication can occur. In second language learning, vocabulary is often seen as an important instrument because a limited vocabulary can hinder successful communication. Therefore, vocabulary knowledge is one of the most important components in the language acquisition process.

c. Aspect of Vocabulary

Mastering vocabulary is challenging for students due to the various elements that are involved in developing this skill. A student may struggle with learning new words and their meanings, remembering them for later use, and

²⁰ Alqahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught."

correctly using them in sentences.

Some aspects of vocabulary are listed below:

1) Pronunciation

Pronunciation plays a significant role in shaping our vocabulary. It refers to the way in which a person articulates the sounds of a language. To properly enunciate new words in a foreign language, it is essential to pay attention to the beginning and end sounds, as well as stress patterns. Each language has its own unique set of phonemes, and the English language differs in pronunciation from Indonesian and Malaysian. As a result, students may encounter difficulties in pronunciation due to the presence of certain English sounds that do not exist in Indonesian. In addition to learning to produce sounds accurately, it is also important to use them appropriately in speech.

2) Spelling

Spelling is the process of forming words with correct letters and syllables. It is a fundamental skill that helps students communicate effectively through the written word. However, challenges may arise due to inconsistencies in pronunciation and spelling, as well as irregularities in the English language. To improve in spelling, it may be necessary to engage in ongoing review and practice.

3) Grammar

Complications can arise not only from the various forms and meanings of words, but also from the grammatical rules governing their usage, particularly when these differ from the learner's native tongue. The

task of distinguishing between infinitives and gerunds (such as choosing between 'to swim' and 'swimming') can add an extra layer of challenge to language acquisition.

4) Meaning

Meaning is a crucial aspect of vocabulary, as overlap between the meanings of different words can lead to confusion for learners. For example, the words 'make' and 'do' are often used interchangeably, but have distinct definitions²¹. There is a relationship between meaning, as follows:

a) Synonym

Synonym is a word that has the same or nearly the same meaning as another word. When two words are synonyms, they can be used interchangeably in a sentence without changing the truth value of the statement. Synonyms are often used to add variety or nuance to language.

b) Antonym

Antonyms are words or phrases that have opposite meanings. If one is true, the other must be false. Sentences with the same subject but opposing predicates also conflict with each other. Antonyms are negative connotations of certain words and are the opposite of their meaning in the same language.

c) Polysemy

Polysemy is an important aspect of vocabulary to consider when learning a new language. This refers to the fact that many words can have multiple meanings or one word has several meanings, depending on the

²¹ Andriani and Sriwahyuningsih, "An Analysis of Students' Mastery of Vocabulary."

context in which they are used and the sentence patterns in which they occur. This can be a challenge for learners, as they must be able to distinguish between the various definitions of a word in order to use it accurately. However, understanding polysemy can also be useful, as it depends on the context.

d) Homonyms

Several words that have the same spelling and pronunciation, but different meanings. They can be distinguished from other words that may have similar spellings or sounds. For example, the word “Bear” can be used in the sentence "The bear was standing on its hind legs." (a large animal), and in another sentence the word “Bear” can be used in “I can't bear to watch horror movies." (to tolerate).

e) Hyponym

Hyponym is a type of word that refers to a specific subclass or subcategory within a larger class or category. In other words, it is a word that has a meaning that is included within the meaning of another word. For example, "dog" is a hyponym of "animal" because it refers to a specific type of animal. It is worth noting that the relationship between hyponyms and the words they are related to (called superordinates) can vary from one language to another. Additionally, it has been observed that sentences that include hyponyms tend to be more informative than sentences that use the corresponding superordinate.

f) Ambiguity

Ambiguity refers to a sentence that can be interpreted in multiple

ways due to its unclear meaning. This can occur when the sentence structure is incorrect, the intonation is not clear, or polysemic words are used. For example, "The chicken is ready to eat" could be ambiguous if it is not clear whether the the chicken is ripe and it can also mean that the chicken is alive and it is going to eat²².

g) Connotation

Connotation refers to the implied or suggested meaning of a word or phrase, which may not be explicitly stated in its definition. It refers to the emotions or feelings that the word or phrase evokes and can be positive or negative. For example, "slim" generally has a positive connotation, while "thin" has a negative connotation. Thus, one might describe someone as having a "slim body" rather than a "thin body" because the former has a more favorable connotation.

d. Kind of Vocabulary

There are two types of vocabulary that are often recognized by experts: receptive vocabulary and productive vocabulary.

1) Receptive vocabulary

Receptive vocabulary refers to the words that a learner is able to recognize and understand when they are used in a particular context, but which they are not able to use themselves. This means that they may be able to read and understand a word when they see it in a text, but they may not be able to use it when speaking or writing.

²² Andi Asrifan, K J Vargheese, and Sam Hermasyah, "The Study of Lexical and Contextual Meaning on Lily Song By Alan Walker Feat K-391 & Emelie Hollow (Semantic Approach)," *Journal of Advanced English Studies* 4, no. 1 (2021): 7–14.

2) Productive vocabulary

Productive vocabulary refers to the words that learners are able to understand, pronounce correctly, and use effectively in communication. It goes beyond simply understanding the meanings of words, as it requires the ability to use those words to express oneself. This means that productive vocabulary involves both receptive vocabulary (the words one understands) and the ability to speak or write at the appropriate time. As such, it is an active process, as learners must actively produce the words in order to communicate their thoughts to others²³.

2. Definition of Vocabulary Mastery

Vocabulary mastery is necessary in order to effectively communicate our own thoughts and ideas, as well as to comprehend the words and meanings of others. Mastery can be defined as the highest level of authority, control, or skill in a particular area. It involves a thorough understanding and command of a subject, as well as the ability to use this knowledge and skill effectively. Mastery can be achieved through extensive practice, study, and experience, and it often requires a high level of dedication and dedication to the pursuit of excellence. It is often characterized by a sense of confidence and expertise, as well as the ability to apply one's skills and knowledge to a wide range of tasks and challenges. Ultimately, mastery represents a deep and comprehensive understanding of a subject or activity, and it is often seen as the ultimate goal for those who seek to excel in their chosen field.

Being proficient in using the words of a language is known as vocabulary

²³ Alqahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught."

mastery. This expertise is developed based on an individual's personal interests, needs, and motivation. It is a crucial aspect of the four language skills and is necessary for effective communication in any language. Vocabulary mastery involves a deep understanding and effective use of the words in a language. It is a personal accomplishment that a person has acquired through practice and study. It allows them to communicate effectively and understand others, and is essential for success in language learning and communication²⁴.

3. Concept of Teaching Vocabulary

a. Definition of Teaching Vocabulary

Teaching vocabulary refers to the process of helping students learn and understand new words and their meanings. The emphasis on teaching vocabulary in a thorough manner encourages a level of understanding that can either be retained in long-term or short-term memory. Teaching vocabulary should not only involve the memorization of words, but also the ability to use them in spoken or written language production, as well as understanding other language components²⁵. In order to effectively teach vocabulary, it is important for the teacher to come up with creative and enjoyable activities. The purpose of this is to make it easier for the students to understand the material and remember new words²⁶.

To successfully teach vocabulary, English teachers need to have the

²⁴ Alqahtani.

²⁵ Ersan Sanusi, S Pd, and M Pd, "The Techniques of Teaching Vocabulary A. Introduction Language Is a Mean of Communication. Although It Is Not Only Coming from Communication among Human Beings, It Is Certainly, the Most Important for Us (Wilkin, 1984 : 1). Dealing with Definition" 7, no. 11 (2009).

²⁶ Mamlakat Chirchik State Ruzmetova et al., "The Role of Teaching Vocabulary Competence in English Mamlakat," *Scientific Journal Impact Factor* 5, no. 3 (2020): 248–53.

ability as follows:

- 1) Identifying the word when it is spoken or written. This refers to the ability to recognize and understand the meaning of a word when it is heard or read.
- 2) Being able to recall the word when desired. This means being able to remember and bring to mind the word when it is needed.
- 3) Associating the word with a relevant object or idea. This means connecting the word with a specific thing or concept that it represents.
- 4) Utilizing the word in the appropriate grammatical structure. This refers to using the word in the correct form, such as using a noun or verb in the correct tense.
- 5) Pronouncing the word correctly when speaking. This means speaking the word with the correct sounds and accent.
- 6) Spelling the word correctly when writing. This means spelling the word correctly when writing it down.
- 7) Using the word appropriately in context. This means using the word in a way that is appropriate for the situation or conversation. This includes using the word with the correct meaning and in a way that is appropriate for the audience²⁷.

b. Approaches in Teaching Vocabulary

Approaches to vocabulary instruction categorized into implicit and

²⁷ Sanusi, Pd, and Pd, "The Techniques of Teaching Vocabulary A. Introduction Language Is a Mean of Communication. Although It Is Not Only Coming from Communication among Human Beings, It Is Certainly , the Most Important for Us (Wilkin , 1984 : 1). Dealing with Definition."

explicit. Implicit vocabulary teaching is where learners acquire new words unconsciously and through context, rather than through direct instruction. This approach allows for natural learning and is viewed as a more simple and effortless process, without the need for conscious effort. The learners of vocabulary who apply this approach learn naturally. Implicit vocabulary teaching takes longer time to achieve, and requires teachers to have specific skills in order to make the learning process more attractive and efficient. Additionally, lack of preparation may lead to confusion and ineffective teaching. Despite this, implicit vocabulary teaching offers many benefits such as improved learning in areas like artificial grammar, sequence learning, and computer simulation. The research on implicit vocabulary teaching has shown positive results.

Explicit vocabulary teaching involves a deliberate and systematic approach to learning new words, with a clear focus on the objectives of vocabulary acquisition. Explicit vocabulary teaching requires learners to be aware of the learning process and actively engage in it, using cognitive strategies and tools such as note-taking, dictionaries, and associational learning methods like the semantic approach and mnemonic method. The learners need to understand the process, predict, evaluate and reflect the result of the learning process. Explicit vocabulary teaching is an approach that involves directly teaching the form, meaning, and use of words. It includes three techniques:

- 1) Form-based teaching focuses on teaching the structure of words, such as morphemes and spelling.
- 2) Meaning-based teaching involves directly teaching the meaning of a

word.

- 3) Rule-based teaching teaches the rules of the vocabulary being learned. This approach is based on the natural structure of language²⁸.

Research suggests that there are more effective techniques for teaching vocabulary, with meaning-based implicit teaching being better for understanding the meaning of words, and rule-based explicit teaching being better for learning the form of words. This means that through implicit teaching, learners can better understand the meaning of vocabulary, while explicit teaching helps learners improve their ability to spell and understand the components of words such as roots, bases, suffixes, infixes, and prefixes²⁹.

c. Technique of Teaching Vocabulary

There are several techniques for teaching vocabulary, but the teacher must remember to make sure that new words are easy to recall, practiced, and reinforced to avoid forgetting. The methods used by teachers depend on various factors such as the content, time availability, and its value for the learners. Teachers have multiple motives while using certain methods or techniques in introducing vocabulary. Introducing one set of vocabulary items, the teacher typically combines more than one technique, instead of using a single strategy. Teachers are also suggested to use varied vocabulary presentation plans. Regarding some techniques for teaching vocabulary are as follows:

- 1) Sketching: Drawing objects on the blackboard or on flashcards to

²⁸ Saniago Dakhi and Tira Nur Fitria, "The Principles and the Teaching of English Vocabulary: A Review," *JET (Journal of English Teaching)* 5, no. 1 (2019): 15.

²⁹ Jing Wang, "The Effect of Implicit vs. Explicit Instruction on Learning Form-Based vs. Meaning-Based Language Features," *ProQuest Dissertations and Theses* (2014).

make it easier for students to understand and comprehend the key concepts.

- 2) Incorporating Illustrations and Pictures: Utilizing images to draw on students' existing knowledge and assist in learning new vocabulary.
- 3) Distinguishing: Clarifying the meaning of different words by contrasting them with their opposite, such as "long" and "short".
- 4) Listing: Creating a comprehensive list of items to help students understand the meanings.
- 5) Miming, Expressions and Gestures: Incorporating the use of gestures and facial expressions to emphasize the importance of communication.
- 6) Inferring from Context: Utilizing context clues to determine the meaning of unknown words.
- 7) Provoking: Engaging students by giving them a list of interesting and noteworthy words to learn.
- 8) Translating: In certain situations, translation can be an effective teaching method, particularly when dealing with vocabulary that is encountered incidentally.
- 9) Elucidating: Helping students understand new vocabulary by providing explanations and clarifications.
- 10) Utilizing Objects: Incorporating everyday objects and materials as teaching aids and visual aids in the classroom³⁰.

³⁰ Phani Kumar, "Techniques for Teaching/Learning Vocabulary: A Brief Study," *Jrsp-Elt* 19, no. 19 (2020): 2456–8104.

