

A THESIS

**THE IMPLEMENTATION OF U-DICTIONARY
APPLICATION IN INCREASING VOCABULARY AT SMKN 1
PAREPARE**



BY

**RAHMASARI
NIM. 19.1300.017**

**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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SUPERVISORY COMMISSION APPROVAL

Thesis Title : The Implementation of U-Dictionary Application in
Increasing Vocabulary at SMKN 1 Parepare

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Num: 3221 Tahun 2022

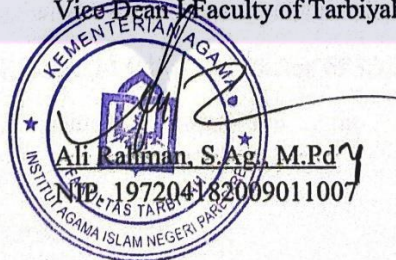
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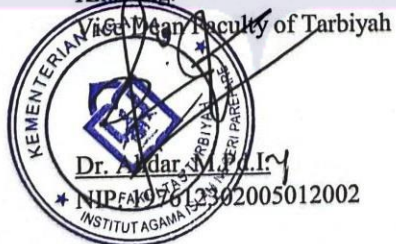
Basis for Supervisor Determination : B.2438/ln.39/FTAR.01/PP.00.9/06/2026

Date of Graduation : 06 July 2026

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ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

اَللّٰهُمَّ صَلِّ وَسَلِّمْ وَبَارِكْ عَلَى اَسْرَفِ النَّبِيِّ مُحَمَّدٍ وَآلِهِ وَارْزُقْ لِيْ وَعَلَى اٰلِهِ وَصَحْبِهِ اَجْرًا عَنِ الْاَتَمِّ

Alhamdulillah Rabbil Alamin. First of all, the writer would like to express his gratefulness to the lord Allah swt. The highest and the master of the universe while the creator of the everything in this world who still lend the writer good health, blessing, mercy so he can finish this thesis. Salam and Salawat Strongly Agree be sent to the prophet Muhammad saw. Peace be upon him. Who has guided us from uneducated person to be educated person.

This wonderful time, the writer wants to thank a lot to all people who have supported and helped her in finishing her thesis as effective as he can. She realizes that without their support and help, she could not be able to finish this Thesis. This opportunity, the writer would like to express very especial thanks to her beloved parents namely Alm.Kili and Dannia who have given an endless love, advice, support and praying to be success students ever.

Her high appreciation and profusely sincere thanks are due to Dr. H. Ambo Dalle, S.Ag., M.Pd. as the first supervisor and Munawir, M.Pd. as the second supervisor who have patiently guided and given their construction suggestion, motivation and correction to the writer for finishing this thesis.

Another side, the writer would also deliver special thanks to:

1. Prof. Dr. Hj. Darmawati, S.Ag.,M.Pd. as the Rector of IAIN Parepare who has worked hard to manage education at IAIN Parepare.

2. Dr. Ahdar, M.Pd.I as the Dean of Tarbiyah Faculty IAIN Parepare, who has arranged a positive education for the students in the Faculty of Tarbiyah and also allowed the writer to research in this Tarbiyah Faculty.
3. Yulie Asni, M.Pd., as the Chairman of English Program for the fabulous serving to the students.
4. Dr. Hj. Nanning, M.Pd., as the first examiner and Yessicka Noviasmy, M.Pd., as the second examiner, thank you for all the great suggestions.
5. All lecturers of English Program who have already taught her during her study in IAIN Parepare.
6. The staff of Tarbiyah Faculty who worked hard in order to complete the administration for this research.
7. TBI 2019 family who have accompanied the writer's journey while on campus.
8. I am grateful to my self for persisting this far through every challenge, To my late brother Fadly this thesis is dedicated to you as a tribute to your struggles. Thank you.

Finally, the writer realized that this thesis cannot be considered perfect without critiques and suggestion. Therefore, it is such a pleasure for him to get critiques and suggestion to make this thesis better. Hopefully, this thesis will be useful for all of us and for the development of English teaching and learning, Aamiin.

Parepare, 06 July 2026



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Stated that herself conducted this thesis, if it can be proved that is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

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ABSTRACT

Rahmasari. 2026. *The Implementation of U-Dictionary application in Increasing Vocabulary at SMKN 1 Parepare* (Supervised by Ambo Dalle and Munawir)

Vocabulary mastery is essential in english learning,yet many students at SMKN 1 Parepare still encounter difficulties. The U-Dictionary application offers practical and interactive features that are expected to increasing students vocabulary mastery.This thesis aims to determine whether the use of the U-Dictionary electronic dictionary is effective or not in improving students' vocabulary mastery at SMKN 1 Parepare.

This research used pre-experimental study using a pre-test and post-test design. The pre-test was conducted to assess students' vocabulary before the intervention. The post-test was conducted to assess the improvement in students' vocabulary after the intervention. The population of the research was the 10th-grade students at SMKN 1 Parepare. There were 3 class, each consisting of 17 students, for a total population is 51. The sampling technique used was cluster random sampling. The researcher selected two 10th-grade class as the sample, consisting of 34 students. The research instrument used was a vocabulary test. The data were analyzed using SPSS.

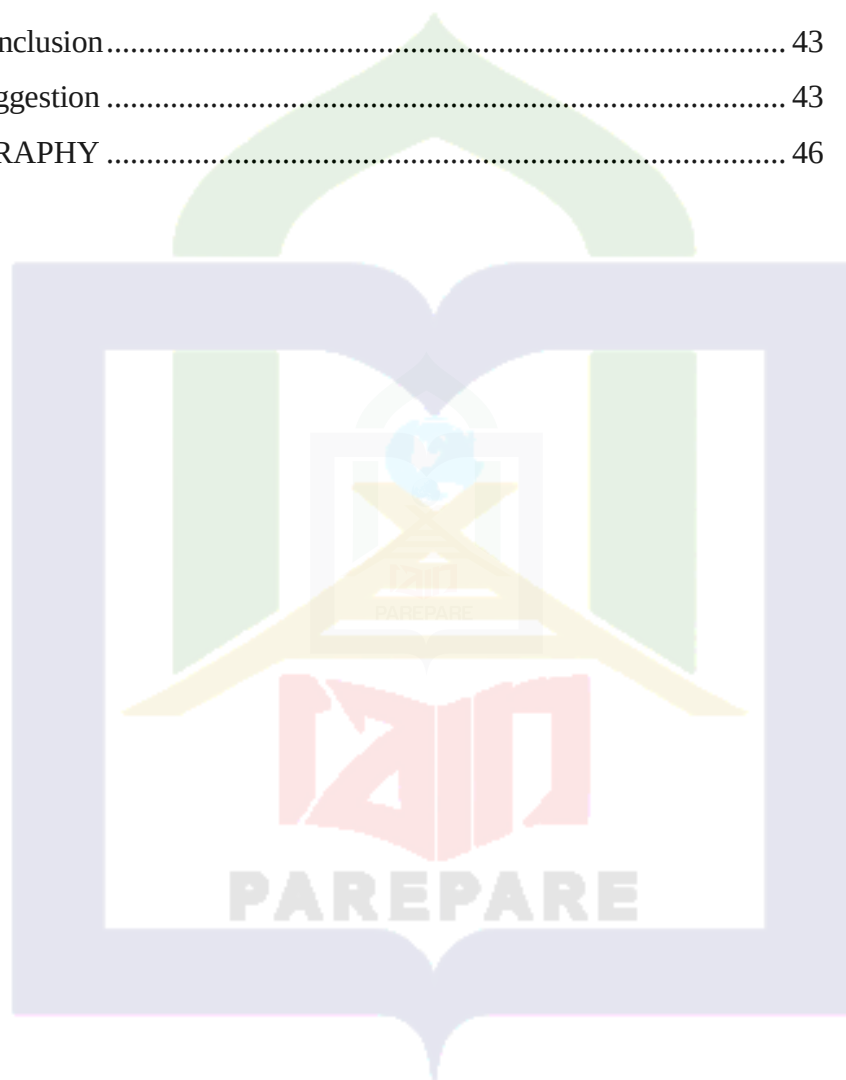
The result of the statistical analysis show that the mean pretest score was 53.53 and the mean posttest score was 82.06. The results were $P = 0.00$, while $\alpha = 0.05$. It can be concluded that α is greater than P , with degrees of freedom (df) = $34 - 1 = 33$. Thus, the alternative hypothesis (H_1) is accepted, and the null hypothesis (H_0) is rejected. Based on the analysis result, it could be concluded that the use of Electronic U- Dictionary is effective in teaching vocabulary.

Keywords : *Applications, Electronic U-Dictionary, Vocabulary*

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CHAPTER I

INTRODUCTION

A. Background of the Research

Vocabulary is a list of words that serve as a means of communicating with others. By knowing and memorizing many words, we can communicate easily and fluently with others. According to Hiebert & Kamil, vocabulary is knowledge of the meanings of words. What complicates this definition is the fact that words exist in at least two forms: spoken and written. Knowledge of words also manifests in at least two forms: receptive (words we can understand or recognize) and productive (vocabulary we use when writing or speaking).¹

Vocabulary is a fundamental component in foreign language learning, as it plays an important role in speaking, reading, and writing skills.² With the development of digital technology, mobile applications such as U-Dictionary have emerged as innovative learning tools. This application provides features such as interactive dictionaries, vocabulary exercises, and integration with social media, enabling students to learn independently and enjoyably.³

Most students have difficulty speaking or writing in English, one of the reasons being that their vocabulary is very limited. Without sufficient vocabulary, students cannot form meaningful sentences, either when speaking or writing. If their vocabulary is limited, students will be confused about how to express their thoughts, causing them to hesitate or be afraid of making mistakes, lack of practice in using words, and also inappropriate learning methods. Students may have learned certain

¹ Michael L Hiebert, Elfrieda H & Kamil, *Teaching and Learning Vocabulary, Bringing Research to Practice*, ed. by New Jersey Mahwah (London, 2005).

² I. S. P. Nation, *Learning Vocabulary in Another Language* (Cambridge University Press., 2001).

³ C. J. Chen, C. M., & Chung, *Personalized Mobile English Vocabulary Learning System Based on Item Response Theory and Learning Memory Cycle.*, 2nd edn, 2008, LI.

words, but rarely use them in conversation or writing. Words that are not used often are easily forgotten, so it seems as if their vocabulary remains limited even though they have been learning English since junior high school. Often, English learning in schools emphasizes grammar and memorizing rules rather than vocabulary enrichment and its use in real contexts. As a result, students know the rules but do not have enough words to convey their ideas. This problem also occurs among 10th grade students at SMKN 1 PAREPARE. This is based on a simple interview conducted by the researcher previously. Referring to the facts mentioned earlier, the author assumes that an alternative method is needed to teach vocabulary. One alternative is to teach using media that is appropriate for the students' era so that the material is fun, interesting, and challenging for teachers to understand it.

In the era of Industry 4.0, students increasingly rely on digital technology, particularly smartphones, as learning tools. One widely used application is the electronic version of U-Dictionary. According to Jiang, as cited in Safina, one of the main advantages of electronic dictionaries is their practicality and ease of use. They offer various features, including accurate pronunciation, example sentences, and vocabulary-learning tools that help users understand word usage and improve vocabulary retention. Furthermore, Zheng and Wang, as cited in Safina, argue that electronic dictionaries have become attractive, popular, and widely adopted by English learners at different proficiency levels because they provide fast, convenient, and interactive access to language resources.⁴

Grade X students at SMKN 1 PAREPARE are part of the digital native generation who grew up surrounded by technology and visual media; therefore, conventional teaching methods often fail to attract their attention and motivation. Second, vocabulary learning, which often involves memorization, can feel boring and monotonous without interesting elements, resulting in low memory retention

⁴ A Safina, 'U-Dictionary in Students' Perspective: What Do They Need To?', 2019.

rates. Third, media that are in line with their daily lives and interests such as digital applications, short videos, or interactive games help create a meaningful context, making new words easier to remember and apply in real communication. Finally, when the learning atmosphere is fun and stimulating, students will be more actively involved, which is very important for overcoming vocabulary limitations that hinder their speaking and writing skills.

The use of digital dictionary applications can increase student motivation and vocabulary retention through a mobile learning (m-learning) approach. Mobile-based applications are effective in accelerating English vocabulary acquisition compared to conventional methods.⁵ According to Tarigan, as cited in Muhammad Arief Rachmadhan's work, the quality of a person's language proficiency clearly depends on the quantity and quality of their vocabulary.⁶

In this study, the researcher selected the Electronic U-Dictionary as a learning tool to enhance students' vocabulary mastery. Electronic dictionaries provide practical and interactive features that support vocabulary learning, including word meanings, pronunciation, example sentences, and translation. These features make the learning process more engaging, enjoyable, and effective. The use of the Electronic U-Dictionary also creates a more relaxed learning environment, encourages students to participate actively in classroom activities, and helps them remember new vocabulary more effectively. As a result, students are expected to retain the vocabulary they have learned for a longer period. Therefore, this study investigates the effectiveness of the Electronic U-Dictionary in improving students'

⁵ S. Liu, P. L., Moore, Z., Graham, L., & Lee, „The Effects of Mobile Natural-Science Learning Based on the 5E Learning Cycle: A Case Study. *Educational Technology & Society*“, 15, 2 (2014), 344-358.

⁶ Muhammad Arief Rachmadhan, Aditia Eska Wardana, and Luthfi Hamdani Maula, „Peningkatan Kemampuan Kosakata Bahasa Inggris Melalui Penggunaan Media English Vocabulary Card“, *Jurnal Perseda*, III.1 (2020), 47–53.

vocabulary mastery among tenth-grade students at SMKN 1 Parepare, who serve as the research participants.

B. Research Questions

Referring to the background explanation of the research, the researcher formulates the problem statement of the research as:

1. Does the use of U-Dictionary electronic dictionary increase vocabulary at SMKN 1 PAREPARE?
2. Is the use of U-Dictionary significant or not at SMKN 1 PAREPARE ?

C. The Objectives of the Research

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

1. To examine the use of U-Dictionary electronic dictionary increase vocabulary SMKN 1 PAREPARE.
2. To examine the use of U-Dictionary significant or not SMKN 1 PAREPARE.

D. Significance of the Research

This research is hoped to give some significance to those mentioned below:

1. Teachers

The results of this research is hoped to give beneficial information to the teacher especially English teacher about the use of electronic U-Dictionary to increase students' English mastery especially vocabulary

2. Students

Hopefully the result of this research will give motivation to the students in learning vocabulary by using electronic U-Dictionary.

3. Other Researchers

By conducting this research, it is hoped that it will give some support and motivation to the next researchers who would like to conduct the same topic of this research as well as giving some information about the 4 use of U-Dictionary in vocabulary.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

The research conducted by the author does not rule out the possibility of similarities with other research theses. There have been numerous studies related to the use of the U-Dictionary app to improve vocabulary at SMKN 1 Parepare, including papers, books, and thesis research findings that have been reviewed previously, as follows:

- 1) Sri Wulan Dari in 2022, was conducted a research to find out whether there is a difference in students' vocabulary mastery between those taught with and without the U-Dictionary app. This study used a quasi-experimental design. The participants were second-year students at SMPN 10 Tapung. The results showed a Sig (2-tailed) value of 0.007, which is less than 0.05 (the significance level). This indicates that the alternative hypothesis (H_a) is accepted, while the null hypothesis (H_o) is rejected. Therefore, it can be concluded that there is a significant difference in vocabulary mastery between students taught with and without the U-Dictionary app in the second-year class at SMPN 10 Tapung.⁷
- 2) Cici Yuliyanti, Leroy Holman Siahaan in 2022 was conducted to determine the effectiveness of using the U-Dictionary application in learning English. This research uses qualitative methods, the participants of this research are students of SMK Walisongo Bekasi. This study shows that the application of learning using U-Dictionary is very interesting and motivates students to learn English because by using this application

⁷ Sri Wulan Dari, „The Use of U-Dictionary Application in Teaching Student's Vocabulary at The Second Grade of Junior High School 10 Tapung“, 2022.

learning becomes easier, faster, practical. While the difficulty of using this application is a bad signal and lack of funds to fulfill the quota.⁸

- 3) Dewi Wulandari, Cici Handayani in 2020 was conducted to improve vocabulary and low motivation in speaking English both during the learning process and in public. This research uses descriptive method, the participants of this research are students of SMAN 1 Sei Kepayang Kiri. This research shows that the U-Dictionary application not only provides word meanings but also provides word spells, U-Dictionary not only translates words and short phrases but also trains skills in any language and becomes one of the effective learning media to increase vocabulary significantly.⁹
- 4) Hapsari conducted a study in 2022 titled “The Use of the U-Dictionary App in Vocabulary Learning”; the purpose of this study was to observe the use of the U-Dictionary app in vocabulary learning among 7th-grade students at SMPN 6 Bekasi by applying a qualitative descriptive method, as well as research instruments in the form of interviews, questionnaires, and observations. This study involved 40 students. The results showed that 60% of the 40 students generally strongly agreed that the U-Dictionary app helps students learn English vocabulary. Based on my observations during this study, I identified three key points regarding the class: 1) Maximizing potential is a good thing. 2) Motivating students to learn.¹⁰

Judging from the three previous research results, there is no specific discussion regarding the implementation of the use of the U-Dictionary application and also how to use it.

⁸ Yulianti cici The Effectiveness of Using U-Dictionary Application in Learning English,2022.

⁹ Handayani Penggunaan U-Dictionary Untuk Meningkatkan Kosa Kata Siswa, 2020.

¹⁰ S.K Hapsari, „The Utilization of U Dictionary Applicatin in Learning Vocabulary. In Dealectial Literature and Education Journal (DLEJ)“, 7.1 (2022), 5 (1), 15 <<https://dlejpancasakti.ac.id/index.php/dlejpancasakti>>.

The research relationship with previous studies has similarities in examining the use of the U-Dictionary application. Researchers will make a difference both in terms of location, and research methods. However, the researcher will use a descriptive quantitative method and will focus more on the implementation of the use of the U-Dictionary application in improving vocabulary at SMKN 1 Parepare including the process of use and the effect of using the U-Dictionary application.

B. Some Patient Idea

1. Implementation

a. The Concept of Implementation

According to Nurdin Usman in his book titled "The Context of Implementation-Based Curriculum", implementation is defined as follows: "Implementation is essentially the activity, action, or mechanism through which a system exists. Implementation is not merely an activity, but rather a planned activity aimed at achieving the objectives of that activity."¹¹

The definition of implementation above explains that implementation is not just an activity, but also a planned activity that is carried out in earnest based on seriously planned references. Therefore implementation does not stand alone but is influenced by the next object, namely the implementation of a program.

Meanwhile, according to Guntur Setiawan, he argues that: "Implementation is the expansion of activities that adjust to each other the process of interaction between goals and actions to achieve them and requires a network of implementers, an effective".¹²

¹¹ Nurdin Usman, *The Context of Curriculum-Based Implementation* (Jakarta: Grasindo, 2002).

¹² Guntur Setiawan, *Implementation in the Bureaucracy* (Jakarta: Balai Pustaka, 2004).

According to Usman implementation is reduced to activities, actions, actions, or the mechanism of a system. Implementation is not just an activity, but an activity that is planned and to achieve the objectives of the activity.¹³

The success of implementation is greatly influenced by a deep understanding of how the various elements can work together in harmony which is marked by the interaction between actors, the capacity of implementers in the field, the strategy for conveying information or outreach, and the capacity for implementation.

2. Vocabulary

a. Definition of vocabulary

Learning vocabulary is very important when studying a foreign language like English. If students do not have a sufficient vocabulary, they will have difficulty expressing their understanding. Mastering vocabulary is important because others judge you based on the words you use, and having a broader vocabulary can improve a person's ability to think. Meanwhile, Alhabahba explains that vocabulary is indeed the most important aspect of language learning so that people can communicate with one another. Marco explains that "vocabulary is the foundation for meaningful self-expression and effective communication."¹⁴

According to Burns and Broman, as cited in Suardi and Sakti, vocabulary is the collection of words that individuals use to communicate effectively in a language. Vocabulary mastery is one of the most fundamental aspects of language learning because it enables learners to understand and express ideas accurately. Therefore, successful English language learning

¹³ N Usman, *Curriculum-Based Implementation Context* (Jakarta: PT.King of Grafindo Persada, 2002).

¹⁴ J Marco, R., Carneiro, O., & macarten, *Teaching Vocabulary: Lessons from the Corpus, Lessons for the Classroom.*, 2007.

depends greatly on the acquisition of sufficient vocabulary. Although having a large vocabulary alone does not guarantee proficiency in English, limited vocabulary can significantly hinder learners' ability to develop their listening, speaking, reading, and writing skills effectively.¹⁵

Based on the definitions presented above, the researcher concludes that vocabulary is one of the most essential components of language. It consists of the words that individuals know and use to express their thoughts, ideas, and feelings in communication. Vocabulary mastery enables learners to communicate effectively, both orally and in writing, and serves as a fundamental foundation for developing overall language proficiency.

b. Teaching vocabulary

Vocabulary is a fundamental component of language learning because all four language skills, namely listening, speaking, reading, and writing, depend on vocabulary mastery. Therefore, vocabulary instruction involves more than simply introducing new words. According to Wiratman, teachers should carefully prepare instructional materials and employ appropriate media, techniques, and teaching methods to help students understand, remember, and use new vocabulary effectively. In line with this view, the present study employs the Electronic U-Dictionary as a learning medium to enhance students' vocabulary mastery. By utilizing its interactive features, the Electronic U-Dictionary is expected to create a more enjoyable and engaging learning environment, increase students' interest and motivation, and facilitate more effective vocabulary acquisition.¹⁶

¹⁵ J. E. Suardi, S., & Sakti, „Teacher Difficulties in Teaching Vocabulary. IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature“, 7 (2), 92–104 <<https://doi.org/10.24256/ideas.v7i2.1026>>.

¹⁶ Wiratman, „The Effectiveness of Using a Mobile Learning Dictionary toward Students Vocabulary Mastery“, 2021.