However, there are also studies that offer other techniques. Brown (1994:367) provides several techniques for instructing vocabulary abilities, including:

- 1) Establish the objective of the instruction, such as:
 - a) Enhancing the vocabulary abilities of ESL students in reading.
 - b) Teaching ESL students' strategies for constructing new words
 - c) Guiding ESL students to infer the meaning of unknown words using context clues.
- 2) Encourage students to construct new words using prefixes, suffixes and roots.
- 3) Utilize definition clues including parenthesis, footnotes and synonyms and antonyms.
- 4) Implement inference clues; which are grouped into three categories such as examples, summary and experiences.

The above statement suggests that English teachers should have a clear understanding of their students' proficiency level and the objectives of the vocabulary instruction before using various teaching techniques. Additionally, they should be able to guide their students in effectively learning new words. In regards to implementing different methods, it's important that the teachers take into account the time available and the resources they have, such as English textbooks.

The techniques discussed earlier will not be effective if the students lack motivation to learn vocabulary. Therefore, it is important for English teachers to implement strategies to increase students' interest in learning English

vocabulary. This can be achieved by providing challenging material and making the learning experience engaging, in order to inspire a desire to learn among the students. In addressing this matter There are various techniques that can be taken to increase students' motivation for learning English, specifically with regards to vocabulary. These include:

- 1) Using creative techniques, such as learning new vocabulary words by looking at pictures.
- 2) Incorporating context clues to help students discover the meaning of new words.
- 3) 3Using guessing techniques to help students infer the meaning of words in context.
- 4) Providing definitions to guide students in understanding the meanings of new words and how to use them in sentences.
- 5) Teaching word derivation to help students understand how words are formed, which can be accomplished through practice and studying the rules for forming different parts of speech, such as nouns, adjectives, and adverbs.

There are several techniques above that can help teachers in providing vocabulary instruction. To provide effective vocabulary teaching, teachers must have innovative thinking so that they can determine which techniques are appropriate and can be applied in the learning process³¹.

d. Principles in Teaching Vocabulary

³¹ Sanusi, Pd, and Pd, “The Techniques of Teaching Vocabulary A. Introduction Language Is a Mean of Communication. Although It Is Not Only Coming from Communication among Human Beings , It Is Certainly , the Most Important for Us (Wilkin , 1984 : 1). Dealing with Definition.”

It is important to have a clear understanding of the types of vocabulary that need to be taught and the methods for teaching them when it comes to principles of teaching vocabulary. Additionally, when planning vocabulary instruction, it is important to align it with the goals and needs of the students and to take into account which specific aspects of vocabulary should be taught. The principles in teaching vocabulary are:

- 1) Simplifying the teaching method and avoiding complex explanations, this ensures that the instruction is easy to understand and follow.
- 2) Linking current teaching to previously acquired knowledge by highlighting similarities or providing examples. This makes it easier for learners to make connections and retain the new information.
- 3) Utilizing both verbal and written forms of presentation to cater to different learning styles.
- 4) Prioritizing words that learners are already familiar with to some extent. This helps to build on their existing knowledge and makes it easier to acquire new words.
- 5) Communicating to learners whether a word is frequently used, as this is valuable information for future reference.
- 6) Not introducing other unknown or poorly known related words such as synonyms, antonyms, or words from the same lexical set. This avoids overwhelming learners with new information, and it's easier for them to focus on one word at a time.

Implementing all the principles can support the vocabulary teaching process to be more effective.

e. Effective Teaching

Teaching vocabulary is an incredibly beneficial ability that can help bring out the best in anybody. Vocabulary teaching has been done in numerous forms, but research has continually pointed to a successful tactic being to take teaching principles from surveys of the strategies of effective teachers. This involves finding successful teachers and examining their teaching methods. Effective teachers are those whose students achieve better on standardized achievement tests. By using the correct techniques and resources, anyone can teach vocabulary in a captivating and successful manner. There are several characteristics of effective teaching:

- 1) Instruction is guided by a pre planned curriculum: A pre planned curriculum is a plan for teaching that outlines the material that will be covered in the course, as well as the objectives that will be achieved.
- 2) There are high expectations for student learning: High expectations for student learning mean that teachers set high standards for their students and hold them accountable for meeting those standards.
- 3) Students are carefully introduced to lessons: Carefully introducing lessons means that teachers provide a clear explanation of what students need to learn, how they will learn it, and why it is important.
- 4) Instruction is clear and focused: Clear and focused instruction means that teachers provide clear, concise explanations of the material and that they stay on task and avoid distractions.
- 5) Learning progress is monitored closely: Monitoring learning progress closely means that teachers regularly assess student learning and use

the information from these assessments to adjust instruction to meet student needs.

- 6) When students do not understand, they are retaught: Reteaching means that when students do not understand a lesson, teachers provide additional instructions and explanations to help them understand better.
- 7) There are efficient classroom routines: This means that teachers should have established routines in their classroom that make the learning process more efficient.
- 8) Instructional groups formed in the classroom fit instructional needs: This means that teachers should form groups in their classroom that are tailored to the instructional needs of the students.
- 9) Standards for classroom behavior are high: This means that teachers should set high standards for student behavior in the classroom and enforce them.
- 10) Personal interactions between teachers and students are positive: This means that teachers should interact with their students in a positive manner and develop a good rapport.
- 11) Motivations and rewards for students are used to promote excellence: This means that teachers should use incentives and rewards to encourage students to do their best³².

f. Breadth and Depth of Vocabulary Teaching

³² Willy A Renandya and Jack C Richards, "Methodology in Language Teaching An Anthology of Current Practice Chapter 1 ~ English Language Teaching in the ' Post - Method ' Era : Toward Better Diagnosis , Treatment , and Assessment," no. May (2022).

The breadth and depth of vocabulary is one aspect of vocabulary knowledge. Vocabulary breadth is an important factor in learning a foreign language. It is the measure of how many words a learner is able to recognize and understand. Knowing a wide range of words will help learners communicate effectively and understand what they hear and read. It also helps them express their ideas more clearly. A wide vocabulary will help learners make progress in their studies and be more confident when speaking the language.

Vocabulary depth refers to the range and complexity of words one knows. It is an important part of a learner's ability to communicate effectively. Someone with a deep vocabulary is able to express their thoughts more clearly, as they have more word choices. Someone with a shallow vocabulary may struggle to find the right words to express their thoughts.

The breadth of a learner's vocabulary is familiar with their vocabulary size. This refers to the number of words the individual knows and understands. While Depth of vocabulary describes how much knowledge learners possess about the meanings of the words they are familiar with³³.

4. Concept of Educational Game

A game is a system in which players engage in an artificial conflict, defined by rules, that results in a quantifiable outcome. A game is an activity that involves two or more players or participants, who follow specific rules and compete against each other in order to achieve a goal. Games can be both physical

³³ Esraa Ashraf Galal El-Din Abdel- Rahman, "The Effect of Quizizz and Kahoot! Applications on Developing EFL Vocabulary Learning among Freshmen Students at Faculty of Education.

and mental, meaning either involving physical movement or mental tasks, and can provide amusement or a reward to the player. The goal of a game is usually to entertain or challenge the participants and encourage social interaction.

A video game is an interactive form of entertainment that is controlled by a set of rules. It is played on a computer or other electronic device and can be used for both recreational and competitive purposes. A serious game, on the other hand, is a type of video game that is specifically designed to further certain objectives. It is used for educational, health, public policy, corporate training, and strategic communication purposes. It is designed to be both entertaining and informative in order to engage the player and motivate them to learn the desired material. Rather than being seen as a threat, video games offer a unique opportunity for children to interactively engage in a learning experience. By taking part in virtual worlds and challenges, student can develop their problem-solving, analytical and creative skills in a way that is both enjoyable and educational³⁴.

From some of the views above, it can be concluded that educational games are games that are made to teach players certain domain concepts or knowledge. These games usually have the goal of helping people learn something while they are playing. In addition, they often have elements that develop problem-solving skills in the players. Examples of educational games include brain teasers and puzzles, as well as those with educational themes.

5. Concept of Google AI

Google is a giant technology company founded by Larry Page and Sergey

³⁴ Faraj, "Effective Strategies for Turning Receptive Vocabulary into Productive Vocabulary in EFL Context."

Brin in 1998. Google offers a wide range of services and products, including search engines, advertising, communications, productivity, etc. Google has become one of the most famous names in the world, and managed to become the largest technology company in the world. Google is famous for providing free services, such as search engines, email, and more. Google is also one of the largest technology companies that offer rich online products and services to increase productivity, make life easier and enhance creativity. Google is one of the largest web search services in the world. It provides web search services, ads, images, videos, and more. These services are designed to help people find the information they need on the web more quickly and easily. Google can also help people improve their experience in finding and using information³⁵.

The term artificial intelligence (AI) can refer to software, machines that exhibit intelligence, or the study of such machines. Tech giants IBM, Google, Amazon, Apple, Facebook, and Microsoft have announced breakthroughs and are competing to launch AI-based future technologies³⁶.

When talking about AI, it refers to the ability of machines and related software to perceive, understand, respond and adapt to new information. The goal of AI is to improve human cognitive abilities, and create new job opportunities. AI enables communication through conversational interfaces such as Siri and Alexa, allowing for more natural interactions with software. In addition, AI uses large amounts of data to perform predictive analytics, which is an important aspect of

³⁵ taufan Riyadi, "Struktur Umum Sebuah Mesin Pencari Adalah Sebagai Berikut : Jenis-Jenis Mesin Pencari Human Organized Search Engine Hybrid Search Engine," 2009, 1–5.

³⁶ Muhammad Omar, "Global Mapping of Artificial Intelligence in Google and Google Scholar," *Scientometrics* 113, 2017, 1269–1305.

the technology³⁷.

One definition of AI is based on the comparison of machines' intellect to that of humans, while another is focused on how machines can complete tasks previously thought to fall under the domain of intelligence. None of these definitions have been universally accepted, possibly due to the difficulty of quantifying the concept of "intelligence". To create a better definition of AI, it is necessary to formalize the term "intelligence". Psychologists and cognitive theorists believe that intelligence is the ability to recognize and use the correct information when making decisions. AI can then be described as the simulation of human intellect in a machine, allowing it to recognize and utilize the correct information when solving problems. A system with the ability to decide and perform the right task at the right time is considered rational³⁸.

Google AI is a section of Google that solely focuses on artificial intelligence. This division was officially announced by Google I/O in 2017. By rebranding its research division as Google AI, the company has made it clear that its focus is on advancing Artificial Intelligence. Google is dedicated to making progress in the development of AI and sharing its knowledge, research, tools, and other resources with others. The Google Brain is a deep learning artificial intelligence research team that is part of Google. The team was formed in the early 2010s and its mission is to make machines intelligent and improve people's lives. The team focuses on creating models that are highly flexible, able to learn their own features, and effectively use data and computation. Some examples of AI

³⁷ Oracle, "AI at Work : It ' s Time to Embrace AI HR Has the Opportunity to Be the Agent," 21AD, oracle.com/higher-education.

³⁸ Amit Konar, *Artificial Intelligence and Soft Computing, Artificial Intelligence and Soft Computing*, 2016.

projects from Google include Image Enhancement, Google Translate and Robotics³⁹.

From some existing views, it can be taken as a review that Google AI is a company that focuses on developing artificial intelligence technology. They pursue to find ways to create machines that can learn from data and make human-like decisions. Google AI uses deep learning and machine learning technologies to create systems that can be used in various fields, such as speech recognition, language processing, and image recognition⁴⁰.

6. Game Semantris Google AI

a. Definition of Semantris Google AI

Semantris is a word association game based on AI technology. This is a website game that helps users improve their vocabulary by challenging them to come up with words related to a given prompt. This interactive game utilizes natural language processing and machine learning algorithms to generate dynamic word prompts and provide instant feedback on users' responses. It's a fun and engaging way to learn new words and expand your vocabulary. Additionally, the game's leaderboard feature encourages friendly competition and motivates users to keep playing and improving their skills⁴¹.