According to Nation, there are six concepts in vocabulary instruction, namely: a) teachers must ensure that instruction remains simple and clear. They do not need to explain things in a complicated way; b) linking the material being taught to the students' prior knowledge. This can be done by pointing out patterns or analogies; c) use not only oral presentations but also written ones; d) focus more on vocabulary that is already partially familiar; e) let students know if a word appears frequently and is worth paying attention to in the future; and f) do not introduce unfamiliar or less-known related words such as synonyms, antonyms, or words in the same vocabulary group.¹⁷

To learn vocabulary, there are two approaches to the material that students need to be aware of. First, vocabulary instruction should be practiced by presenting up-to-date, frequently used words that are relevant to students' needs in natural contexts. Second, the material should help students learn vocabulary more effectively by teaching them various techniques and strategies they can use to continue the learning process outside the classroom. Here are some tips for assessing their vocabulary:

- a) Focus on usage, not memorization: Prioritize whether they can apply the word, not just memorize its definition.
- b) Record progress: Ask them to save their work (writing, voice recordings, photos of projects) to see their progress over time.
- c) Provide constructive feedback: Praise their efforts and use of new words, and provide gentle corrections if there are mistakes.

Assessing vocabulary learning outside the classroom requires a more flexible, activity-based approach that is less formal than written tests in the classroom. Here are some effective methods and strategies.

¹⁷ Nation, „Teaching Vocabulary. In The Routledge Handbook of Second Language Acquisition and Speaking“, 2005 <<https://doi.org/10.4324/9781003022497-2430>>.

1) Activity-based & Real-life Experience

Assessment is carried out by observing how students use vocabulary in everyday situations:

- a) Observation of social interactions: Observe the use of vocabulary when they communicate with friends, family, or in the community (e.g., when playing, discussing, or shopping). Pay attention to accuracy and fluency.
- b) Project-based assignments: Ask them to complete projects that require specific vocabulary, such as creating a travel guide, cooking with recipes in the target language, or documenting their hobbies. Evaluate their project reports or presentations.
- c) Environmental exploration: Assign them to find and record new vocabulary in their surroundings (billboards, traffic signs, product labels) and explain their meanings.

2) Media & Technology-Based

Utilize digital tools to track progress and comprehension:

- a) Language learning apps: Use the progress tracking feature in apps such as Duolingo, Memrise, or Quizlet to see how many words have been mastered and reviewed.
- b) Multimedia content: Have them watch movies, listen to songs, or read news articles in the target language, then create summaries or daily journals using the new vocabulary. Evaluate the journals or discuss the summaries.
- c) Creative digital assignments: Have them create simple content such as social media posts, short vlogs, or comic strips using the vocabulary they have learned.

3) Self-Assessment & Peer Assessment

Encourage independent responsibility and collaboration in evaluation:

- a) Vocabulary journal: Ask students to record new words they learn outside of class, along with their meanings and examples of usage. Review these journals periodically.
- b) Self-assessment checklist: Provide a list of target words and ask them to assess their own level of understanding (e.g., “only know the meaning,” “can use it in a sentence”).
- c) Peer testing: Encourage them to work with friends to test each other's vocabulary understanding through word games, casual quizzes, or discussions.

4) Games & Leisure Activities

Fun evaluations to reduce pressure:

- a) Word games: Use games such as Scrabble, Crossword Puzzles, Taboo, or Pictionary in the target language. Performance in these games can be an indicator of vocabulary mastery.
- b) Casual quizzes: Conduct short, informal quizzes, for example during the commute home or when gathering, with small prizes to motivate participants.

c. The Importance of Vocabulary Learning

According to Marco, learning vocabulary is a challenge for students. This is due to several factors, such as the heavy workload and the variety of vocabulary types students must learn. This includes words, phrases,

collocations, strategic vocabulary, grammatical patterns, idioms, and standard expressions.¹⁸

According to Allen and Vallete in Ritonga, vocabulary development in English language skills is an important part of teaching English as a foreign language. Vocabulary is a key element in all languages, and students must continuously learn new words while also learning language usage (grammar/structure) and pronunciation (articulation).¹⁹ In line with this statement, students must study diligently to expand their vocabulary. In the early stages of learning English, it is better to teach them vocabulary rather than grammar; and students can learn grammar as they encounter words within that vocabulary, provided they already have a sufficient vocabulary.

3. U-Dictionary Application

a. Description of Electronic U-Dictionary

Many people find learning English difficult, but numerous methods have been developed to simplify the process. In the past, students who wanted to learn English especially to look up word translations had to consult cumbersome print dictionaries and books, but now they can use simple and practical electronic dictionaries on their Android devices. One such electronic dictionary is U-Dictionary. It is an app that can be used on mobile devices, both online and offline. This dictionary can be downloaded to Android devices or smartphones. Although it is a lightweight app capable of translating more than 30 dialects without an internet connection, U-Dictionary currently supports Android 4.0.0 and iOS 3.0.0, which was just launched on March 24, 2016, and is promoted by Youdao, Hong Kong. As of 2019, U-Dictionary has been downloaded by more than 50 million users worldwide. With U-

¹⁸ Marco, R., Carneiro, O., & macarten.

¹⁹ L. Ritonga, „The Effects of English Vocabulary Application on The.“, 2020.

Dictionary, anyone can not only translate words and short phrases but also practice their skills in any language..²⁰ So this application is very friendly for students of SMKN 1 Parepare with limited quota and network.

U-Dictionary, we are able decipher words and brief expressions conjointly hone the abilities in any dialect. From the most tab, everybody can rapidly get to brief tests and scaled down recreations to hone any dialect needed.²¹

The works out and tests are particularly incredible for making strides your familiarity in any dialect you need, especially English.²²

b. Types of Activities in Using U-Dictionary

There are some activities when we learn using U-Dictionary, namely:

1. Translate word by word in a sentence
2. Learn form videos by U-Dictionary



In this application , some interesting videos can be used for learning.

In a day , this application releases diffrent and exciting videos to learn

²⁰ Yulianti cici.

²¹ Handayani . M Riadi, A., „The Students Perception of Using U-Dictionary in Learning Pronunciation at STBA Pontianak . *Jurnal Ilmiah STBA*, 6“, 2020.

²² L. H. Yuliyanti, C., & Siahaan, „The Effectiveness of Using U-Dictionary Application in Learning Eanglish“, *Jurnal Pendidikan Bahasa*, 9 (1) (2022).

themed various things that make it enjoyable to watch; of course this video contains an increase in learning english. In this method, the teacher is also expected to give direction to their students. (it can play with an internet connection).

3. Do some quizzes

We can learn vocab in quizzes that are available from U-Dictionary. That quiz method issued in this application is a question with a model answer on how to write the correct answer. In this method, the application gives the vna score and correction when we finish the quiz. This application issues various questions; of course, we can use this with online method.

4. Listening

In this listening method, audio and script are provided. We are encouraged to fill in a few blank words in the text by listening to audio provided; the audio can be a conversation or song, of course, this method also sharpens the pronunciation of English word.

5. Learn by games

In U-Dictionary, the available game features playing word synonyms that can improve vocabulary learning. Synonym game are beneficial for honing our ability to say that they have the same meaning in playing synonym games in this application. They take the time to answer it, and those who can complete the game can move to the next level.²³

c. The Advantages and Disadvantage of U-Dictionary

The Electronic U-Dictionary provides various features that support English language learning, including tools for checking and evaluating pronunciation and speaking fluency. These features allow learners to

²³ Zenith Ula Authentic, „Using U-Dictionary for E-Learning Vocabulary“, 2020.

practice pronunciation and receive feedback on their speaking performance, helping them improve their pronunciation accuracy. According to Krismonika, the use of the Electronic U-Dictionary can assist students in pronouncing English vocabulary correctly. Therefore, the application serves not only as a digital dictionary but also as an effective learning tool for developing students' vocabulary and pronunciation skills.²⁴ According to Muslimawati et al., the use of the Electronic U-Dictionary in vocabulary learning provides several positive effects for students. First, it is practical and easy to use, allowing students to access vocabulary quickly. Second, it helps expand students' vocabulary by providing meanings, pronunciation, and example sentences. Third, students can use the application anytime and anywhere, making vocabulary learning more flexible and convenient. Finally, the Electronic U-Dictionary is well suited to the digital era, where technology plays an important role in the learning process.

However, Muslimawati et al. also point out several limitations of the application. Advertisements that appear during use may distract students from learning. In addition, the conversation feature may not always clear previous voice recordings, which can reduce user convenience. Furthermore, the application depends on a mobile device, so it cannot be used effectively when the device has a low battery. Despite these limitations, the Electronic U-Dictionary remains a useful and effective tool for supporting vocabulary learning.²⁵

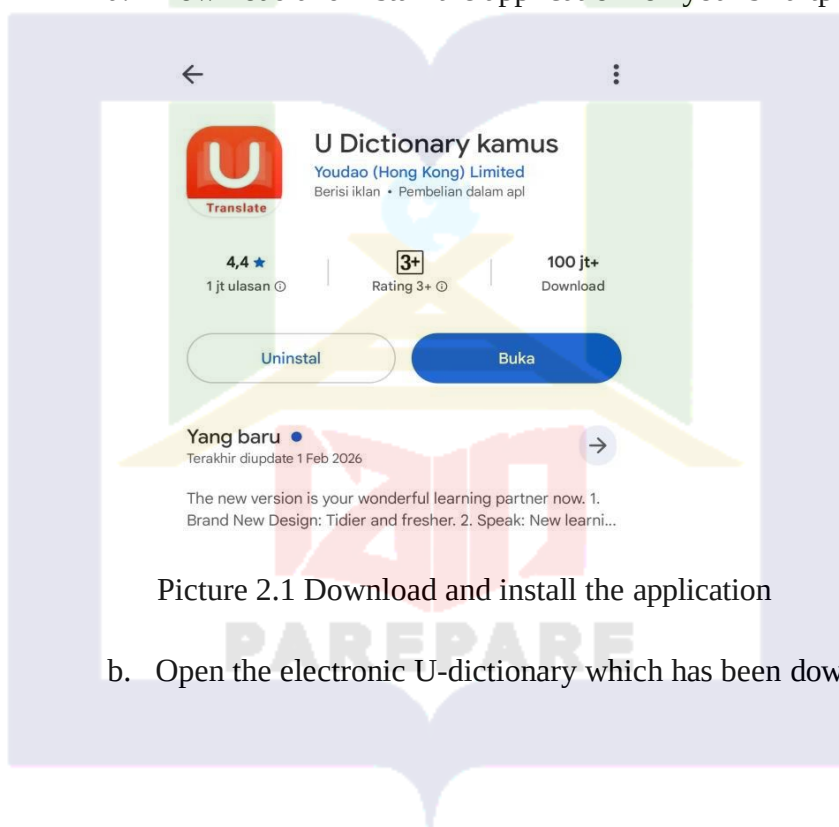
²⁴ & Natalina Asi Krismonika, Maida Norahmi, „The Effect of U-Dictionary on Vowel Pronunciation Ability of the Tenth Grade Students.EBONY“, *Journal of Englinsh Language Teaching, Linguistics, and Literature*, 1 (1) (2021), 22–33 <<https://doi.org/10.37304/ebony.v1i1.3099>>.

²⁵ E. Muslimawati, D., Dewi, K., & Silfia, „Students Perception toward Learning Vocabulary by Using U-Dictionary Application at the First Grade Students of SMAN 3 Jambi in Academic“, *Journal of English Language Teaching*, 5(2) (2021).

By using electronic U-Dictionary, it will increase students' ability in English because it has some features which can check students on the word pronunciation so they can pronounce the word correctly, it can also check the spelling and vocabulary. So the students can be easier in finding new vocabulary that they need. They just can type the unfamiliar vocabulary and it will directly appear in the U-Dictionary.