Players can test their knowledge of synonyms, antonyms, and even idiomatic expressions by matching words to their associations in the game. As they play, the AI algorithm adapts to their skill level and presents increasingly

³⁹ Tugrul U Daim and Dirk Meissner, *Innovation Management in the Intelligent World : Cases and Tools, Science, Technology and Innovation Studies*, vol. 1st ed. 20, 2020,

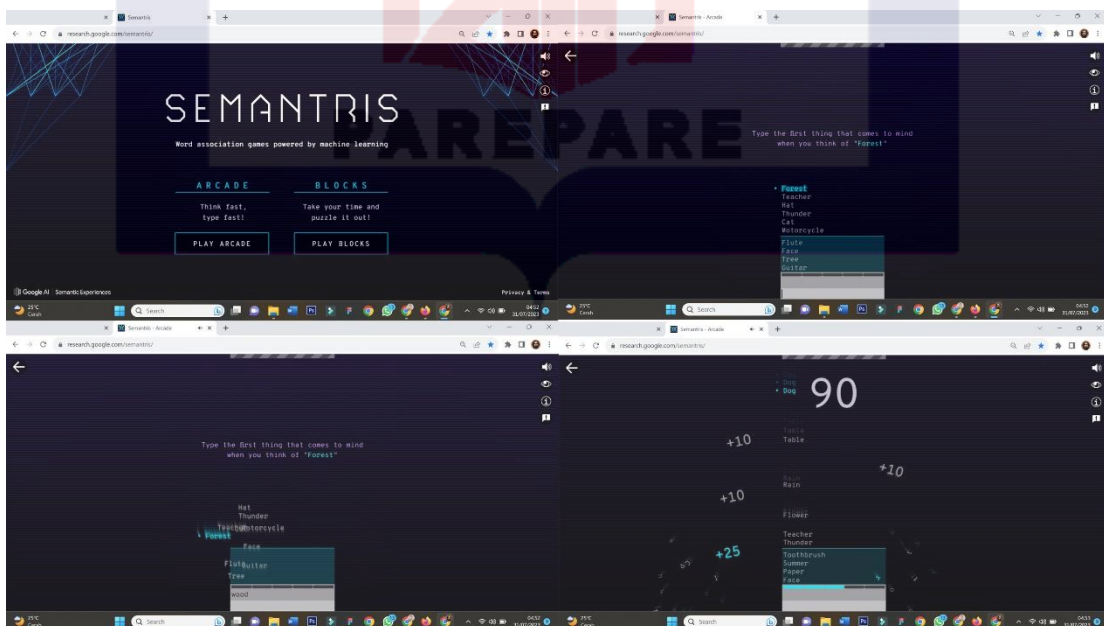
⁴⁰ Jeffrey Dean, "A Golden Decade of Deep Learning: Computing Systems & Applications," *Daedalus* 151, no. 2 (2022): 58–74.

⁴¹ A Bilova et al., "Oles Honchar Dnipro National University How to Make Vocabulary Fun With EFL Online Games," 2022.

challenging word associations, making it an effective tool for educators looking to engage students in vocabulary building activities⁴².

There is one definition of Semantris Google AI, another research source states: Semantris is an online game that involves eliminating blocks. The name is derived from the popular game Tetris, where blocks are removed by typing a list of associated words. For example, to remove a block that contains the word "piano", players would enter words such as "music", "keyboard", "pedals", and "fingering". The game utilizes embeddings, which were produced by Google research projects on language understanding, to measure word associations. This game has been effective in introducing both students and teachers to the topic of word embeddings. By playing the game multiple times, players can be prompted to think about how the game is able to determine the associations between words like "piano" and "music" or "keyboard", leading to a discussion of semantic spaces, which the game's demo then illustrates⁴³.

Picture 1.1 Landing page Semantris Google AI



b. Procedure for playing Semantris Google AI

There are two modes in Semantris Google AI:

1) Arcade Modes

Arcade Mode is the main mode of the Semantris game. This is a challenging mode to play the game. Arcade mode allows the player to play one level of the game. This level consists of a given set of words and the player has to find a way to arrange these words into a sentence that makes sense. Each word entered will earn points and the player can collect points to achieve the highest score.

2) Block Mode

Block Mode is an additional feature of the Semantris game. This is a challenging mode to solve puzzles. Block Mode allows the player to solve puzzles by combining the given blocks along with the given words. Each block inserted will earn points and the player can collect points to achieve

the highest score⁴⁴.

c. Digital Game Based-Learning

Game-based learning involves creating educational activities that are engaging and interactive, with the aim of teaching concepts and helping students achieve specific objectives. This type of learning also fosters a student-centered atmosphere, where students are encouraged to develop not only academically, but also emotionally and socially in a fun and dynamic manner⁴⁵. Game-based learning is an approach that uses elements of gaming, such as competition and rewards, to enhance the learning experience. This method allows students to interact with educational materials in a more engaging and dynamic way, making learning feel more like a game. The psychological principles behind games, such as motivation and engagement, are used to create an immersive learning experience. It is not limited to creating games for students to play, but also designing activities that gradually introduce new concepts and guide students towards a specific learning objective⁴⁶.

In the field of education, digital games are commonly used as "serious games" which prioritize specific educational objectives. These types of games provide motivating and engaging experiences, interactive learning environments, and opportunities for collaborative learning. Therefore, they are considered an effective educational tool for improving learning outcomes and

⁴⁴ Google, "Semantic Experiences : Experiments in Understanding Language."

⁴⁵ Theofylaktos Anastasiadis, Georgios Lampropoulos, and Kerstin Siakas, "Digital Game-Based Learning and Serious Games in Education," *International Journal of Advances in Scientific Research and Engineering* 4, no. 12 (2018): 139–44.

⁴⁶ Aisyah Cinta et al., "Game-Based Learning (GBL) Sebagai Inovasi dan Solusi Percepatan Adaptasi Belajar Pada Masa New Normal," *INTEGRATED (Information Technology and Vocational Education)* 3, no. 1 (2021): 17–22.

meeting students' needs and goals. The method of using digital games for educational purposes is referred to as "digital game-based learning" and involves combining interactive entertainment with serious learning through the use of digital games. The incorporation of digital games in education has been found to provide numerous benefits and improve the overall learning experience. It is a progressive move for education and society as a whole. Research conducted in recent years has aimed to identify and showcase the benefits of this method. These studies have also shown that using digital games in education can greatly increase students' motivation and engagement, leading to improved learning outcomes. The engaging and fun nature of digital games makes students excited to participate in them.

Taking into account all the facts previously mentioned, digital game-based learning also provides several additional benefits for students, such as:

- 1) Boosting cognitive development and digital proficiency;
- 2) Fostering social and emotional growth as well as the development of soft skills;
- 3) Enhancing decision making abilities, problem-solving skills, and critical thinking skills;
- 4) Creating a collaborative and communicative learning environment;
- 5) Providing a competitive environment that encourages positive competition;
- 6) Promoting high self-esteem and self-direction;
- 7) Encouraging progressive learning through hands-on experience;
- 8) Providing a sense of achievement and progression;

9) Focusing on student-centered learning with the use of feedback⁴⁷.

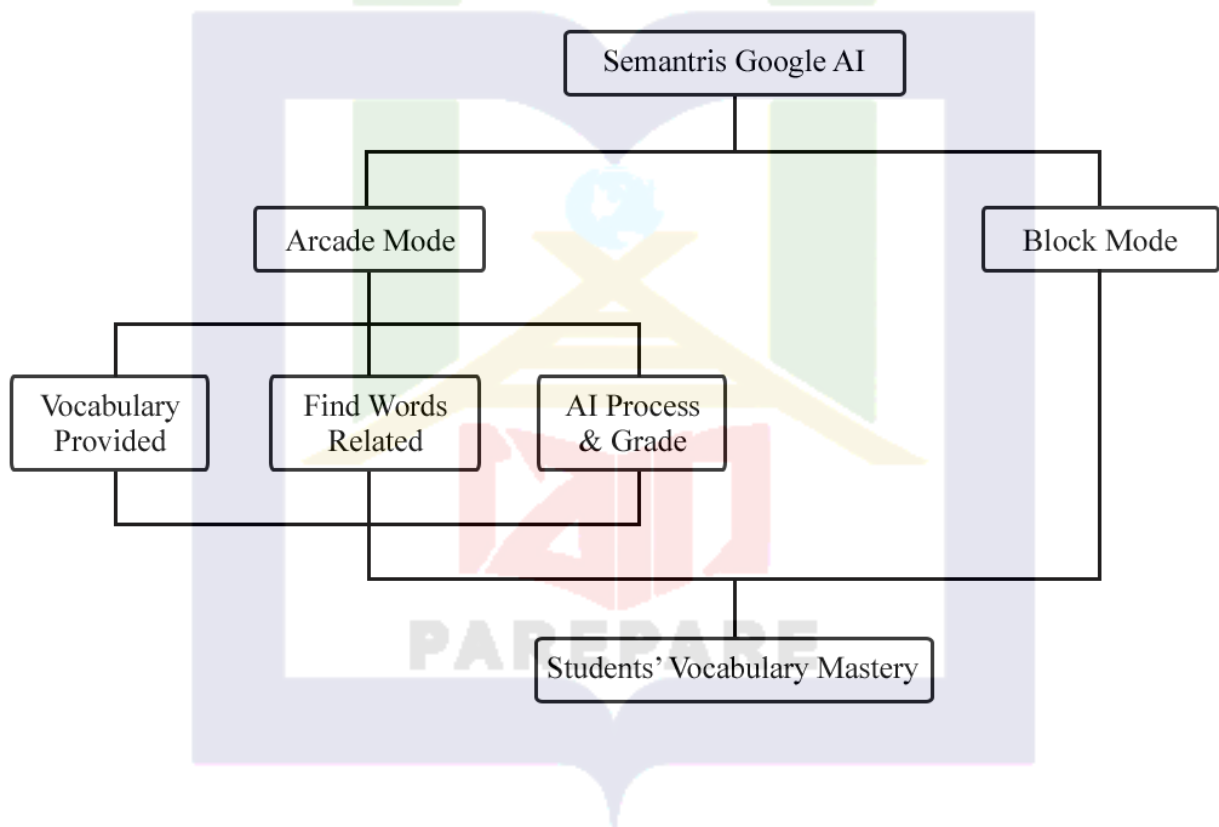


⁴⁷ Anastasiadis, Lampropoulos, and Siakas, “Digital Game-Based Learning and Serious Games in Education.”

C. Conceptual Framework

The main focus of this research is Semantris Google AI-based learning to enhance students' vocabulary mastery for eighth grade MTs DDI Takkalasi the researcher design the conceptual framework of this research by showing chart below:

Picture 1.2 Conceptual Framework



CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

The researcher employed a quasi-experimental research design in this study, replicating methods and procedures that simulated an experimental setup while lacking complete control over participant conditions and experiences. Utilizing a quantitative approach, the researcher conducted a pre-test and post-test analysis to evaluate the effects of the intervention. The pre-test provided baseline measurements, and the post-test assessed the outcome after the implementation of the intervention. By adopting this quasi-experimental design, the researcher aimed to investigate the impact of the intervention on the desired outcome variables. The research that has been carried out using the quasi experiment design method is in the following table:

Table 3.1 Quasi Experiment Design

Class	Pre-test	Treatment	Post-test
Experiment Class	O1 ¹	X	O2 ¹
Control Class	O1 ²	Konvensional	O2 ²

Description: O1: Pretest
X : Treatment
O2: Posttest

B. Location and duration of the research

The research was conducted at MTs DDI Takkalasi, which is located at JL. HM. Tahir Dani, No. 21, Balusu, Barru. The research spanned six meetings or approximately one month, including data analysis.

C. Population and Sample of Research

1. Population

In linguistic terms, population was defined as a number of people or animals residing in a place. Gravetter and Wallanu described population as all individuals to be studied.

The population of this research was eighth-grade students at MTs DDI Takkalasi, with the total number of students as shown in the table below:

Table 3.2 Population of Research

Kelas VIII B (Putri) Tahun Ajaran 2022/2023	
Jumlah Siswa	Jumlah Romber
72	3

Source: <https://www.dditakkalasi.com/madrasah-tsanawiyah-pondok-pesantren-al-ikhlah-addary-ddi-takkalasi/>

2. Sample

The sample is a group of individuals who are selected deliberately from a population to be representative of the entire population. By using a sample, we can get a more accurate and reliable picture of the characteristics and behavior of the

population. The sample chosen for a class experiment was VIII B 1 Class with 26 students, and for the control class, it was VIII B 2, which also totaled 26 students. The samples were taken using the quota sampling technique.

D. Procedure of Collecting Data

To collect the data the researcher conducted the procedures below:

1. Pre-test

The pre-test was carried out before teaching activities began. Before the researcher gave the treatment at the first meeting, the researcher gave a pre-test to students' to identify the students' vocabulary mastery.

2. Treatment

Based on the research method, there were two classes that were examined, but only one got treatment, namely the experiment class. The researcher gave the treatment to students in the experiment class and gave some materials about vocabulary. This treatment was conducted for six meetings.

The procedure of the treatment was as follows:

- a) The class was opened according to the syllabus used during the research.
- b) The students were introduced to the Semantris AI-based learning platform, which utilized Google AI technology to enhance vocabulary acquisition. In the research process, students played arcade mode in Semantris Google AI. Arcade mode provided vocabulary where students had to find vocabulary that was related to the word provided by

Semantris Google AI. If the word was more sustainable, the more score was obtained in the game.

- c) The students' progress was monitored, and feedback was provided on their performance.
- d) Games, quizzes, and other interactive activities that used the Semantris platform were incorporated to make learning vocabulary fun and engaging.
- e) The students' vocabulary mastery was continuously evaluated, and adjustments were made to the treatment as needed.
- f) After several weeks of treatment, a post-test was given to measure the students' vocabulary mastery and evaluate the effectiveness of the Semantris-based learning approach.