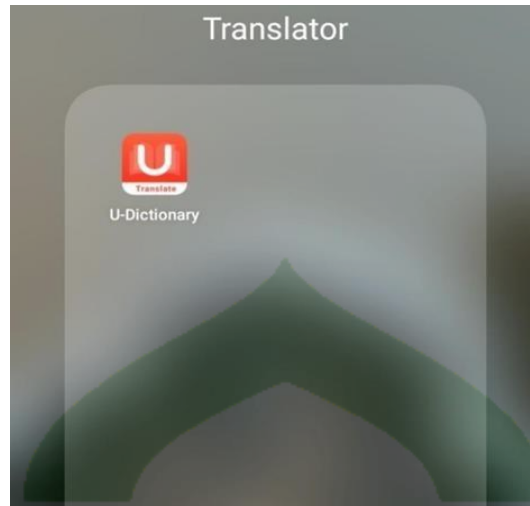
d. How to Use Electronic U_Dictionary

- a. Download and install the application on your smartphone



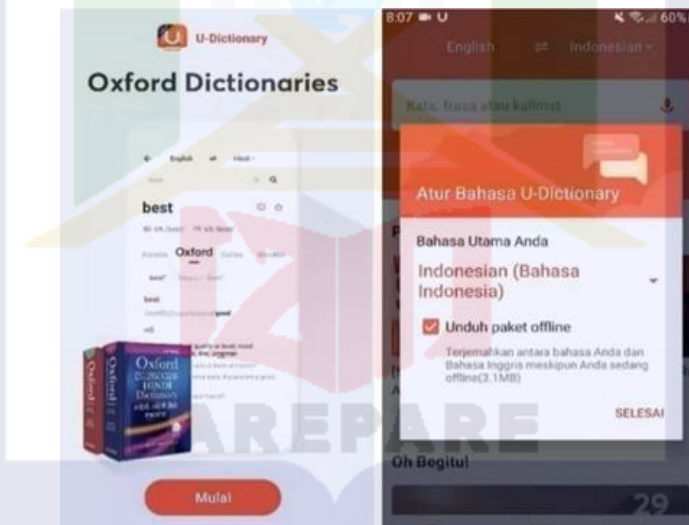
Picture 2.1 Download and install the application

- b. Open the electronic U-dictionary which has been downloaded



Picture 2.2 Open the electronic U-dictionary

- c. When it is opened, there will a display like “ select start” and the “select indonesian”.



Picture 2.3 Display of U-Dictionary

- d. After that the main menu of the application will be displayed. You can enter the word or the sentence you want to translate.



Picture 2.4 The main menu of the of U-Dictionary

4. Blended Learning

a. The Concept of Blended Learning

Blended learning, which etymologically comes from two English words, namely “blended” which means mixed, and “learning” which means learning, refers to a learning approach that combines various activities in both offline and online formats.²⁶ In this way, blended learning integrates face-to-face learning in the classroom with online learning through online platforms. The main objective of this method is to increase students' active learning independence while reducing the frequency of face-to-face meetings in the classroom.²⁷

Blended Learning is an instructional approach that combines traditional face-to-face teaching with online learning supported by digital technology.

²⁶ Alfi Salsabila, Unik Hanifah, Jany Fitria Khoirunnisa, Rasyid Herbanu Indra Saputra and Muhammad Hafidhdin. Zidanurrohim, „Teknologi Pendidikan Berbasis Blended Learning Dalam Pembelajaran Pendidikan Agama Islam.”, 2022.

²⁷ Nurliana Nasution, „Buku Model Blended Learning. Unilak Press.”, 2019.

This model was developed to enhance the effectiveness and flexibility of the learning process by providing students with greater access to learning resources while accommodating different learning styles and needs. Through the integration of classroom instruction and digital platforms, Blended Learning promotes active participation, collaboration, and continuous interaction between teachers and students, as well as among students themselves. This approach also enables learners to study at their own pace while benefiting from direct guidance and feedback during face-to-face sessions. As a result, Blended Learning has become increasingly relevant in modern education, offering opportunities to improve learning outcomes, develop digital literacy, and prepare students for the demands of the digital era. Despite its many advantages, successful implementation requires adequate technological infrastructure, effective instructional design, and the digital competence of both teachers and students.²⁸

The blended learning method is an improvement on the e-learning system, making learning more interactive and effective than if teachers only taught, explained, or directed. The blended learning method essentially combines the benefits of face-to-face and virtual or online learning. Blended learning is a learning facility that combines different teaching methods, teaching models, and learning styles. This is done so that every student can continue to learn without being bound by time and place.²⁹

There are several reasons why researchers use blended learning as a teaching method, namely:

1) Optimizing the Use of the U-Dictionary Application.

²⁸ Pendekatan D A N Model-model Pengembangan, „Jurnal Tarbiyah Almuslim Vol . 3 No . 1 Juni , 2025 : 38-54“, 3.1 (2025), 38–54.

²⁹ Nurul Astriani and Bakti Fatwa Anbiya, „Blended Learning: Konsep, Manfaat, Dan Tantangannya, Serta Implikasinya Dalam Pembelajaran PAI“, *Jurnal Harmoni Nusa Bangsa*, 2.1 (2024), 25–32.

U-Dictionary is a digital-based application that can be accessed anytime and anywhere via a smartphone. With blended learning, students not only learn vocabulary in class with a teacher, but can also study independently outside of class using this application.

2) Overcoming Time Constraints in Class

In vocational high schools, English class hours are often limited compared to vocational subjects.

3) Improving Autonomous Learning

The main problem before was limited vocabulary despite long study hours. This often happened because students were used to passively waiting for material in class. Blended learning encourages students to actively use U-Dictionary to look up new words, understand context, and practice on their own so that students become more independent and responsible for their vocabulary development, rather than just relying on the material provided by the teacher.

4) Relevance to Vocational School Student Characteristics

Vocational school students are usually more accustomed to practical, visual, and technology-based learning. Combining direct learning with the use of mobile applications is more interesting and less boring than conventional methods (such as simply memorizing from books). This increases motivation to learn because this method is more suited to students' current digital lifestyles.

5) Flexibility and Accessibility in Parepare

Geographical conditions or the availability of facilities in Parepare may be a consideration. If there are obstacles such as

weather, limited books, or distance, the online part of blended learning (using U-Dictionary) can still run.

6) Facilitating Vocabulary Improvement Measurement

With the blended model, we can compare learning outcomes before and after using the application. The face-to-face part is used for pre-tests and post-tests, while the online part is the main treatment. This makes the research data more valid because the treatment (use of the application) is carried out consistently outside the classroom, monitored or supported by learning in the classroom.

In short, blended learning was chosen because it combines the advantages of direct teacher guidance (face-to-face) with the advantages of flexibility and comprehensive features of the U-Dictionary application (online), making efforts to improve students' vocabulary more effective.

b. Benefits of Blended Learning

There are many benefits to using blended learning and e-learning, which have been around for a long time. Blended learning gives students flexibility. With this system, students have the ability to access learning materials flexibly, wherever and whenever they are. This means that students are no longer limited to having to be present at school to learn, and can receive learning materials anytime and anywhere. The blended learning method has many other benefits.

There are several benefits to implementing a blended learning model, namely, blended learning allows students to use their time more efficiently because learning activities can be carried out elsewhere. Moreover, this approach is enjoyable and reduces fatigue in the learning process. It also saves

energy, because students There is no need to use paper for note-taking, and the time spent traveling to school can be allocated to other activities.

Blended learning can increase learning flexibility. This flexibility means that learners can be flexible in their involvement in the learning process. The flexibility of online learning is achieved because learning can be done anywhere, anytime, and with anyone. Blended learning provides ample space by providing a variety of online media.³⁰

c. Challenges in Implications Blended Learning

Blended learning offers many advantages, but in its implementation, specific challenges arise. This method is relatively new and not yet widely used, so it faces several obstacles. One of them is the need for adequate technology and a stable internet connection, which may not be available in all areas. Inequality in access to technology and the internet can affect student participation and effectiveness in learning.

Adequate training and technical support for teachers and students are essential to ensure the successful implementation of this method. Teachers need to have solid knowledge of technology and how to integrate it into learning. Time management and motivation are also challenges for students, as they are responsible for their own independent learning and time management.

In addition, there are difficulties in monitoring and evaluating student progress in an integrated learning context. Teachers must develop effective assessment systems to measure student understanding and skills, both in online and face-to-face learning environments. The quality of online learning

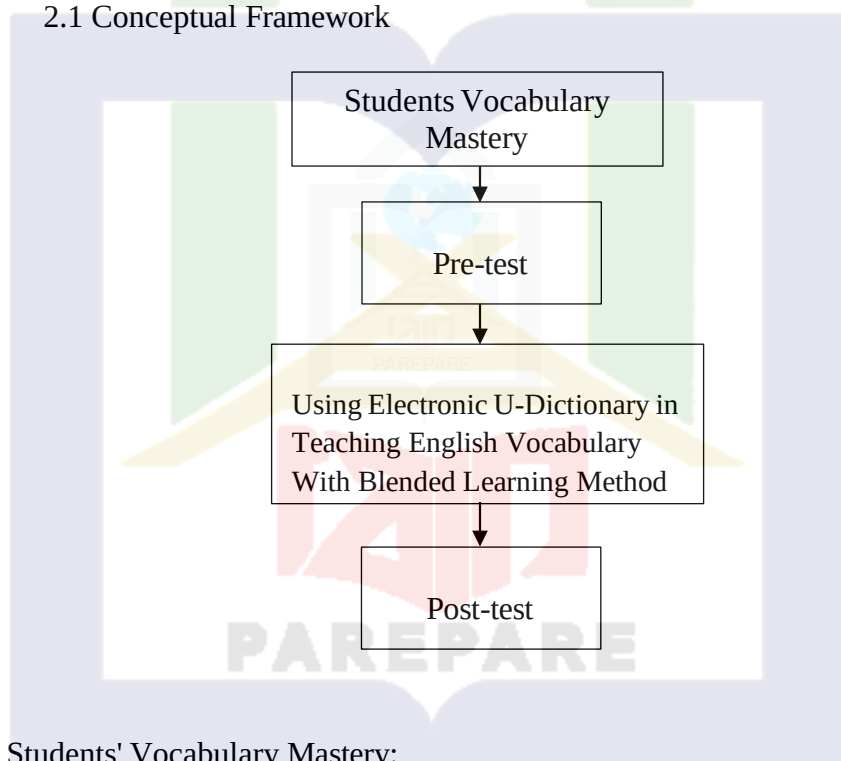
³⁰ M. P. Rahmi, U., & Azrul, „Desain Dan Implementasi Blended Learning: Integrasi Teknologi Dan Pedagogi.”, 2022.

materials also plays an important role; materials must be appropriate, interesting, and easy for students to understand. In addition, students also need to have sufficient knowledge of technology and how to apply it in the learning process.³¹

C. Conceptual Framework

The conceptual framework below explains that the researcher use electronic U-Dictionary in teaching English vocabularies. In implementation this research will apply pre-experimental research. The conceptual framework :

2.1 Conceptual Framework



1. Students' Vocabulary Mastery:

- a. The starting point of this study is the level of students' vocabulary mastery. Good vocabulary mastery is very important in English

³¹ N. A salim, „Blended Learning: Peluang Dan Tantangan Pelaksanaannya Pada Sekolah Dasar.“, 14, 2 (2023).

language learning because it is the basis for understanding texts, communicating, and improving overall language skills.

- b. Poor vocabulary mastery can hinder students' ability to understand lesson material, complete assignments, and actively participate in teaching and learning activities.

2. Pre-Test:

- a. Before implementing the intervention, students will be given a pre-test. This pre-test aims to measure students' initial vocabulary mastery level before using the U-Dictionary application with the blended learning method.
- b. The pre-test results will be used as a basis for comparing vocabulary improvement after the intervention is implemented.

3. Using the U-Dictionary Application to Improve English Vocabulary with Blended Learning Methods:

- a. This stage is the core of the research. The U-Dictionary application will be implemented as a learning medium to improve students' vocabulary.
- b. The blended learning method is used to integrate face-to-face learning in the classroom with independent learning using the U-Dictionary application. In face-to-face learning, teachers will provide explanations, exercises, and assignments that support the use of the application.
- c. Students will use U-Dictionary features such as translation, definitions, example sentences, and pronunciation to learn new vocabulary. They can also use the quiz and exercise features to test their understanding.

4. Post-Test:

- a. After the implementation period, students will be given a post-test. This post-test aims to measure students' vocabulary mastery after using the U-Dictionary application with the blended learning method.
- b. The post-test results will be compared with the pre-test results to determine whether there has been a significant improvement in students' vocabulary mastery.



CHAPTER III

RESEARCH METHOD

A. Research Design

Researcher applied a pre-experimental design with pre-test, treatment, and post-test. Used to determine vocabulary improvement through the use of the Electronic U-Dictionary for class x students at SMKN 1 Parepare. This research involved one group of students with a pre-test, treatment and post-test design. This research design can be described as follows:

Tabel 3.1 this design of research³²

Pre-Test	Treatment	Post-Test
Q1	X	Q2

Notes:

Q1 :Pre-test

X : Treatment

Q2 : Post test

B. Location and Time of Research

The location of the research conducted in SMKN 1 Parepare. This research was focused on English teachers and students of SMKN 1 Parepare in the 2026/2027 academic year. The location of SMKN 1 Parepare is in South Sulawesi.

³² Suharsimi Arikunto, *Prosedur Penelitian*, XII (Jakarta: PT. Rineka Cipta, 2002).

C. Population and Sample of the Research

1. Population

The population of this research was first grade SMKN 1 Parepare. The total of the students as showed in table below:

Table 3.2 Population of Research

Class	Gender		Total
	Male	Female	
X.1	6	11	17
X.2	6	11	17
X.3	5	12	17
TOTAL	17	34	51

Source. Resercher direct classroom observations

2. Sample

According to Sugiyono the sample was part of the number and characteristic possessed by the population. So the sampling technique in this research was simple random Sampling. According to Sugiyono simple random sampling was about sample which proper to the criteria of the class.³³ The sample can be choosen for X.1 and X.2 which number of students are 34 students at first grade of SMKN 1 Parepare.

D. Variabel of the Research

In this research, the researcher classified two kinds of variables, they are Dependent Variable (students" vocabulary) and Independent Variable (electronic U-Dictionary).

³³ Sugiyono, *Quantitative Research Methods, Qualitative and R&D* (Bandung: Alfabet, 2016).

E. Instrument of the Research

The instrument used by researcher to collect data in this study was a vocabulary test. In this study, researcher gave 20 questions that had to be completed by students within 45 minutes. This test was used in the form of a pre-test and post-test, consisting of multiple choice questions, filling in the blanks, and writing short paragraphs. This vocabulary test was given in the pre-test and post-test. It aims to know students' vocabulary achievement.

F. Technique of Collecting Data

In collecting the data, there will be three procedures, they were analyzed pre-test, treatment, and post-test.

1. Pre-test

Before doing the treatment, the students were given the pre-test first to know their prior knowledge of vocabulary.

2. Treatment

The researcher conducted the treatment in four meetings. The procedure of the treatment can be seen in the following.

- a) During the first meeting, the researcher greeted the students, checked their attendance, and asked them to download the Electronic U-Dictionary application from the Google Play Store on their smartphones. After ensuring that all students had successfully installed the application, the researcher explained its features and demonstrated how to use it effectively for vocabulary learning. Next, the researcher introduced 30 new vocabulary words related to everyday communication, such as *hello*, *road*, *think*, and *eat*. Students were

guided to use the Electronic U-Dictionary to explore the meanings, pronunciations, and example sentences of each word, allowing them to become familiar with the application while expanding their vocabulary. The researcher shows pictures or short videos about everyday language. The researcher explains the meaning of the words. Students write down the new vocabulary words and their meanings and then the researcher gives a short quiz on the vocabulary that has been learned (for example: matching pictures with words, filling in the blanks, English spelling check). Duration: 45 minutes after that the researcher asked the students difficulties and then closed the meeting.

- b) The second meeting. The researcher greeted the students and checked the attendance list and Students use the U-Dictionary app to find synonyms, antonyms, and example sentences for the vocabulary words that have been introduced. Students make additional notes about the vocabulary based on the information found in the app. Duration: 45 minutes
- c) The third meeting. The researcher greeted the students and checked the attendance list and then The researcher divided the students into small groups. Each group discussed their hobbies and why they liked them. Each group wrote a short sentence or paragraph about their hobbies using the vocabulary they had learned. Each group will present the results of their discussion in front of the class. Duration 45 minutes and then the researcher will give them vocabulary exercise and collected them to be corrected after that the researcher asked the students difficulties and then closed the meeting.
- d) The fourth meeting. The researcher greeted the students and checked the attendance list and then Researchers give more complex exercises (e.g.,

describing food, hobbies, or daily activities). Students reflect on what they have learned during the week and how the U-Dictionary app has helped them learn vocabulary. After that, researchers provide feedback and clarification if anything is unclear. Duration: 45 minutes.

3. Post Test

The researcher gave a test, as in the post-test to the students. It aims to know the students' vocabulary improvement by using the Electronic U-Dictionary at SMKN 1 Parepare.

G. Data Analysis

The data collected through these instruments were analyzed using quantitative descriptive statistical analysis. The researcher analyzed the students' answers using the following steps:

3.2 Rubric of The Vocabulary

Score	Classification
4	Understanding the meaning and the context of the word and able to use the word for many context at the sentences. The individual exhibits a mastery of word recognition, demonstrating advanced abilities in identifying and pronouncing a wide range of words accurately
3	Understanding the meaning and the context of the word and the individual consistently recognizes and pronounces words accurately, demonstrating a good understanding of context. Their vocabulary is broad and used appropriately, contributing to effective communication.

2	The individual understand a basic word recognition while there may be some errors, they make attempts to understand words in context and use a moderate range of vocabulary.
1	The individual struggles with word recognition and don,,t know the context of the word. ³⁴

Based on the rubric above, the vocabulary skills rubric provided a comprehensive assessment of individuals across four proficiency levels. A score of 4 signifies an outstanding level of vocabulary proficiency, where the individual not only understands the meaning and context of words but also exhibits a mastery of word recognition. Their advanced abilities extend to accurately identifying and pronouncing a diverse range of words, showcasing a high level of linguistic expertise.

1. Students'' score of correct answer test counted by using the formula:

$$\text{Score} = \frac{\text{students' correct answer}}{\text{total test items}} \times 100$$

2. To understand the level of the students'' score, the researcher used the following classification:

³⁴ Michael., „English Vocabulary in Use.“ (Cambridge University Press, 2017).

Tabel 3.3 Source: Depdikbud in Tira.³⁵

Scores	Classification
96-100	Excellent
86-90	Very Good
76-85	Good
66-75	Average
56-65	Fair
36-55	Poor
0-35	Very poor

Calculating the mean score, standard deviation and the test significance by using program SPSS version 20.

³⁵ Serfiani Tiara, „Teaching Vocabulary by Using Short Video at The Fourth Grade Students of SDN 24 Temmalebba Palopo (A Classroom Action Research)”.“, 2012.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This research conducted at First Grade of SMKN 1 Parepare which located at Jl. Bau Massepe No. 34 Kec. Bacukiki barat, Kel. Lumpue, Kota Parepare Prov. Sulawesi Selatan. This research conducted using pre-experimental research design by pre-test and post-test with quantitative approach. The findings explained below:

1. Students Vocabulary Mastery of the First Grade Students at SMKN 1 Parepare.

The first research question answered by focused of research about students,, vocabulary skill, this research findings conducted by using test to the students, the test called pretest which showed below:

Table 4.1 category pre test result

No	Siswa	Pre test	Category
1	S-1	50	Poor
2	S-2	45	Poor
3	S-3	60	Fair
4	S-4	55	Poor
5	S-5	40	Poor
6	S-6	70	Average
7	S-7	45	Poor
8	S-8	50	Poor
9	S-9	65	Fair

10	S-10	55	Poor
11	S-11	40	Poor
12	S-12	60	Fair
13	S-13	50	Poor
14	S-14	45	Poor
15	S-15	60	Fair
16	S-16	55	Poor
17	S-17	40	Poor
18	S-18	70	Average
19	S-19	45	Poor
20	S-20	50	Poor
21	S-21	65	Fair
22	S-22	55	Poor
23	S-23	40	Poor
24	S-24	60	Fair
25	S-25	50	Poor
26	S-26	45	Poor
27	S-27	60	Fair
28	S-28	55	Poor
29	S-29	70	Average
30	S-30	45	Poor
31	S-31	60	Fair
32	S-32	45	Poor
33	S-33	65	Fair
34	S-34	55	Poor

According to the data, there were 0 students who got excellent, very good, good, and very poor category, there were 22 students get poor category, there were 9 students who get fair and there 3 students who get average.

Table 4.2 students pre test results

NO	Category	Result Vocabulary Test (Pre Test)	
		Frequency	Percent
1	(Excellent) 96-100	0	0%
2	Very good 86-90	0	0%

3	(Good) 76-85	0	0%
4	(Average) 66-75	3	8,82%
5	(Fair) 56-65	9	26,47%
6	(Poor) 36-55	22	64,71%
7	(Very Poor) 0-35	0	0%
Total		34	100

Above showed who get score in interval of 96-100 was 0 students, the interval score for 86-90 was 0 students with , the interval score for 76-85 was 0 students,the interval score for 66-75 was 3 students with 8,82 %, the interval score for 56-65 was 9 students with 26,47 % while there interval 36-55 with 22 students with 64,71 % and no students were interval <35.

Table 4.3 Accumulation Score for Pretest students,, Vocabulary Mastery

Descriptive Statistics Pre Test					
	N	Minimum	Maximum	Mean	Std. Deviation
nilai pre test	34	40	70	53,53	9,173
Valid N (listwise)	34				

According to result above, the researcher categorized the students,, vocabulary mastery in category of **Poor** with regarding to the table 4.2 Classification of Students,, Vocabulary Score.

2. After the using of U-Dictionary aplication at First Grade of SMKN 1 Parepare.

The second research question is the Use of U-Dictionary Application at First Grade of SMKN 1 Parepare. The data below is taken from students post test.