While the class that did not receive treatment was called the control class, where the material that was researched in this class was provided using the usual material and learning methods or using conventional methods. The procedure of the learning in the control class was as follows:

- a) Opened the class according to the syllabus used during the research.
- b) Providing the usual material and learning methods or using conventional methods in teaching vocabulary.
- c) Monitor students' progress and provide feedback on their performance.
- d) Continuously evaluate students' vocabulary mastery and make adjustments to the treatment as needed.

- e) After several weeks of treatment, give a post-test to measure the students' vocabulary mastery.

3. Post-test

Post-tests were given when the treatment had also been conducted for several days. The post-test was given to determine whether the students had improved in English.

E. Instrument of the Research

Research instruments are the investigative techniques employed to gather information. They serve as the implements for collecting data and are crucial for the validity and reliability of the research findings. It is essential to thoroughly evaluate the methodology employed in data collection to ensure that it will yield the desired outcome⁴⁸.

In the research process, the writer utilized a test as a research instrument. This choice aligned with the research question. By employing the test as a research instrument, the study effectively captured and analyzed the impact of the intervention on the students' English vocabulary. Overall, the use of tests as an instrument in this quasi-experimental research yielded valuable insights into the effectiveness of the intervention and its influence on the development of students' English vocabulary.

F. Technique of Data Analysis

In quantitative research, data analysis techniques directed to answer the problem formulation have been determined. Due to data was quantitative, then

⁴⁸ Godfred Annum, "Research Instruments For Data Collection Method," *Research Methodology*, 2019, 1–6.

analyzes the data using statistical methods that have been available⁴⁹.

The research sample data was calculated using SPSS to determine if there was a significant difference between the scores of students' vocabulary mastery before and after the implementation of Semantris Google AI-based learning. The methodology involved describing and providing an overview of the study object through the analysis and interpretation of collected data and samples. This analysis primarily focused on calculating the mean, standard deviation, and conducting various tests prior to performing inferential analysis.

1. The students' correct answers of pre-test and post-test were scored using the formula:

Picture 3.2 Data Analysis Formulaaa

$$\text{score} = \frac{\text{Student correct answer}}{\text{The total number of them}} \times 100$$

Data analysis used descriptive statistics, which describes the existing data to obtain facts from respondents, hence more easily to understand. The analysis used with descriptive statistics was carried out by collecting, compiling, presenting, and analyzing all data from all variables in the form of frequency distribution tables, mean, mode, median, and standard deviation, and percentage graphs.

2. The scores of the students were classified as follows:

⁴⁹ Cet.Ke-4. Sugiyono, "Metodologi Penelitian Kuantitatif Kualitatif dan R&D," *Bandung: Alfabeta*, 2012, 243.

Table 3.3 Classification of Students' vocabulary test Score

No	Scores	Classification
1	80-100	Very good
2	66-79	good
3	56-65	Fair
4	40-55	Poor
5	<39	Very poor ⁵⁰

Source: Shuharsimi Arikanto, 2013;281

The percentage of students' vocabulary test score was determined using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where: P : Percentage

F : Frequency

N : Total Number of Students

a) To determine the average score, the following formula was utilized:

$$\bar{x} = \frac{\sum x}{N}$$

Where : \bar{x} : Mean Score

⁵⁰ Suharsimi Arikanto, "Dasar Evaluasi Pendidikan," Jakarta: Bumi Aksara Edition of (2011): p.245.

$\sum x$: The total number of the students score

N : The number of student

3. The standard deviation of the students' scores in the pre-test and post-test was calculated using the following formula:

$$S = \sqrt{\frac{SS}{N}}, \text{ where } SS = \sum X^2 - \frac{(\sum x)^2}{N}$$

Where : S : The standard Deviation

SS : The square root of the sum of square

$\sum X^2$: The sum of square

$(\sum x)^2$: Total square of the sum

N : Total number of student⁵¹

Standard deviation is used for measuring the mean score as valid as result data, which generally represents the population average.

4. The formula employed to ascertain the disparity between students' scores in the pre-test and post-test was as follows:

Picture 3.3 T-test Formula

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SS1 + SS2}{n1 + n2 - 2}\right) \left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

⁵¹ Ph. D Rukminingsi, M.Pd, Dr. Gunawan Adhnan., Ph.D, Prof. Muhammad Adnan Latief, M.A., “Metode Penelitian Pendidikan Penelitian Kuantitatif, Penelitian Kualitatif, Penelitian Tindakan Kelas,” 2020.

Where : t : Test of significance

\bar{x}_1 : Mean score of Pre Test

\bar{x}_2 : Mean score of Post Test

SS_1 : Sum square of Pre Test

SS_2 : Sum square of Post Test

n_1 : Number of students' of Pre Test

n_2 : Number of students' of Post Test

1 : Constant number

2 : Number of class

The t-test assumed a crucial role in comparing the data results of two findings, characterized by different sample categories and average outcomes.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

The research process in the control class began with a pre-test conducted by the researcher to assess the level of English vocabulary mastery among the students. Subsequently, the researcher implemented conventional teaching methods, commonly employed by teachers in the school where the research took place, focusing on improving students' vocabulary through memorization of vocabulary lists. Four sessions were conducted based on the lesson plan provided by the teacher. Towards the end of each session, a game named "The Champion" was conducted, dividing the students into two groups. Each group was tasked with creating a list of vocabulary words to be memorized, and the game was won by the group that could write the highest number of words in the given short time, as determined by the teacher. Following the completion of the four sessions, a post-test was administered to assess the students' vocabulary mastery level after the treatment.

As for the experimental class, similar to the control class, a pre-test was administered in the first session. In subsequent sessions, the researcher utilized Semantris Google AI as the core learning tool to enhance the students' vocabulary. Four sessions were conducted, and at the end of each session, a game called "The Champion of Semantris Google AI" was organized. In this game, students aimed to achieve the highest score to become the winner. Finally, a post-test was administered during the last session to assess the students' vocabulary mastery level following the implementation of the Semantris Google AI intervention.

Table 3.4 Descriptive Statistic

Descriptive Statistics					
Test/ Responden	N	Minimum	Maximum	Mean	Std. Deviation
ExPretest	26	47.00	67.00	571.923	665.744
ExPosttest	26	60.00	93.00	755.769	776.234
ConPretest	26	50.00	65.00	553.846	527.695
ConPosttest	26	31.00	73.00	566.923	1.904.682
Valid N	26				

The table above presents the results of two different classes: the control class, which utilized conventional methods to improve students' vocabulary, and the experimental class, which utilized Semantris Google AI-Based Learning. The table provides several statistical measures for each class. For the experimental class, the "ExPretest" column indicates that there were 26 students who participated in the pretest. The minimum score obtained was 47.00, while the maximum score was 67.00. On average, the students achieved a mean score of 57.1923, with a standard deviation of 6.65744. Moving to the "ExPosttest" column, it represents the post-test results for the experimental class. Similarly, there were 26 students involved. The minimum score recorded was 60.00, while the maximum score reached 93.00. The mean score for this post-test was 75.5769, with a slightly higher standard deviation of 7.76234. Now, focusing on the control class, the "ConPretest" column shows that there were 26 students who took the pretest. The minimum and maximum scores were 50.00 and 65.00, respectively. The average score obtained by the students was 55.3846, with a standard deviation of 5.27695. Lastly, the "ConPosttest" column represents the post-test results for the control class. The data includes 26 students. The minimum score achieved was 31.00, and the maximum score was 73.00. On average, the students scored 56.6923, with a relatively high standard deviation of 19.04682. The "Valid N (listwise)" row indicates that there were a total of 26 students with complete data

across all the variables measured in the study.

1. The significant difference in the result of learning between Semantris Google AI-Based Learning based learning and the conventional method for teaching vocabulary at MTs DDI Takkalasi.

In order to assess the significant difference between the utilization of Semantris Google AI-Based Learning and the conventional method for teaching vocabulary at MTs DDI Takkalasi, the researcher conducted an Independent Samples T-test. However, prior to conducting the test, certain requirements needed to be fulfilled, including the assessment of normality test and homogeneity test. The results of the normality test and homogeneity test are presented as follows:

a. Nomality Test

Table 3.6 Tests of Normality

	Group of score	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Student vocabulary score	Exp. Class pre test	.231	26	.001	.840	26	.065
	Exp.class post test	.178	26	.034	.929	26	.075
	Contr.class pre test	.231	26	.001	.840	26	.051
	Contr. Class post test	.385	26	.000	.500	26	.071

According to the table above, the significance value of each data in the Shapiro Wilk column is 0.065 for the experimental class pre-test, then 0.075 for the experimental class post-test, then 0.051 for the control class pre-test and 0.071 for the control class post-test, all of these data when compared to 0.05 are greater than the significance value of 0.05, so it is confirmed that all data are

normally distributed.

b. Homogeneity Test

Table 3.7 Tests of Homogeneity

		Levene Statistic	df1	df2	Sig.
Student vocabulary score	Based on Mean	1.831	3	100	.146
	Based on Median	1.241	3	100	.299
	Based on Median and with adjusted df	1.241	3	33.471	.310
	Based on trimmed mean	1.335	3	100	.267

According to the provided output, the significance value obtained from the test of homogeneity based on the mean is 0.146. The obtained significance value of 0.146 is greater than of 0.05.

c. Hipotesis Test

Table 3.8 Independent sample T-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
N gain Score	Equal variances assumed	.406	.527	6.858	50	.000	.34798	.05074	.24607	.44990
	Equal variances not assumed			6.858	49.730	.000	.34798	.05074	.24606	.44991

Based on the information provided in the table, the calculated T-value is 6.858, while the critical T-value from the table is 2.060. The comparison of 6.858 being greater than 2.060 indicates that the null hypothesis (H₀), which suggests no significant difference between classes using Google AI-Based Learning Semantris and those not using it to improve student vocabulary, can be rejected. This implies that there is evidence to support the alternative hypothesis (H₁), which states that there is a significant difference between the two classes in terms of improving students' vocabulary.

2. The effectiveness of Semantris Google AI-Based Learning in improving vocabulary mastery.

In order to evaluate the efficacy of using Google AI-Based Learning Semantris to enhance students' vocabulary, the researcher conducted an experiment using the N gain Test. The experimental group consisted of students who used Semantris Google AI-Based Learning, while the control group employed conventional teaching methods for vocabulary instruction. The data obtained from both groups was entered into SPSS for analysis. The resulting findings are presented below:

Table 3.5 Control and Experiment Class N-gain Result

N gain Score	Class		Statistic	Std. Error	
	Experiment	Mean	.4249	.03453	
		95% Confidence Interval for Mean	Lower Bound	.3538	
			Upper Bound	.4960	
		5% Trimmed Mean		.4253	
		Median		.4255	
		Variance		.031	
		Std. Deviation		.17607	
		Minimum		.00	

Continuation of table 3.5

N gain Score	Class		Statistic	Std. Error	
	Control	Mean	.0769	.03718	
		95% Confidence Interval for Mean	Lower Bound	.0003	
			Upper Bound	.1535	
		5% Trimmed Mean	.0825		
		Median	.1111		
		Variance	.036		
		Std. Deviation	.18956		
		Minimum	-.38		

The Mean N gain score in the Experiment class is 0.4249 if it is categorized in the N gain table that said that if the N gain score $0,3 \leq g \leq 0,7$, then the value is medium category or moderate.

B. Discussion

The use of educative digital games based on Artificial Intelligence (AI) has the potential to transform the learning experience into an engaging and effective process, according to Catherine the media that can change the learning experience into an interesting and effective learning process is by using educative digital games-based Artificial Intelligence (AI)⁵². One example of such technology is Semantris Google AI-Based Learning, which utilizes AI algorithms to enhance vocabulary learning. In connection to this research the researcher has been using Semantris Google AI-Based Learning di DDI Takkalasi to enhance students' vocabulary mastery and have done in six meetings. The result show that the mean N gain score in the Experiment class is 0.4249, as categorized in the N gain table. This value falls within the moderate range, indicating a reasonably effective outcome. Therefore, it can be inferred that the

⁵² Catherine Adams et al., "Artificial Intelligence and Teachers' New Ethical Obligations," *The International Review of Information Ethics* 31, no. 1 (2022): 1–18.

utilization of Semantris Google AI-Based Learning is quite effective in improving students' vocabulary mastery.

By incorporating educative digital games with AI technology, students can experience a more interactive and immersive learning environment. These games often provide real-time feedback, adaptive learning paths, and personalized experiences tailored to individual students' needs. The use of AI algorithms enables the games to analyze students' performance, identify their strengths and weaknesses, and provide targeted interventions accordingly. This personalized approach can help students engage with the material more effectively and make their learning experience more enjoyable.

Moreover, the effectiveness of using Semantris Google AI-Based Learning in enhancing vocabulary mastery is evident from the moderate N gain score of 0.4249. This indicates that students in the experimental class experienced notable improvement in their vocabulary knowledge and retention. The AI algorithms employed in Semantris Google AI-Based Learning likely contributed to this success by providing tailored word associations, contextual learning, and interactive challenges. These features help students expand their vocabulary, improve word recognition, and enhance their overall language proficiency.