Table 4.4 Student,, Post Test Result

No	Siswa	Post test	Category
1	S-1	80	Good
2	S-2	75	Average
3	S-3	85	Good
4	S-4	90	Very good
5	S-5	70	Average
6	S-6	95	Very Good
7	S-7	80	Good
8	S-8	75	Average
9	S-9	90	Very good
10	S-10	85	Good
11	S-11	70	Average
12	S-12	95	Very good
13	S-13	80	Good
14	S-14	75	Average
15	S-15	85	Good
16	S-16	85	Good
17	S-17	70	Average
18	S-18	95	Very good
19	S-19	80	Good
20	S-20	75	Average
21	S-21	90	Very good
22	S-22	85	Good
23	S-23	70	Average
24	S-24	95	Very good
25	S-25	80	Good
26	S-26	75	Average

27	S-27	85	Good
28	S-28	90	Very good
29	S-29	95	Very good
30	S-30	80	Good
31	S-31	80	Good
32	S-32	70	Average
33	S-33	80	Good
34	S-34	80	Good

According of the data, there were 9 students who get very good, there were 15 students who get good category and there were 10 students get average, and there 0 students who get excellent, fair, poor and very poor.

Table 4.5 Category of Post-test Results

NO	Category	Result Vocabulary Test (Post Test)	
		Frequency	Percent
1	(Excellent) 96-100	0	0%
2	(Very good) 86-90	9	26,47 %
3	(Good) 76-85	15	44,11 %
4	(Average) 66-75	10	29,41 %
5	(Fair) 56-65	0	0%
6	(Poor) 36-55	0	%
7	(Very Poor) 0-35	0	0%
Total		34	100

The data above shows who get score in interval score of 86-90 is 26,47%, the interval score for 76-85 was 15 students with 44,11%, and 29,41% students get score between 66-75. There was no students get score in the interval < 56-65.

Table 4.6 Accumulation Score for students,, vocabulary mastery

Descriptive Statistics Post Test

	N	Minimum	Maximum	Mean	Std. Deviation
nilai post test	34	70	95	82,06	8,083
Valid N (listwise)	34				

According to result above, the researcher categorized the students,, vocabulary skill in category of **Good** with regarding to the table 3.3 Classification of Students,, Vocabulary Score.

3. The Increasing of Students Vocabulary Mastery of the First Grade

Students at SMKN 1 Parepare

According to the data which identification through data evaluation, the data can be explained based on the test. The test consisted by pre and posttest. The increasing of Students Vocabulary Mastery of the First Grade Students at SMKN 1 Parepare can be showed based on the result below:

Table 4.7 Accumulation of Pre test and Post Test

No	Test Result	Mean	Category
1	Pre Test	53,53	Poor
2	Post Test	82,06	Very Good

Based on the data above it showed result of pretest categorized as poor and post test categorized as very good level.

1) T-Test Independent

Paired T-Test is a parametric test that can be used on two data between pre and post test. The purpose of this test is to see if there is an average difference between two paired data. Following are the results of the data description:

Table 4.8 T Test
Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Nilai Pre - Post test	-28,529	4,692	,805	-30,167	-26,892	-35,455	33	,000

Based on the results of the analysis, it is obtained that the t-test value is -35,455 where to find out whether the t-count value is significant with a 95% confidence interval, it must be compared with the score in the t table. And to see the t table it must be based on (dk) or degrees of freedom (df) whose magnitude is n-1, in this case it means $34-1 = 33$. It refer to the t table score of 2,034.

If the calculated t-score was -35,455 and the t value from the table (t distribution table) was 2,034, then the researcher concluded that there is a significant difference between the two groups of data being compared. In this context, the null hypothesis which states that there is no difference between the two data groups can

be rejected. The alternative hypothesis which states that there is a difference between the two groups of data will be accepted.

This the result of the analysis obtained t-score $35,455 > 2,034$, then the null hypothesis was rejected and the H_a hypothesis was accepted. So, there is an Increasing of Students Vocabulary at First Grade of SMKN 1 Parepare.

B. Discussion

In this section, the researcher presents a discussion of the findings regarding the effectiveness of using the Electronic U-Dictionary in teaching vocabulary to students specifically nouns, verbs, and adjectives during the teaching-learning process. According to the findings the problem faced by the students was they have low basic vocabulary, which significantly hindered their ability to understand and use vocabulary effectively. Students with a low basic vocabulary struggle to recognize and understand many common words. This limited word knowledge makes it difficult for them to comprehend reading materials, follow classroom instructions, and participate in discussions. Without a sufficient vocabulary base, students often find themselves unable to grasp the meaning of texts or express their thoughts clearly.³⁶ low basic vocabulary can negatively impact students' academic performance across various subjects.

³⁶ Kurniawan Iwan, „Measuring EFL Students` Vocabulary Size: Why and Howl. (English Education: Jurnal Tadris Bahasa Inggris“, 1.

Vocabulary is a foundational element of language arts but also plays a crucial role in understanding and mastering subjects. In this study, a pre-test was administered by giving students several questions. The same test was also administered as a post-test. Before administering the post-test, students were instructed to use the Electronic U-Dictionary during four sessions. During this intervention, the researcher provided 30 vocabulary words to the students and asked them to translate them using the Electronic U-Dictionary, as well as to state the meaning of each word one by one. Before being asked to memorize them, the students had to listen to the pronunciation using the audio feature in the Electronic U-Dictionary app so that they could pronounce the vocabulary words correctly. After memorizing them, the students then completed vocabulary exercises.

The pretest results showed that the students' average score fell into the "below average" category (53.53), while on the posttest, their average score increased to 82.06, which falls into the "good" category. The results of this study indicate that the use of the U Electronic Dictionary can improve students' vocabulary mastery.

This study is supported by research conducted by Hapsari, who found that 60% of the 40 students generally agreed that the U-Dictionary app helps

students learn English vocabulary.³⁷ Other studies also support these findings. Wiratman found that the use of the U-Dictionary app in vocabulary instruction can influence students' vocabulary performance.³⁸

During the learning process, the researcher observed that the students enjoyed learning vocabulary through the Electronic U-Dictionary, and when faced with pronunciation problems, they found the pronunciation feature in the Electronic U-Dictionary to be very helpful. In this context, when students learned vocabulary using the Electronic U-Dictionary, most of the vocabulary taught to them was still unfamiliar, and they had difficulty pronouncing it; however, this issue was resolved because the researcher advised students to use the pronunciation feature available in the app. This aligns with the advantages highlighted by Krismonika et al, who stated that using the U-Dictionary can help students pronounce vocabulary because the app has several features that check students' pronunciation, enabling them to pronounce words correctly.³⁹

To address the drawback of using the U-Dictionary electronic dictionary mentioned by Muslimawati et al. namely, rapid battery drain the researcher sought to mitigate this by reminding students to fully charge their

³⁷ Hapsari.

³⁸ Wiratman.

³⁹ Krismonika, Maida Norahmi.

smartphones before coming to class.⁴⁰ As for other drawbacks, such as the appearance of advertisements while using the app, the researcher found that no students experienced difficulties due to this issue.

The novelty of this research lies in the application of the U-Dictionary conducted at SMKN 1 Parepare, focusing on the context of vocational english learning which has not been widely explored previously. Unlike earlier studies, this research not only measures improvements in vocabulary mastery but also provides an indepth analiysis of the classroom implementation process, examining how the teacher integrates the app into instruction and how students utilize its available features. Furthemore, the study involves a population of vocational students whose characteristics and vocabulary needs are distinct oriented toward workplace competencies thereby differing rom students in general education programs. Finally, the findings offer emperical evidence and recommendations for the implementation of digital learning media, serving as a potential reference for english language instruction in vocational schools.

⁴⁰ Muslimawati, D., Dewi, K., & Silfia.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion in Chapter IV, the researcher concludes that the use of the U-Dictionary Electronic Dictionary is effective in improving students' vocabulary mastery at SMKN 1 Parepare. This conclusion is supported by the significant difference between the average scores obtained by students on the pretest and posttest. This means that the use of the U-Dictionary Electronic Dictionary has proven effective in vocabulary instruction.

B. Suggestion

Based on the above conclusion, the researcher would like to offer the following recommendations:

1. In vocabulary instruction, it is recommended to use electronic applications to make students more interested in learning vocabulary. One such application is the U-Dictionary Electronic Dictionary.
2. Teachers who wish to use the U-Dictionary Electronic Dictionary in vocabulary instruction must ensure that students understand how to use it. Otherwise, students will experience confusion during the teaching-learning process.

3. For the next researcher interested in conducting research on the same topic may apply it to other educational levels, such as elementary school.



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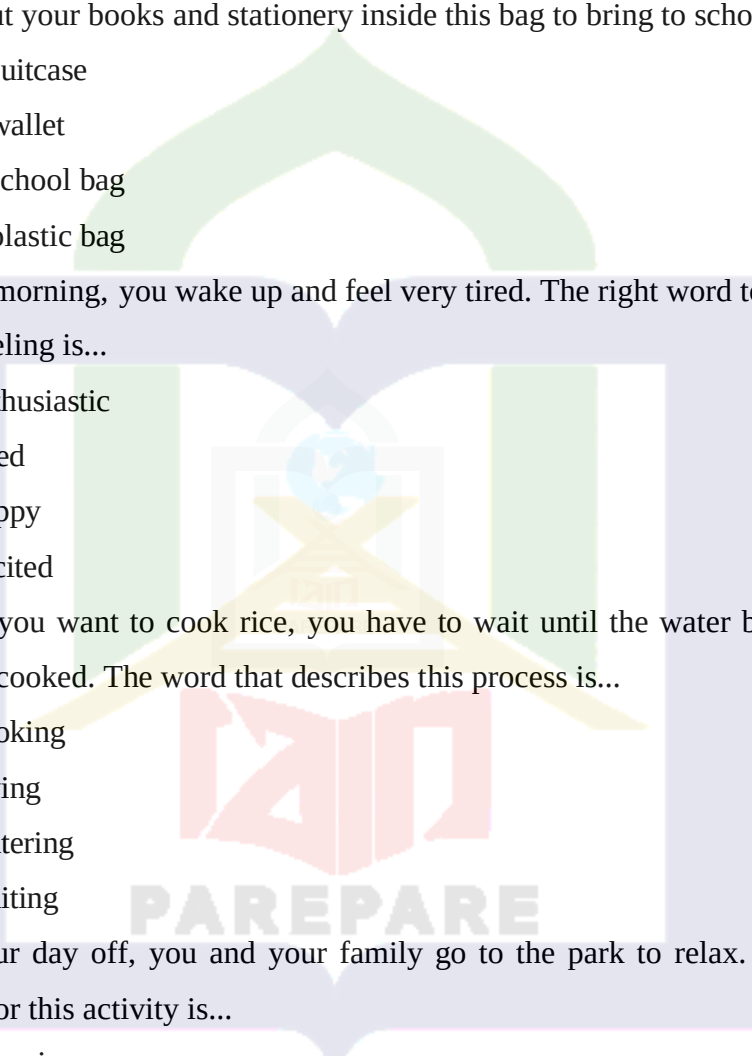
PRE-TEST

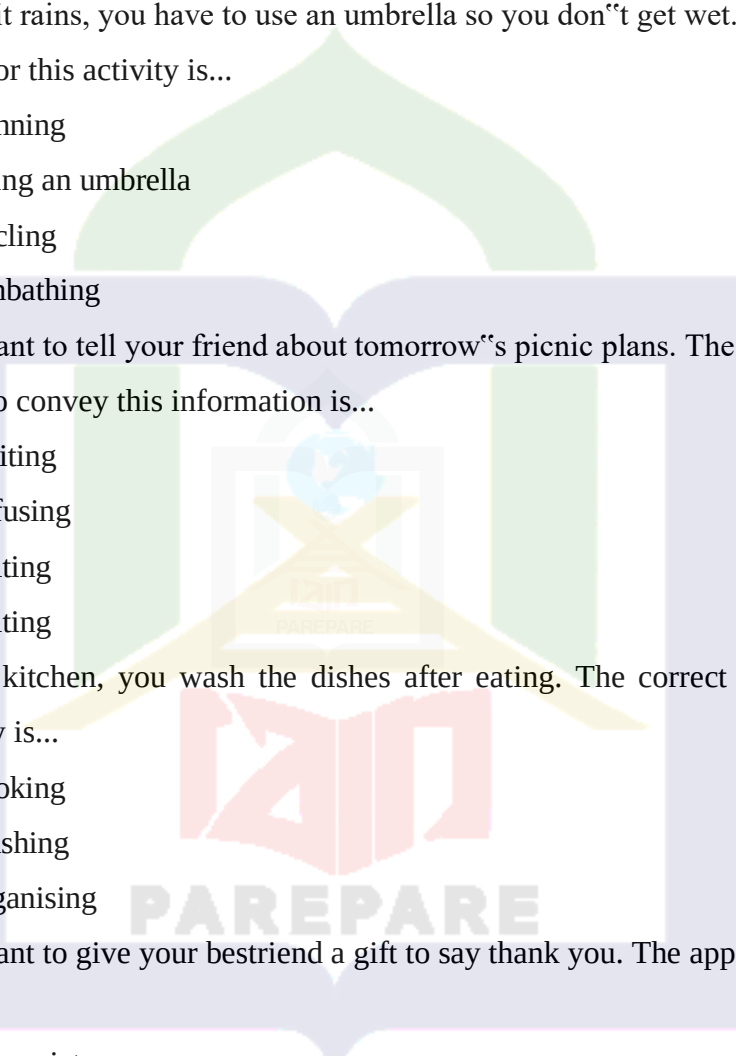
Petunjuk:

1. Baca setiap pertanyaan dengan cermat.
2. Pilih jawaban yang paling tepat atau berikan jawaban yang sesuai dengan instruksi.
3. Kerjakan soal ini secara mandiri.

Bagian 1: Pilihan Ganda (Vocabulary Recognition)

1. Situation: During a school meeting, the student council president said, “Let’s discuss the best way to organize the graduation ceremony.” What does “discuss” mean?
 - a. Argue and fight over who is right.
 - b. Stay silent and wait for the president’s decision.
 - c. Exchange ideas and opinions to find a solution together.
 - d. Start the activity right away without talking first.
2. When you want to go from one place to another far away, you take a car, bus, or train. It is called...
 - a. Travelling
 - b. Cooking
 - c. Cleaning
 - d. Singing
3. You feel very thirsty, so you drink a glass of...
 - a. Rice
 - b. Water
 - c. Bread
 - d. Cake
4. When you do not tell the truth and say something that is not real, you are...

- 
- a. Lying
 - b. Speaking
 - c. Shouting
 - d. Whispering
5. You put your books and stationery inside this bag to bring to school. It is...
- a. A suitcase
 - b. A wallet
 - c. A school bag
 - d. A plastic bag
6. In the morning, you wake up and feel very tired. The right word to describe that feeling is...
- a. Enthusiastic
 - b. Tired
 - c. Happy
 - d. Excited
7. When you want to cook rice, you have to wait until the water boils and the rice is cooked. The word that describes this process is...
- a. Cooking
 - b. Frying
 - c. Watering
 - d. Waiting
8. On your day off, you and your family go to the park to relax. The correct word for this activity is...
- a. Shopping
 - b. Playing
 - c. Driving
 - d. Sweeping
9. When you feel sad because you have lost something, you are experiencing...

- 
- a. Loneliness
- b. Luck
- c. Joy
- d. Health
10. When it rains, you have to use an umbrella so you don't get wet. The correct word for this activity is...
- a. Running
- b. Using an umbrella
- c. Cycling
- d. Sunbathing
11. You want to tell your friend about tomorrow's picnic plans. The appropriate word to convey this information is...
- a. Inviting
- b. Refusing
- c. Hating
- d. waiting
12. In the kitchen, you wash the dishes after eating. The correct word or this activity is...
- a. Cooking
- b. Washing
- c. Organising
13. You want to give your best friend a gift to say thank you. The appropriate word is...
- a. Appreciate
- b. Ignore
- c. Avoid
- d. Refuse
14. In the morning, you water the plants to keep them green and fresh. The correct

word for this activity is...

- a. Watering
- b. Drying
- c. Planting
- d. Sweeping

15. You feel hungry and want eat something. The correct word for this activity is...

- a. Eating
- b. Sleeping
- c. Studying
- d. Exercising

16. If someone always encourages and motivates others, they can be described as...

- a. Shy
- b. Inspirational
- c. Lazy
- d. Quite

17. The word the best describes a mood that is full of enthusiasm and hope is...

- a. Gloomy
- b. Optimistic
- c. Anxious
- d. Sad

18. The following sentence uses the word “persistent”...

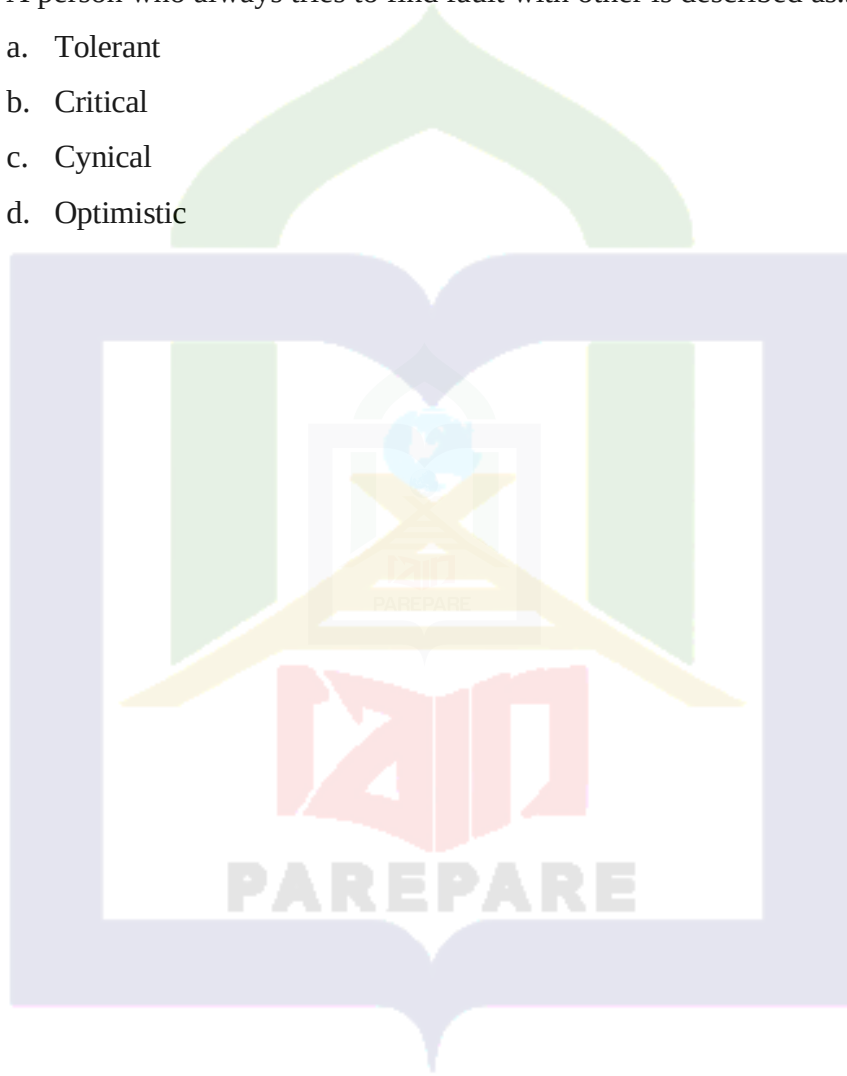
- a. He gave up when faced with a difficult challenge
- b. He kept trying and did not give up easily
- c. He felt lazy every day
- d. He was afraid to try new things

19. The sentence that shows the meaning of the word “intelligent” is...

- a. He is able to solve maths problems quickly and accurately
- b. He often forgets his lessons
- c. He does not like to study
- d. He always procrastinates

20. A person who always tries to find fault with other is described as...

- a. Tolerant
- b. Critical
- c. Cynical
- d. Optimistic



POST TEST

Petunjuk:

- a) Waktu pengerjaan: 45 menit
- b) Jumlah soal: 30
- c) Jenis soal: Pilihan Ganda, Isian Singkat.

Bagian 1: Pilihan Ganda

Pilihlah jawaban yang paling tepat.

- 1) Rest...
 - a) Activities carried out after working hard.
 - b) Activities carried out for fun.
 - c) Activities carried out to increase income.
 - d) Activities done to make new friends.
- 2) Food...
 - a) Something used to clean oneself.
 - b) Something consumed to provide energy and nutrition for the body.
 - c) Something used to decorate the house.
 - d) Something used for playing.
- 3) Education...
 - a) The process of seeking entertainment.
 - b) The process of learning something to increase knowledge and skills.
 - c) The process of looking for a job.
 - d) The process of looking for friends.
- 4) Friends...
 - a) Someone who always avoids us.
 - b) Someone we don't know.
 - c) Someone who is close to us and we share things with.
 - d) Someone who always hurts us.
- 5) Hobbies...

- a) Activities that must be done every day.
 - b) Activities done to earn money.
 - c) An activity that is enjoyed and done in one's free time for pleasure.
 - d) An activity that is done to clean the house.
- 6) Cooperation...
- a) Competition to be the best.
 - b) Joint efforts to achieve the same goal.
 - c) Individual activities without the help of others.
 - d) Quarrels between friends.
- 7) Cleanliness...
- a) A messy and dirty condition.
 - b) A condition free from dirt and disease.
 - c) The condition after heavy rain.
 - d) The condition after a big party.
- 8) Tolerance...
- a) An attitude of indifference towards differences.
 - b) An attitude of imposing one's will on others.
 - c) An attitude of respecting differences of opinion and belief.
 - d) An attitude of indifference towards the environment.
- 9) Discipline....
- a) Doing something as one pleases.
 - b) Doing something according to established rules and schedules.
 - c) Procrastinating.
 - d) Breaking existing rules.
- 10) Responsibility...
- a) Avoiding assigned tasks.
 - b) Performing tasks to the best of one's ability.
 - c) Blaming others for one's own mistakes.

d) Ignoring existing obligations.

11) Creativity....

- a) Imitating the work of others.
- b) The ability to create something new and unique.
- c) Doing something monotonously.
- d) Destroying the work of others.

12) Communication...

- a) Talking without listening to others.
- b) The process of conveying and receiving information.
- c) Shouting without purpose.
- d) Hiding important information.

13) Culture...

- a) Something outdated.
- b) Customs, arts, and values passed down from generation to generation.
- c) Something only possessed by wealthy people.
- d) Something unimportant to preserve.

14) Education...

- a) The process of seeking entertainment.
- b) The process of learning something to increase knowledge and skills.
- c) The process of seeking employment.
- d) The process of finding friends.

15) Family...

- a) A group of people who do not know each other.
- b) A group of people who live in the same city.
- c) A group of people who are related by blood or marriage and support each other.
- d) A group of people who work in the same place.

16) When you go to bed at night and close your eyes to rest, the activity is

called...

- a. Eating
- b. Sleeping
- c. Walking
- d. Studying

17) You feel very happy and want to laugh loudly because something funny happens. The feeling is...