In conclusion, the integration of educative digital games based on AI, such as Semantris Google AI-Based Learning, offers a promising approach to make the learning process more interesting and effective. The moderate N gain score of 0.4249 in the Experiment class suggests that the use of Semantris Google AI-Based Learning has proven to be quite effective in boosting students' vocabulary mastery. The combination of AI technology and gamified learning experiences has the potential to

revolutionize education by creating engaging and personalized learning environments that cater to the unique needs of each student.

Furthermore, researcher also compared the learning method using Semantris Google AI-Based Learning with the usual method used by teachers at school in order to improve students' vocabulary and obtained the results that there was a significant difference in students' vocabulary scores in the experimental class, namely the class that used Semantris Google AI-Based Learning and the one that used the Conventional Method.

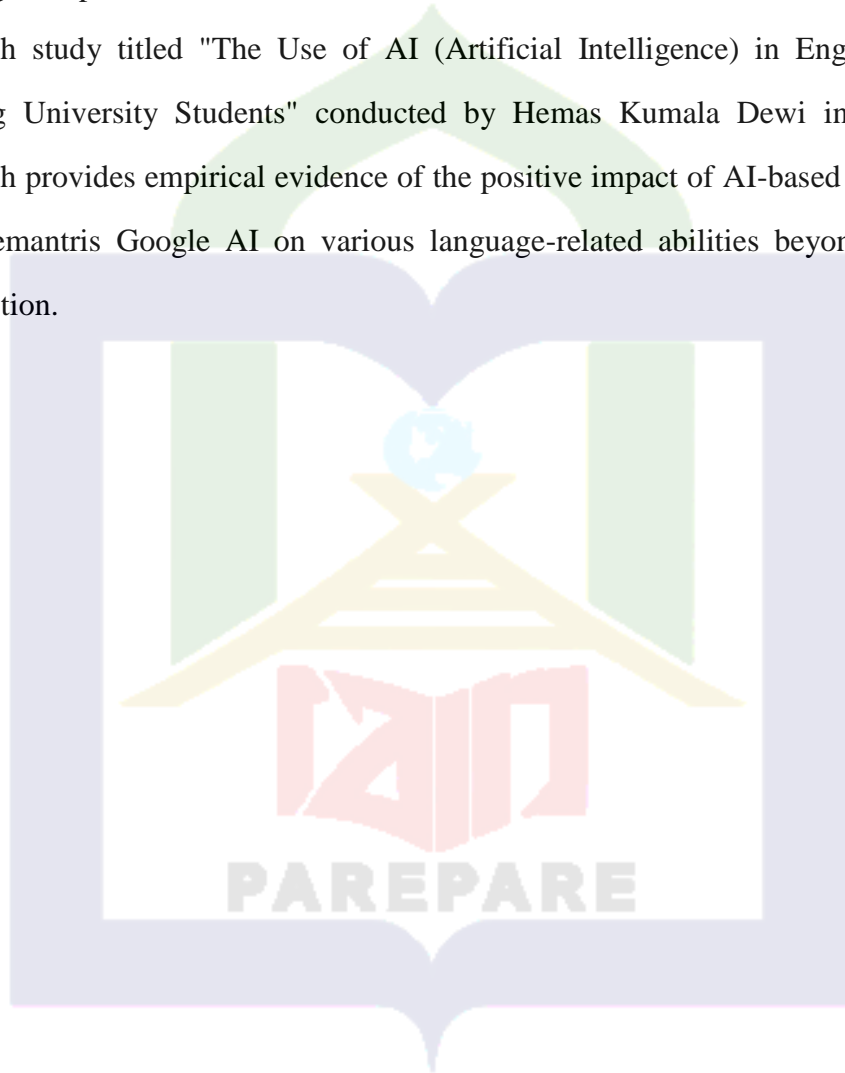
AI assists the teachers to make students more interested in the learning that is done, this is in accordance with the research conducted by İbrahim Yaşar Kuzu and Murat Kuvvetli with the title "The Influence of Pronunciation Education via Artificial Intelligence Technology on Vocabulary Acquisition in Learning English" in 2023. Based on the results of this study, the artificial intelligence-supported speech recognition and pronunciation technique was slightly more effective than the phonetic alphabet⁵³.

Moreover, Semantris Google AI-Based Learning also provides exercises for students to improve their vocabulary, which is in line with the research conducted by Jingtai Li and Rong Wen, with the title "Research on AI-assisted Teaching Mode for English Teaching from the Perspective of Total Physical Response (TPR)" in 2022⁵⁴. Based on the results of this study, some technologies such as AI in learning English are commonly provide effective exercises for English learners, which has objective feedback on English teaching and learning.

⁵³ Kuzu and Kuvvetli, "The Influence of Pronunciation Education via Artificial Intelligence Technology on Vocabulary Acquisition in Learning English." 2023

⁵⁴ Li and He, "Research on AI-Assisted Teaching Mode for English Teaching from the Embodied Cognitive Perspective." 2022

Additionally, the utilization of Semantris Google AI is not only highly effective in enhancing fundamental vocabulary but also in improving writing skills, reading comprehension, and fine motor skills. This assertion finds support in a research study titled "The Use of AI (Artificial Intelligence) in English Learning Among University Students" conducted by Hemas Kumala Dewi in 2021⁵⁵. The research provides empirical evidence of the positive impact of AI-based learning tools like Semantris Google AI on various language-related abilities beyond vocabulary acquisition.



⁵⁵ Hemas Kumala Dewi et al., "Artikel Ilmiah Filsafat Final," no. MI (n.d.). 2021

CHAPTER V

CLOSING

A. Conclusion

1. There are significant differences between classes using Semantris Google AI-Based Learning-based learning and Conventional Methods.

Based on the scientific research and the provided data, it can be concluded that there is a significant difference between the class that utilizes Semantris Google AI-Based Learning-based learning and the class that uses conventional methods in improving students' vocabulary. This conclusion is supported by the T-count value of 6.858, which exceeds the critical T-table value of 2.060. The comparison of $6.858 > 2.060$ leads to the rejection of the null hypothesis (H₀), which states that there is no significant difference between the two classes. Therefore, the alternative hypothesis (H₁) is accepted, indicating that there is indeed a significant difference between the classes that utilize Google AI-Based Learning Semantris and those that do not in terms of improving students' vocabulary.

2. Semantris Google AI-Based Learning is quite effective in improving students' vocabulary at DDI Takkalasi.

Based on the scientific research data provided, it can be concluded that the use of Semantris Google AI-Based Learning is quite effective in improving students' vocabulary. This conclusion is supported by the Mean N gain score of 0.4249 obtained from the Experiment class, which falls within the moderate range as categorized in the N gain table.

The moderate N gain score indicates a notable improvement in students' vocabulary mastery as a result of using Semantris Google AI-Based Learning. This suggests that the AI-powered platform has successfully enhanced students' vocabulary acquisition and retention. The interactive nature of the platform, combined with the AI algorithms, likely played a significant role in engaging students and facilitating effective vocabulary learning.

Therefore, based on the research findings, it can be confidently stated that the utilization of Semantris Google AI-Based Learning is quite effective in increasing students' vocabulary. This highlights the potential of incorporating AI technology into educational settings to enhance language learning outcomes.

B. Suggestion

1. For Students

For students, it is highly recommended for them to utilize Semantris Google AI as part of their vocabulary learning process, considering its educational aspects, despite its basic nature as a game. This research focuses on harnessing the potential of Semantris Google AI for the development of students' English vocabulary, while striking a balance between the educational value derived from its implementation and the entertainment aspect of the game.

2. For Teacher

For educators it is hoped that they will always be able to adapt and take advantage of technological developments. Moreover, teachers will still provide direct guidance and direction because in the teaching and learning process a teacher is still needed. With technology it does not replace the role of the teacher in class,

Semantris Google AI only as a tool to assist teachers in the learning process.



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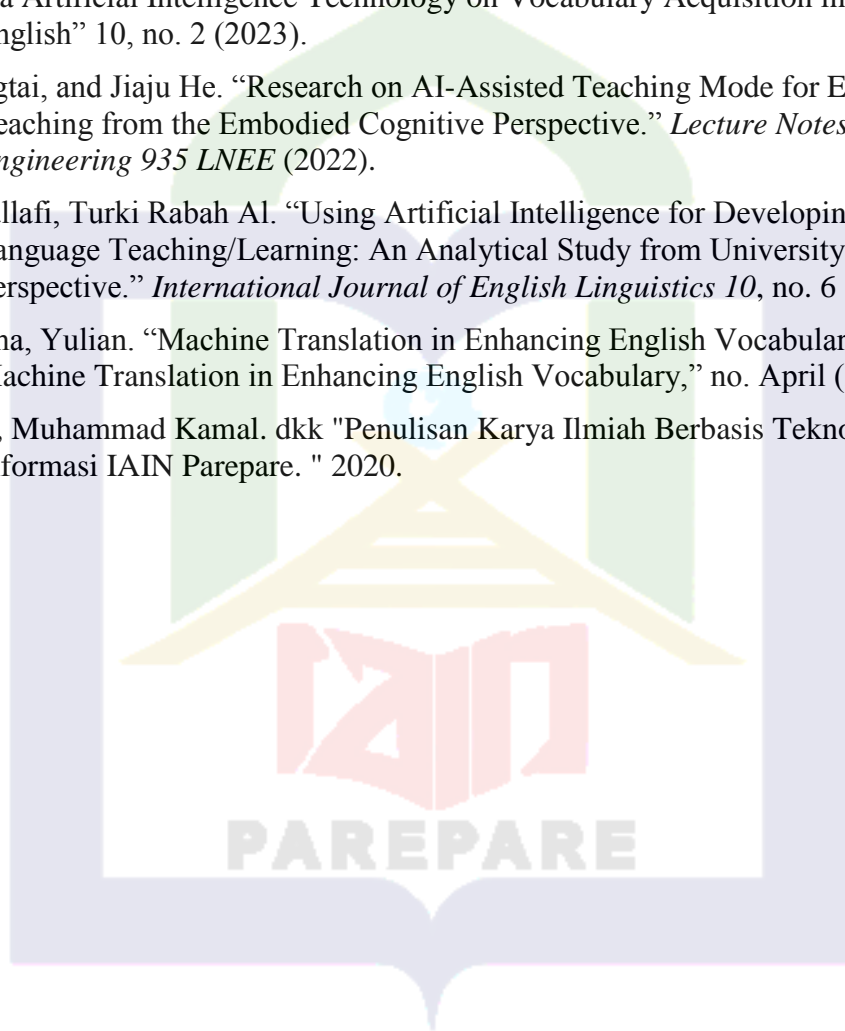
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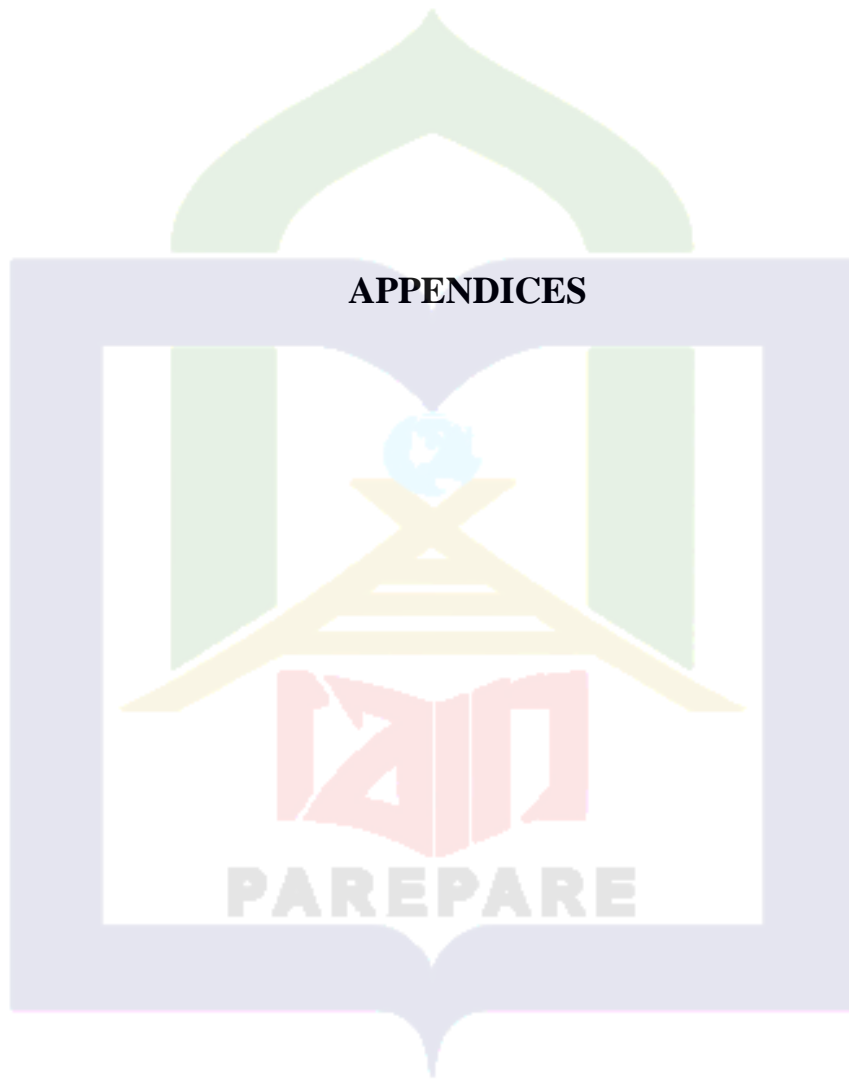
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APPENDICES


APPENDIX 1: SUPERVISOR DECREE



KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 3781 TAHUN 2022
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang	:	a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2022;
		b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
Mengingat	:	1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
		2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
		3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
		4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
		5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
		6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
		7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
		8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
		9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
		10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
Memperhatikan	:	a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2022, tanggal 17 November 2021 tentang DIPA IAIN Parepare Tahun Anggaran 2022;
		b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 494 Tahun 2022, tanggal 31 Maret 2022 tentang Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2022.
Menetapkan	:	MEMUTUSKAN KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2022;
Kesatu	:	Menunjuk saudara; 1. Dr. H. Ambo Dalle, S.Ag., M.Pd. 2. Yulie Asni, M.Pd. Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa : Nama : Fathur Rahman Arif Hasan NIM : 19.1300.039 Program Studi : Pendidikan Bahasa Inggris Judul Skripsi : Learning Based on Semantris Geogle AI to Enhance Students' Vocabulary Mastery In MTs DDI Takkalasi, Kab. Barru
Kedua	:	Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
Ketiga	:	Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
Keempat	:	Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 14 September 2022

Dekan,




APPENDIX 2: RESEARCH INSTRUMENT**PRE-TEST**

Name :

Class :

1. Which of the following words is an antonym of "big"?
 - a. Small
 - b. Large
 - c. Huge
 - d. Enormous

2. Which of the following words is a synonym of "happy"?
 - a. Sad
 - b. Angry
 - c. Joyful
 - d. Depressed

3. Which of the following words is a related word to "sleep"?
 - a. Wake
 - b. Run
 - c. Eat
 - d. Sing

4. Which of the following words is an antonym of "hard"?
 - a. Easy
 - b. Difficult
 - c. Challenging
 - d. Tough

5. Which of the following words is a synonym of "brave"?
 - a. Cowardly
 - b. Fearful
 - c. Courageous
 - d. Timid

6. Which of the following words is a related word to "book"?
 - a. Car
 - b. Phone
 - c. Library
 - d. Tree

7. Which of the following words is an antonym of "hot"?
 - a. Warm
 - b. Cold
 - c. Boiling
 - d. Scorching

8. Which of the following words is a synonym of "smart"?
 - a. Stupid
 - b. Dumb
 - c. Intelligent
 - d. Ignorant

9. Which of the following words is a related word to "sun"?
 - a. Moon
 - b. Earth
 - c. Water
 - d. Fire

10. Which of the following words is an antonym of "fast"?
 - a. Slow
 - b. Quick
 - c. Rapid
 - d. Swift

11. Which of the following words is an antonym of "tall"?
 - a. Short
 - b. Long
 - c. Giant
 - d. Elevated

12. Which of the following words is a synonym of "delicious"?
 - a. Tasteless
 - b. Yummy
 - c. Disgusting
 - d. Salty

13. Which of the following words is a related word to "car"?
 - e. Machinist
 - f. Driver
 - g. Pilot
 - h. Rider

14. Which of the following words is an antonym of "loud"?
- a. Quiet
 - b. Noisy
 - c. Boisterous
 - d. Thunderous
15. Which of the following words is an sytonym of "excited"?
- a. Bored
 - b. Enthusiastic
 - c. Indifferent
 - d. Calm



POST-TEST

Name :

Class :

1. Which of the following words is a synonym of "happy"?
 - a. Sad
 - b. Angry
 - c. Joyful
 - d. Depressed

2. Which of the following words is a related word to "sleep"?
 - a. Wake
 - b. Run
 - c. Eat
 - d. Sing

3. Which of the following words is an antonym of "big"?
 - a. Small
 - b. Large
 - c. Huge
 - d. Enormous

4. Which of the following words is an antonym of "hard"?
 - a. Easy
 - b. Difficult
 - c. Challenging
 - d. Tough

5. Which of the following words is a related word to "car"?
 - a. Machinist
 - b. Driver
 - c. Pilot
 - d. Rider
 - e.

6. Which of the following words is a synonym of "brave"?
 - a. Cowardly
 - b. Fearful
 - c. Courageous
 - d. Timid

7. Which of the following words is a related word to "book"?
 - a. Car
 - b. Phone
 - c. Library
 - d. Tree

8. Which of the following words is an antonym of "fast"?
 - a. Slow
 - b. Quick
 - c. Rapid
 - d. Swift

9. Which of the following words is an antonym of "hot"?
 - a. Warm
 - b. Cold
 - c. Boiling
 - d. Scorching

10. Which of the following words is a related word to "sun"?
 - a. Child
 - b. Night
 - c. Moon
 - d. Fire

11. Which of the following words is a synonym of "delicious"?
 - a. Tasteless
 - b. Yummy
 - c. Disgusting
 - d. Salty

12. Which of the following words is an antonym of "loud"?
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- Short
 - Long
 - Giant
 - Elevated
15. Which of the following words is an synonym of "excited"?
- Bored
 - Enthusiastic
 - Indifferent
 - Calm



Answer Key

PRE TEST	POST TEST
1. a) Small	1. c) Joyful
2. c) Joyful	2. a) Wake
3. a) Wake	3. a) Small
4. a) Easy	4. a) Easy
5. b) Fearful	5. c) Driver
6. c) Library	6. b) Fearful
7. b) Cold	7. c) Library
8. c) Intelligent	8. a) Slow
9. a) Moon	9. b) Cold
10. a) Slow	10. c) Moon
11. c) Short	11. a) Yummy
12. a) Yummy	12. a) Quiet
13. c) Driver	13. c) Intelligent
14. a) Quiet	14. c) Short
15. b) Enthusiastic	15. b) Enthusiastic

PAREPARE

APPENDIX 3: LESSON PLAN**(RPP)****RENCANA PELAKSANAAN PEMBELAJARAN**

Sekolah : MTs DDI TAKKALASI
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII B 1/ 1
 Alokasi Waktu : 2 x 35 menit

A. KOMPETENSI INTI (KI)

KI 3 : Mengembangkan kompetensi sosial dan keterampilan berkomunikasi siswa dengan memperkenalkan mereka pada Game Semantris Google AI, sehingga dapat meningkatkan kerjasama dan interaksi antar siswa dalam pembelajaran bahasa Inggris.

KI 4 : Mendorong siswa untuk belajar secara mandiri dan bertanggung jawab dengan memberikan tugas rumah untuk memainkan Game Semantris Google AI dengan kosa kata bahasa Inggris yang telah diberikan dan mencatat kosa kata yang belum dikenal.

B. KOMPETENSI DASAR DAN INDIKATOR Kompetensi Dasar

3.3 Mengetahui, memahami, dan menggunakan kosakata dalam konteks tertentu dengan cara memainkan Game Semantris Google AI, sehingga siswa dapat mengembangkan kemampuan berbahasa Inggris secara aktif dan berkesinambungan.

4.3 Menerapkan strategi pembelajaran bahasa Inggris yang efektif, seperti memanfaatkan media dan teknologi informasi yang dapat memfasilitasi pembelajaran bahasa Inggris yang interaktif, menyenangkan, dan efektif dalam meningkatkan keterampilan bahasa Inggris siswa.

C. TUJUAN PEMBELAJARAN

- Siswa memahami cara memainkan Game Semantris Google AI, sebuah permainan yang menggunakan teknologi kecerdasan buatan (AI) dari Google yang dapat membantu meningkatkan kosa kata bahasa Inggris mereka.
- Siswa mengenal dan memahami kosa kata bahasa Inggris yang akan dipelajari pada pertemuan tersebut, sehingga mereka dapat mengembangkan keterampilan berbahasa Inggris secara aktif dan berkesinambungan.

- Siswa dapat memainkan Game Semantris Google AI dengan fokus pada kosa kata bahasa Inggris yang telah diberikan, sehingga mereka dapat mengasah kemampuan mereka dalam berbahasa Inggris dan meningkatkan kepercayaan diri dalam berkomunikasi.

D. MATERI PEMBELAJARAN

Siswa dapat memainkan Game Semantris Google AI dengan fokus pada kosa kata bahasa Inggris tentang hewan tersebut, dan mencatat kosa kata yang belum dikenal. Selanjutnya, siswa dapat mencari arti dari kosa kata yang belum dikenal dan mencoba menggunakan kosa kata tersebut dalam kalimat. Hal ini dapat membantu meningkatkan kosa kata bahasa Inggris siswa dalam topik yang spesifik dan memperkaya kosa kata mereka secara umum.

E. METODE PEMBELAJARAN

1. Pendekatan : *Student-centered Approach*
2. Model : *Cooperative Learning*
3. Teknik : *Digital Game-based learning*

F. MEDIA DAN ALAT

1. Media : Computer
2. Alat : Laptop, loudspeaker

G. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

Pertemuan ke-1

1. Pendahuluan (10 menit)
 - a. Guru memberikan salam dan menyapa siswa.
 - b. Guru memperkenalkan Game Semantris Google AI sebagai permainan yang menggunakan teknologi kecerdasan buatan (AI) dari Google yang dapat membantu meningkatkan kosa kata bahasa Inggris siswa.
 - c. Guru menjelaskan tujuan dan manfaat penggunaan Game Semantris Google AI dalam pembelajaran bahasa Inggris.

2. Kegiatan Inti (45 menit)

- a. Guru menjelaskan bahwa dalam pertemuan tersebut, siswa akan bermain Game Semantris Google AI dengan fokus pada kosa kata bahasa Inggris yang telah diberikan.
- b. Guru memberikan contoh bagaimana bermain Game Semantris Google AI dan menunjukkan contoh kosa kata bahasa Inggris yang akan dipelajari pada pertemuan tersebut.
- c. Guru meminta siswa membuka Game Semantris Google AI pada komputer.
- d. Guru meminta kepada siswa untuk menyiapkan buku catatan untuk mencatat kosa kata yang akan diberikan pada proses memainkan game Semantris.
- e. Guru meminta siswa untuk bermain Game Semantris Google AI secara berkelompok selama 35 menit dengan fokus pada kosa kata bahasa Inggris yang ada pada game.
- f. Guru memberikan tugas kepada masing masing kelompok untuk mencatat kembali kosa kata baru yang belum dikenal yang ditemukan pada Game Semantris.
- g. Guru meminta kepada setiap kelompok untuk mencari tahu kosa kata baru yang belum dikenal yang ditemukan pada Game Semantris.

3. Penutupan (15 menit)

- a. Guru meminta masing masing kelompok untuk mempresentasikan kosa kata bahasa Inggris yang belum dikenal dan artinya.
- b. Guru memberikan feedback atas presentasi siswa.
- c. Guru memberikan tugas rumah yaitu membuat sebuah cerita singkat menggunakan kosa kata yang telah dicatat sebelumnya.

4. Evaluasi

Guru melakukan evaluasi terhadap kemampuan siswa dalam memahami kosa kata bahasa Inggris yang telah dipelajari melalui Game Semantris Google AI. Evaluasi dapat dilakukan dengan cara memantau kemajuan kosa kata siswa pada pertemuan selanjutnya.

Pertemuan ke-2

1. Pendahuluan (10 menit)

- a. Guru memberikan salam dan menyapa siswa.
- b. Guru meminta siswa untuk mengumpulkan tugas pada pertemuan sebelumnya.
- c. Guru mengingatkan siswa tentang kosa kata bahasa Inggris yang telah dipelajari pada pertemuan sebelumnya.

2. Kegiatan Inti (45 menit)

- a. Guru meminta siswa membuka Game Semantris Google AI pada komputer
- b. Guru meminta siswa untuk membuat beberapa kelompok kecil.
- c. Guru meminta siswa untuk bermain Game Semantris Google AI secara berkelompok selama 35 menit dengan fokus pada kosa kata bahasa Inggris yang ada pada game.
- d. Setelah bermain, masing masing kelompok diminta untuk mencatat kosa kata bahasa Inggris yang belum dikenal dan mencari artinya menggunakan kamus online.
- e. Guru akan memberikan sebuah permainan dengan mengandalkan pen skor an pada Game semantris, kelompok yang akan menjadi pemenang adalah kelompok yang mengumpulkan skor terbanyak dari kelompok lain.

3. Penutupan (15 menit)

- a. Guru meminta masing masing kelompok untuk mempresentasikan kosa kata bahasa Inggris baru yang belum dikenal dan artinya.
- b. Guru memberikan feedback atas presentasi siswa.
- c. Guru memberikan tugas rumah yaitu membuat sebuah cerita singkat menggunakan kosa kata baru yang telah dicatat sebelumnya.

4. Evaluasi

Guru melakukan evaluasi terhadap kemampuan siswa dalam memahami kosa kata bahasa Inggris yang telah dipelajari melalui Game Semantris. Evaluasi dapat dilakukan dengan cara tes tulis atau lisan, atau dengan

memantau kemajuan kosa kata siswa pada pertemuan selanjutnya.

Pertemuan ke-3

1. Pendahuluan (10 menit)

- a. Guru memberikan salam dan menyapa siswa.
- b. Guru meminta siswa untuk mengumpulkan tugas pada pertemuan sebelumnya.
- c. Guru mengingatkan siswa tentang kosa kata bahasa Inggris yang telah dipelajari pada pertemuan sebelumnya.

2. Kegiatan Inti (45 menit)

- a. Guru meminta siswa untuk membuat beberapa kelompok kecil.
- b. Guru meminta siswa membuka Game Semantris Google AI pada komputer.
- c. Guru meminta kepada siswa untuk menyiapkan buku catatan untuk mencatat kosa kata yang akan diberikan pada proses memainkan game Semantris.
- d. Guru meminta siswa untuk bermain Game Semantris Google AI secara mandiri selama 35 menit dengan fokus pada kosa kata bahasa Inggris yang ada pada game.
- e. Guru memberikan tugas kepada siswa untuk mencatat kembali kosa kata yang berkaitan dengan “Kendaraan” yang ditemukan pada Game Semantris.

3. Penutupan (15 menit)

- a. Guru meminta siswa untuk mempresentasikan kosa kata bahasa Inggris yang belum dikenal dan artinya.
- b. Guru memberikan feedback dan evaluasi atas presentasi siswa.
- c. Guru memberikan tugas rumah yaitu membuat sebuah cerita singkat menggunakan kosa kata baru yang telah dicatat sebelumnya.

4. Evaluasi

Guru melakukan evaluasi terhadap kemampuan siswa dalam memahami kosa kata bahasa Inggris yang telah dipelajari melalui Game Semantris. Evaluasi dapat dilakukan dengan cara tes tulis atau lisan, atau dengan memantau kemajuan kosa kata siswa pada pertemuan selanjutnya.

Pertemuan ke-4

1. Pendahuluan (10 menit)

- d. Guru memberikan salam dan menyapa siswa.
- e. Guru meminta siswa untuk mengumpulkan tugas pada pertemuan sebelumnya.
- f. Guru mengingatkan siswa tentang kosa kata bahasa Inggris yang telah dipelajari pada pertemuan sebelumnya.

2. Kegiatan Inti (45 menit)

- f. Guru meminta siswa untuk membuat tiga kelompok
- g. Guru meminta siswa membuka Game Semantris Google AI pada komputer.
- h. Guru meminta kepada siswa untuk saling berlomba untuk mendapatkan skor terbanyak saat bermain game Semantris
- i. Guru meminta 3 siswa yang berhasil menjadi pemenang di masing-masing kelompok untuk kembali bermain Game Semantris untuk menentukan Juara Pertama
- j. Guru memberikan hadiah kepada siswa yang telah berhasil mendapatkan skor tertinggi selama pertandingan game Semantris

3. Penutupan (15 menit)

- d. Guru meminta siswa untuk mempresentasikan kosa kata bahasa Inggris yang belum dikenal dan artinya.
- e. Guru memberikan feedback dan evaluasi atas presentasi siswa.
- f. Guru memberikan tugas rumah yaitu membuat sebuah cerita singkat menggunakan kosa kata baru yang telah dicatat sebelumnya.

4. Evaluasi

Guru melakukan evaluasi terhadap kemampuan siswa dalam memahami kosa kata bahasa Inggris yang telah dipelajari melalui Game Semantris. Evaluasi dapat dilakukan dengan cara tes tulis atau lisan, atau dengan memantau kemajuan kosa kata siswa pada pertemuan selanjutnya.

Soal latihan:

1. Game The Champion
2. Create a short story using the vocabulary you found in the Semantris Game
3. Write five words related to the following words:
(*You can write synonyms, antonym, or explanatory words*)
 - a. Moon
 - b. Book
 - c. Plant

Example

- a. Sun : - Hot
 - Star
 - Moon
 - Shine
 - Light

(RPP)**RENCANA PELAKSANAAN PEMBELAJARAN**

Sekolah : MTs DDI TAKKALASI

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII B 2 / 1

Alokasi Waktu : 2 x 35 menit

A. KOMPETENSI INTI (KI)

KI 3 : Mengembangkan kompetensi sosial dan keterampilan berkomunikasi siswa dengan melakukan kegiatan menghafal kosa kata Bahasa Inggris.

KI 4 : Mendorong siswa untuk belajar secara mandiri dan berkelompok untuk melatih ingatan dan diskusi siswa.

B. KOMPETENSI DASAR DAN INDIKATOR Kompetensi Dasar

3.3 Mengetahui, memahami, dan menggunakan kosakata dalam konteks tertentu dengan cara menghafal dan menggunakan kosa kata dalam pembuatan kalimat agar kosa kata siswa dapat digunakan secara textual

4.3 Menerapkan strategi pembelajaran bahasa Inggris yang mudah, seperti membuat daftar kosa kata yang ingin digunakan .

C. TUJUAN PEMBELAJARAN

- Siswa memiliki kosa kata yang memadai
- Siswa mengetahui dan memahami kosa kata bahasa Inggris yang akan dipelajari pada pertemuan tersebut, sehingga mereka dapat mengembangkan keterampilan berbahasa Inggris secara aktif dan berkesinambungan.
- Siswa dapat menggunakan daftar kosa kata yang dihafal nya dengan fokus pada kosa kata bahasa Inggris yang telah diberikan, sehingga mereka dapat mengasah kemampuan mereka dalam berbahasa Inggris dan meningkatkan kepercayaan diri dalam berkomunikasi.

D. MATERI PEMBELAJARAN

Siswa mendapatkan daftar kosa kata, kemudian membuat kosa kata secara perorangan dengan fokus pada kosa kata bahasa Inggris tentang hewan tersebut, dan mencatat kosa kata yang belum dikenal. Selanjutnya, siswa dapat mencari arti dari kosa kata yang belum dikenal dan mencoba menggunakan kosa kata tersebut dalam kalimat. Hal ini dapat membantu meningkatkan kosa kata bahasa Inggris siswa dalam topik yang spesifik dan memperkaya kosa kata mereka secara umum.

E. METODE PEMBELAJARAN

4. Pendekatan : *Student-centered Approach*
5. Model : *Cooperative Learning*
6. Teknik : *Memorize*

F. MEDIA DAN ALAT

3. Media : Papan tulis
4. Alat : Buku bacaan, kamus Bahasa Inggris

G. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

Pertemuan ke-1

1. Pendahuluan (10 menit)
 - a. Guru memberikan salam dan menyapa siswa.
 - b. Guru menjelaskan pentingnya memiliki kosa kata yang memadai dalam Bahasa Inggris.
2. Kegiatan Inti (45 menit)
 - a. Guru memberikan daftar kosa kata berupa 10 nama hewan dalam Bahasa Inggris beserta artinya.
 - b. Guru meminta siswa mengikuti pengucapannya kosa kata yang dilakukan oleh guru.
 - c. Guru meminta kepada siswa untuk menyiapkan buku catatan untuk mencatat kosa kata yang akan diberikan.
 - d. Guru meminta siswa untuk mengafal kosa kata tersebut selama 35 menit.

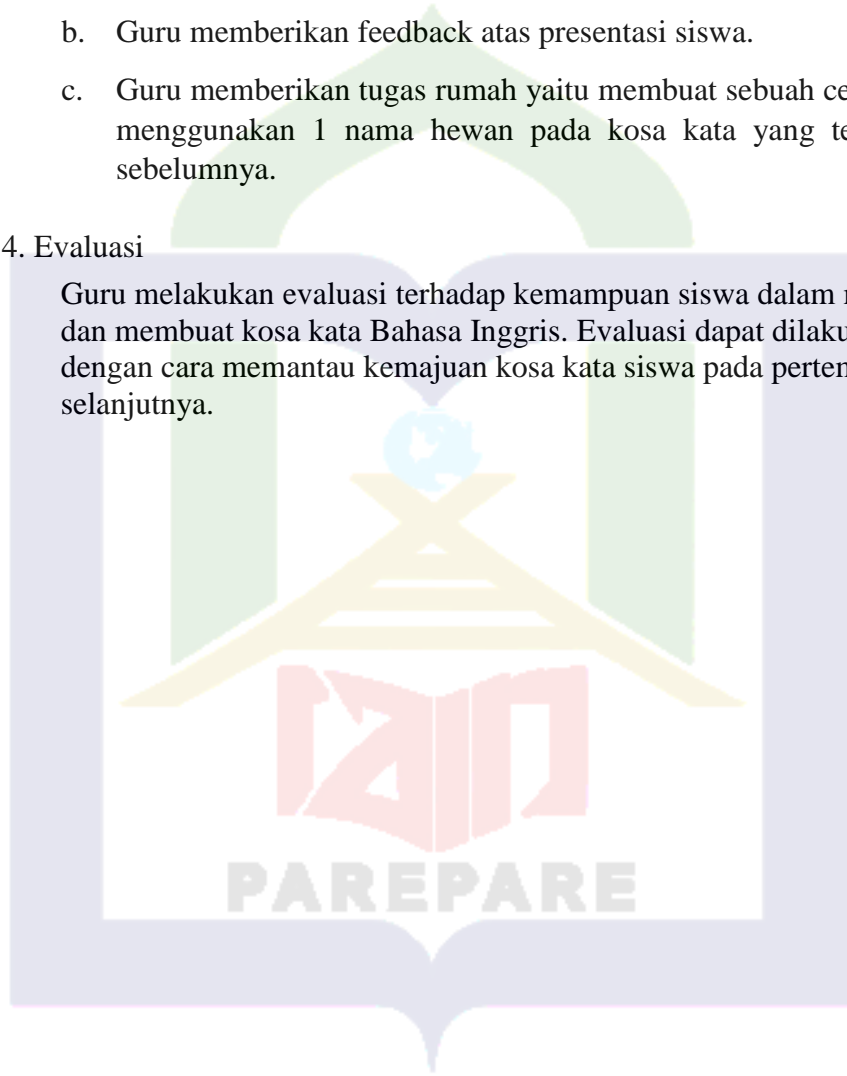
- e. Guru memberikan tugas kepada siswa untuk membuat daftar kosa kata yang terdiri dari 15 nama-nama hewan air .

3. Penutupan (15 menit)

- a. Guru meminta masing masing siswa untuk membacakan kosa kata bahasa Inggris yang dibuatnya.
- b. Guru memberikan feedback atas presentasi siswa.
- c. Guru memberikan tugas rumah yaitu membuat sebuah cerita singkat menggunakan 1 nama hewan pada kosa kata yang telah dicatat sebelumnya.

4. Evaluasi

Guru melakukan evaluasi terhadap kemampuan siswa dalam menghafal dan membuat kosa kata Bahasa Inggris. Evaluasi dapat dilakukan dengan cara memantau kemajuan kosa kata siswa pada pertemuan selanjutnya.



Pertemuan ke-2

1. Pendahuluan (10 menit)

- a. Guru memberikan salam dan menyapa siswa.
- b. Guru menjelaskan materi sebelumnya terkait kosa kata yang telah di pelajari pertemuan sebelumnya.

2. Kegiatan Inti (45 menit)

- a. Guru meminta siswa untuk mengumpulkan pekerjaan rumah yang diberikan pada pertemuan sebelumnya.
- b. Guru meminta siswa untuk mengikuti pengucapan 25 kosa kata nama hewan yang dilakukan oleh guru.
- c. Guru meminta siswa menghafal kosa kata yang telah diberikan pada pertemuan sebelumnya selama 35 menit.
- d. Guru memberikan tugas kepada siswa untuk membuat daftar kosa kata yang terdiri dari 15 nama-nama hewan darat.

3. Penutupan (15 menit)

- a. Guru meminta masing masing siswa untuk membacakan kosa kata bahasa Inggris yang dibuatnya.
- b. Guru memberikan feedback atas presentasi siswa.
- c. Guru memberikan tugas rumah yaitu membuat sebuah cerita singkat menggunakan 1 nama hewan pada kosa kata yang telah dicatat sebelumnya.

4. Evaluasi

Guru melakukan evaluasi terhadap kemampuan siswa dalam menghafal dan membuat kosa kata Bahasa Inggris. Evaluasi dapat dilakukan dengan cara memantau kemajuan kosa kata siswa pada pertemuan selanjutnya.

Pertemuan ke-3

1. Pendahuluan (10 menit)

- a. Guru memberikan salam dan menyapa siswa.
- b. Guru menjelaskan materi sebelumnya terkait kosa kata yang telah dipelajari pertemuan sebelumnya.

2. Kegiatan Inti (45 menit)

- a. Guru meminta siswa untuk mengumpulkan pekerjaan rumah yang diberikan pada pertemuan sebelumnya.
- b. Guru meminta siswa untuk mengikuti pengucapan 15 kosa kata nama hewan yang dilakukan oleh guru.
- c. Guru meminta siswa menghafal kosa kata yang telah diberikan pada pertemuan sebelumnya selama 35 menit.
- d. Guru memberikan tugas kepada siswa untuk membuat daftar kosa kata yang terdiri dari 15 nama-nama benda yang ada di ruang kelas.

3. Penutupan (15 menit)

- a. Guru meminta masing-masing siswa untuk membacakan kosa kata bahasa Inggris yang dibuatnya.
- b. Guru memberikan feedback atas presentasi siswa.
- c. Guru memberikan tugas rumah yaitu membuat sebuah cerita singkat menggunakan 1 nama hewan pada kosa kata yang telah dicatat sebelumnya.

4. Evaluasi

Guru melakukan evaluasi terhadap kemampuan siswa dalam menghafal dan membuat kosa kata Bahasa Inggris. Evaluasi dapat dilakukan dengan cara memantau kemajuan kosa kata siswa pada pertemuan selanjutnya.

Pertemuan ke-4

1. Pendahuluan (10 menit)

- a. Guru memberikan salam dan menyapa siswa.
- b. Guru menjelaskan materi sebelumnya terkait kosa kata yang telah di pelajari pertemuan sebelumnya.

2. Kegiatan Inti (45 menit)

- a. Guru meminta siswa untuk mengumpulkan pekerjaan rumah yang diberikan pada pertemuan sebelumnya.
- b. Guru akan melakukan sebuah games bernama games The Champion.
- c. Guru membagi siswa menjadi 2 kelompok.
- d. Guru meminta masing masing kelompok untuk membuat daftar kosa kata yang mereka hafal sebanyak 20 kosa kata.
- e. Guru meminta siswa untuk adu kecepatan menuliskan kosa kata yang masing masing kelompok hafal pada papan tulis dengan durasi waktu selama 25 detik.

3. Penutupan (15 menit)

- a. Guru mengumumkan kelompok yang juara pada games The Champion.
- b. Guru memberikan hadiah kepada kelompok yang telah mendapatkan juara.
- c. Guru memberikan sedikit tips dan trik dalam menghafal dan menggunakan kosa kata agar dapat digunakan pada saat berkomunikasi dalam Bahasa Inggris.


4. Evaluasi

Guru melakukan evaluasi terhadap kemampuan siswa dalam menghafal dan membuat kosa kata Bahasa Inggris.

2. POST-TEST

NO.	NAMA PESERTA DIDIK	SKOR SOAL	BUTIR SOAL															TTL	NILAI
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
1	AIDAHTUL FAHDA		1	0	1	1	1	1	0	1	1	1	1	0	1	1	12	60	
2	AISAH		1	1	0	1	1	1	1	1	0	1	1	1	1	1	13	65	
3	ALFIANA MARJUAH		1	0	1	0	1	1	1	0	1	1	1	0	1	1	11	55	
4	ALMIRA ZAHRA TULFIKA		1	1	0	1	1	0	1	0	0	1	1	0	1	1	10	50	
5	AMALIA LESTARI		0	1	0	0	1	1	1	0	1	1	1	1	1	1	11	55	
6	AULIYAH NUR'AZIZAH		1	0	1	0	1	0	1	1	0	0	1	1	1	1	10	50	
7	AURA NUR SHABILA		1	0	1	1	0	1	1	1	1	1	1	0	0	1	0	10	50
8	IZYAJ TUNGGU MUTIAH		1	1	1	1	0	1	1	0	1	1	1	1	1	1	13	65	
9	MUTHMAINNAH		1	1	1	1	0	1	1	0	1	1	0	1	0	1	1	11	55
10	MUTIARA		0	1	1	0	1	0	1	0	1	1	1	1	1	0	10	50	
11	NABILA		1	0	1	0	1	1	1	1	1	1	1	0	0	1	11	55	
12	NAURA HANIYAH TAKWIN		1	1	0	0	1	1	1	0	1	1	1	0	0	1	10	50	
13	NURHALISA		1	0	1	1	0	1	0	1	1	0	1	1	1	1	11	55	
14	NUR ALIYAH		1	0	1	1	1	1	1	0	0	1	1	1	1	1	12	60	
15	NUR FADILAH		0	0	1	1	0	1	1	0	1	1	1	1	1	1	11	55	
16	NUR INDAH		1	1	0	1	1	1	1	1	0	1	1	1	0	1	12	60	
17	NUR RAHMA AWALIA		1	1	0	1	0	1	1	1	1	1	1	0	1	1	12	60	
18	NURHIKMAH BAKRI		1	0	0	1	0	1	1	1	1	0	1	0	1	1	10	50	
19	NURUL AINUN AZIZAH		1	0	1	0	1	0	1	1	1	1	1	1	1	1	12	60	
20	NURUL HUSNI		0	1	1	0	0	1	1	1	0	1	1	0	1	1	10	50	
21	PUTRI KHAERUNNISA YUNUS		1	0	1	0	1	1	1	1	1	0	0	1	1	1	11	55	
22	PUTRI NURHALIZA		1	1	1	1	0	1	1	1	1	1	1	0	1	1	13	65	
23	RASYIQAH HILMIAH JAMIL		1	0	1	1	1	0	1	1	0	1	0	1	1	0	10	50	
24	RESKY RAMADHANI		1	0	0	1	0	1	1	1	1	1	0	1	1	0	10	50	
25	ZAHRATUL JANNAH		1	1	1	1	0	1	1	1	0	1	1	1	0	1	12	60	
26	PUTRI		1	0	0	1	1	1	0	1	0	0	1	1	1	1	10	50	
			JUMLAH																
			RATA RATA																55

APPENDIX 5: RESEARCH RECOMMENDATION

 **PEMERINTAH KABUPATEN BARRU**
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Mal Pelayanan Publik Masiga Lt. 1-3 Jl. Iskandar Unru Telp. (0427) 21662, Fax (0427) 21410
<http://izionline.barrukab.go.id> : e-mail : barrudpmpstpk@gmail.com .Kode Pos 90711

Barru, 16 Mei 2023

Nomor : 233/IP/DPMPSTP/V/2023
Lampiran :
Perihal : Izin/Rekomendasi Penelitian

Kepada
Yth. Kepala MTs DDI Takkalasi Kab. Barru
di-
Tempat

Berdasarkan Surat Dekan Fakultas Tarbiyah IAIN ParePare Nomor : B.1803/In.39/FTAR.01/PP.00.9/04/2023 tanggal 05 Mei 2023 perihal tersebut di atas, maka Mahasiswa (i) / Peneliti / Dosen / Pegawai di bawah ini :

Nama : FATHUR RAIHMAN ARIF HASAN
Nomor Pokok : 19.1300,039
Program Studi : Pendidikan Bahasa Inggris
Perguruan Tinggi : IAIN Pare-Pare
Pekerjaan : Mahasiswa (S1)
Alamat : JL. H.M. Yunus Pudee Kel. Takkalasi Kec. Balusu Kab. Barru

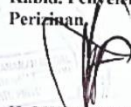
Diberikan izin untuk melakukan Penelitian/Pengambilan Data di Wilayah/Kantor Saudara yang berlangsung mulai tanggal 16 MEI 2023 s/d 15 JUNI 2023, dalam rangka penyusunan Skripsi, dengan judul :

SEMANTRIS GOOGLE AI-BASED LEARNING TO ENHANCE STUDENTS' VOCABULARY MASTERY FOR EIGHTH GRADE MTs DDI TAKKALASI

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan melapor kepada Kepala SKPD (Unit Kerja) / Camat, apabila kegiatan dilaksanakan di SKPD (Unit Kerja) / Kecamatan setempat;
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Mentaati semua Peraturan Perundang Undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1(satu) eksampelar copy hasil penelitian kepada Bupati Barru Cq. Kepala Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu Kabupaten Barru;
5. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan tersebut di atas.

Untuk terlaksananya tugas penelitian tersebut dengan baik dan lancar, diminta kepada Saudara (i) untuk memberikan bantuan fasilitas seperlunya.
Demikian disampaikan untuk dimaklumi dan dipergunakan seperlunya.

a.n Kepala Dinas,
Kabid. Penyelenggaraan Pelayanan
Perizinan,

H. MUSTAMIN, S.Sos, M.M
Pangkat Pembina, IV/a
NIP. 19670415 198810 1003

TEMBUSAN : disampaikan Kepada Yth.
1. Bapak Bupati (sebagai laporan);
2. Kepala Bappelitbangda Kab. Barru;
3. Kepala Kantor Kementerian Agama Kab. Barru;
4. Dekan Fakultas Tarbiyah IAIN Pare-Pare;
5. Mahasiswa yang bersangkutan;
6. Pertinggal.

APPENDIX 6: REQUEST FOR RESEARCH RECOMMENDATION



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI PAREPARE
 FAKULTAS TARBİYAH

Alamat : Jl. Amal Bakii No. 08 Sorong Parepare 91132 telp (0421) 21307 Fax.24404
 PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.1803/In.39/FTAR.01/PP.00.9/05/2023

05 Mei 2023

Lampiran : 1 Bundel Proposal Penelitian

H a l : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Barru

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

di,-

Kab. Barru

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Fathur Rahman Arif Hasan
 Tempat/Tgl. Lahir : Pacciro, 16 November 2000
 NIM : 19.1300.039
 Fakultas / Program Studi : Tarbiyah/ Pendidikan Bahasa Inggris
 Semester : VIII (Delapan)
 Alamat : Jl. H.M. Yunus, Dusun Pudee, Desa Takkalasi, Kec. Balusu,
 Kab. Barru

Bermaksud akan mengadakan penelitian di wilayah Kab. Barru dalam rangka penyusunan skripsi yang berjudul "**Semantris Google AI-Based Learning To Enhance Students' Vocabulary Mastery For Eight Grade MTs DDI Takkalasi**". 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.



Dekan

Dr. Zulfah, M.Pd.

NIP.19830420 200801 2 010

Tembusan:

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah

APPENDIX 7: REQUEST FOR RESEARCH RECOMMENDATION



**PONDOK PESANTREN AL-IKHLASH ADDARY
MADRASAH TSANAWIYAH DDI TAKKALASI**
KABUPATEN BARRU PROVINSI SULAWESI SELATAN
NPSN : 40320124 NSM : 121273110005 Terakreditasi : A (Unggul)

Jalan H. Muh. Tahir Dani No. 21 Takkalasi Kec. Balusu Kab. Barru 90762 Email : mts.dditakkalasi@gmail.com

SURAT KETERANGAN PENELITIAN
Nomor : 1480 /MTs.21.02.0006/06/2023

Yang bertandatangan di bawah ini :

Nama	: ABDUL SALAM, S.Ag
Pekerjaan / jabatan	: Kepala MTs DDI Takkalasi
Pangkat/Golongan	: Pembina / IVa
NIP	: 196912042003121002

Menerangkan Bahwa

Nama	: FATHUR RAHMAN ARIF HASAN
Nomor Pokok	: 19.1300.039
Program Studi	: Pendidikan Bahasa Inggris
Pekerjaan	: Mahasiswa S1 IAIN Pare-Pare
Alamat	: Jl. H. M. Yunus Pudee Kel. Takkalasi Kec. Balusu

Berdasarkan keterangan tersebut, benar telah melaksanakan penelitian skripsi dengan judul **Semantris Google AI-Based Learning To Enhance Students' Vocabulary Mastery For Eight Grade MTs DDI Takkalasi** sejak tanggal 16 Mei 2023 sampai dengan 15 Juni 2023 di MTs DDI Takkalasi Kabupaten Barru.

Demikian surat keterangan ini dibuat dengan sebenarnya dan selanjutnya dapat di pergunakan sebagaimana mestinya.

Barru, 26 Dzulkaidah 444 H
15 Juni 2023 M.

Kepala MTs DDI Takkalasi,



 ABDUL SALAM, S.Ag
 NIP. 196912042003121002

APPENDIX 8: DOCUMENTATION PICTURE



CURICULUM VITAE



Full name is Fathur Rahman Arif Hasan, the writer was born in Pacciro, November 16, 2000. He is the second child from his parents M. Arif Hasan and Hamika, S.Pd.SD. He is a student of the English Education Program at the faculty of Tarbiyah at the State Islamic Institute (IAIN) Parepare. His educational background, he began studying at SD Negeri Pacciro in 2007/2008 – 2012/2013 and he continued his studying at MTs DDI Takkalasi at 2013/2014 – 2015/2016 and MA DD Takkalasi and graduated in 2018/2019. Then he continued his studying at the Tarbiyah Faculty of IAIN Parepare and completed his study with the title “SEMANTIC GOOGLE AI-BASED LEARNING TO ENHANCE STUDENTS’ VOCABULARY

MASTERY FOR EIGHTH GRADE MTs DDI TAKKALASI”.