- a. Sad
- b. Angry
- c. Amused
- d. Scared

18) To make your body strong and healthy, you run, jump, or play football. This activity is...

- a. Exercising
- b. Sleeping
- c. Reading
- d. Writing

19) When the sky is dark and there is a lot of water falling from the sky, the weather is...

- a. Sunny
- b. Rainy
- c. Windy
- d. Cloudy

20) You use this object to write on paper or draw pictures. It is...

- a. A spoon
- b. A pencil
- c. A plate
- d. A cup

Appendix 1.

Lesson Plan I

Mata pelajaran : Bahasa Inggris

Class X

Pertemuan : Pertama

Waktu : 100 menit

Materi pembelajaran : Pengenalan Kosakata

Langkah - langkah kegiatan pembelajaran

1. Kegiatan awal

- a. Menyapa mahasiswa
- b. Mengecek kehadiran mahasiswa

2. Kegiatan inti

- a. Peneliti meminta siswa mendownload Electroniv U-Dictionary dan menjelaskan cara penggunaannya
- b. Peneliti memperkenalkan 30 kosa kata baru dalam bahasa Inggris yang berkaitan dengan bahasa sehari-hari.
- c. Peneliti menunjukkan gambar atau video tentang penggunaan kosa kata yang digunakan sehari-hari.
- d. Siswa menuliskan kosa kata baru yang didapat beserta artinya.
- e. Kemudian, peneliti akan memberikan kuis singkat tentang kosa kata yang telah dipelajari (misalnya mencocokkan gambar dengan kata, mengisi titik-titik, dan memeriksa ejaan bahasa inggris)

3. Kegiatan akhir

- a. Menanyakan kesulitan siswa tentang kosakata yang berkaitan
- b. Peneliti menyimpulkan bahan ajar dan menutup pertemuan.

Lesson Plan II

Mata pelajaran : Bahasa Inggris

Class X

Pertemuan : Ke-Dua

Waktu : 100 menit

Materi pembelajaran : Penggunaan aplikasi U-Dictionary

Langkah - langkah kegiatan pembelajaran

1. Kegiatan awal
 - a. Menyapa siswa
 - b. Mengecek kehadiran siswa
2. Kegiatan inti
 - a. Peneliti meminta siswa menggunakan aplikasi U-Dictionary untuk mencari sinonim, antonim, dan contoh kalimat yang sudah diperkenalkan.
 - b. Peneliti meminta siswa membuat catatan tambahan tentang kosakata tersebut berdasarkan informasi yang ditemukan di aplikasi
 - c. Kemudian, peneliti akan memperbaiki arti kosakata yang kurang tepat
3. Kegiatan akhir
 - a. Menanyakan kesulitan siswa tentang kosakata yang berkaitan
 - b. Peneliti menyimpulkan bahan ajar dan menutup pertemuan.

Lesson Plan III

Mata pelajaran : Bahasa Inggris

Class X

Pertemuan : Ke-Tiga

Waktu : 100 menit

Materi pembelajaran : Diskusi Dan Aplikasi

Langkah - langkah kegiatan pembelajaran

1. Kegiatan awal
 - a. Menyapa siswa
 - b. Mengecek kehadiran siswa
2. Kegiatan inti
 - a. Peneliti membagi siswa menjadi beberapa kelompok-kelompok kecil.
 - b. Peneliti menginstruksikan Setiap kelompok berdiskusi tentang hobi mereka dan mengapa mereka menyukainya.
 - c. Peneliti mengarahkan setiap kelompok membuat kalimat atau paragraf pendek tentang hobi mereka menggunakan kosakata yang telah dipelajari.
 - d. Peneliti meminta setiap kelompok mempresentasikan hasil diskusi mereka di depan kelas.
3. Kegiatan akhir
 - a. Menanyakan kesulitan siswa tentang kosakata yang berkaitan
 - b. Peneliti menyimpulkan bahan ajar dan menutup pertemuan.

Lesson Plan IV

Mata pelajaran : Bahasa Inggris

Class X

Pertemuan : Ke-Empat

Waktu : 100 menit

Materi pembelajaran : Evaluasi Dan Refleksi

Langkah - langkah kegiatan pembelajaran

1. Kegiatan awal
 - a. Menyapa siswa
 - b. Mengecek kehadiran siswa
2. Kegiatan inti
 - a. Peneliti memberikan latihan soal yang lebih kompleks (misalnya: membuat deskripsi makanan, hobi atau kegiatan sehari-hari).
 - b. Peneliti mengarahkan Siswa merefleksikan apa yang telah mereka pelajari selama seminggu dan bagaimana aplikasi U-Dictionary membantu mereka dalam belajar kosakata.
 - c. Peneliti memberikan umpan balik dan klarifikasi jika ada yang belum jelas.
 - d. Kemudian, peneliti akan memperbaiki arti kosakata yang kurang tepat
3. Kegiatan akhir
 - a. Menanyakan kesulitan siswa tentang kosakata yang berkaitan
 - b. Peneliti menyimpulkan bahanajar dan menutup pertemuan



**KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 3954 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.
- MEMUTUSKAN**
- Menetapkan :** **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. Munawir, M.Pd.
- Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
- Nama : Rahmasari
NIM : 19.1300.017
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Implementation Of The U Dictionary Application In Increasing Vocabulary At SMKN 1 Parepare
- 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 : 19 September 2022

Dekan,





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

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

Nomor : B.189 /In.39/FTAR.01/PP.00.9/01/2026
Lamp. : 1 berkas draf proposal penelitian
Hal. : **Undangan Menguji Proposal Penelitian**

19 Januari 2026

Kepada

Yth. 1. Dr. H. Ambo Dalle, S.Ag., M.Pd. (Pembimbing Utama)
2. Munawir, M.Pd. (Pembimbing Pendamping)
3. Dra. Hj. Nanning, M.Pd. (Penguji I)
4. Yessicka Noviasmy, M.Pd. (Penguji II)

di,-

Parepare

Dengan hormat kami mengundang Bapak/Ibu untuk menghadiri Seminar Proposal Penelitian untuk penyusunan skripsi bagi mahasiswa berikut:

Nama : RAHMASARI
NIM : 19.1300.017
Program Studi : Pendidikan Bahasa Inggris
Judul Usulan Penelitian : THE IMPLEMENTATION OF U-DICTIONARY APPLICATION IN INCREASING VOCABULARY AT SMKN 1 PAREPARE

Seminar proposal penelitian tersebut akan dilaksanakan pada :

Hari/Tanggal : Rabu, 21 Januari 2026
Pukul : 09.30-10.45 WITA
Tempat : Ruang Seminar

Partisipasi aktif dalam pelaksanaan Seminar Proposal Penelitian sangat diharapkan terutama dalam memberikan koreksi dan masukan yang berkaitan dengan penelitian tersebut.

atas perhatian dan kesediaan Bapak/Ibu diartikan terima kasih.

a.n Dekan,
Wakil Dekan Bid. AKKK



Bahtiar, M.A



SRN IP0000641

**PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Jl. Bandar Madani No. 1 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id

IZIN PENELITIAN

Nomor : 641/IP/DPM-PTSP/6/2026

- Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Nomor 3 Tahun 2018 tentang Penerbitan Surat Keterangan Penelitian.
3. Peraturan Wali Kota Parepare Nomor 31 tahun 2025 tentang Pendelegasian Wewenang Penyelenggaraan Perizinan Berusaha dan Nonperizinan Daerah Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

MENGIZINKAN

KEPADA
NAMA

: **RAHMASARI**

UNIVERSITAS/ LEMBAGA

: **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

Jurusan

: **PENDIDIKAN BAHASA INGGRIS**

ALAMAT

: **LAPAKAKA, KEC. MALLUSETASI, KAB. BARRU**

UNTUK

: melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **THE IMPLEMENTATION OF U-DICTIONARY APPLICATION IN INCREASING VOCABULARY AT SMKN 1 PAREPARE**

LOKASI PENELITIAN : **KANTOR CABANG DINAS PENDIDIKAN PROVINSI SULAWESI SELATAN WILAYAH VIII PAREPARE (UPT SMK NEGERI 1 PAREPARE)**

LAMA PENELITIAN : **17 Juni 2026 s.d 10 Juli 2026**

- a. Izin Penelitian berlaku selama penelitian berlangsung
b. Izin ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**

Pada Tanggal : **18 Juni 2026**

**KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
KOTA PAREPARE**



Hj. ST. RAHMAH AMIR, ST, MM

Pembina Tk. 1 (IV/b)

NIP. 19741013 200604 2 019

Biaya : Rp. 0.00

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
- Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPTSP Kota Parepare (scan QRCode)



**Balai
Sertifikasi
Elektronik**





PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMKN 1 PAREPARE
Jl. Bau Massepe No. 34 (0421) 3310382 - Fax. (0421) 3310382 Parepare (91123)
Email : smk1_pare@yahoo.com

SURAT KETERANGAN PENELITIAN

Nomor : 500.6.19.1/229/UPT SMKN.1/PRP/DISDIK

Yang bertanda tangan dibawah ini,

N a m a : **MUSHIRUDDIN, S.Pd.,M.Pd.I**
NIP : 19690211 199403 1 006
Pangkat/Golongan : Pembina Tk. I,IV/b
Jabatan : Kepala Sekolah

Dengan ini memberikan keterangan kepada :

N a m a : **RAHMASARI**
Tempat/tgl Lahir : Lapakaka, 05 Desember 2000
Nomor Pokok : 19.1300.017
Program Studi : Pendidikan Bahasa Inggris
Jenis Kelamin : Perempuan
Pekerjaan/Lembaga : Mahasiswa (S1)
Alamat : Lapakaka

Benar telah melakukan penelitian di UPT. SMKN 1 Parepare dengan Judul "**THE IMPLEMENTATION OF U-DICTIONARY APPLICATION IN INCREASING VOCABULARY AT SMKN 1 PAREPARE**"

Demikian Surat Keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Parepare, 13 Juli 2026
Kepala UPT SMKN 1 Parepare



Pemerintah Provinsi
Sulawesi Selatan
Dokumen ini ditandatangani secara digital

MUSHIRUDDIN, S.Pd.,M.Pd.I
Pangkat : Pembina TK.I/IV.b
NIP. 19690211 199403 1 006

Tembusan:

1. Kepala Cabang Dinas Pendidikan Wilayah VIII
2. Peninggal



Catatan :
• UU ITE No. 11 Tahun 2008 Pasal 5 ayat 1 'Informasi Elektronik dan/atau hasil cetaknya merupakan alat bukti yang sah.'
• Dokumen ini telah ditandatangani secara elektronik menggunakan **sertifikat elektronik** yang diterbitkan **BSrE**
• Surat ini dapat dibuktikan keasliannya dengan melakukan *scan* pada *QR Code*

Nama : nurul iftitah umar
Kelas : x.1

9. 65

PRE-TEST

Petunjuk:

1. Baca setiap pertanyaan dengan cermat.
2. Pilih jawaban yang paling tepat atau berikan jawaban yang sesuai dengan instruksi.
3. Kerjakan soal ini secara mandiri.

Bagian 1: Pilihan Ganda (Vocabulary Recognition)

1. Situation: During a school meeting, the student council president said, "Let's discuss the best way to organize the graduation ceremony." What does "discuss" mean?
 - a. Argue and fight over who is right.
 - ☒ b. Stay silent and wait for the president's decision.
 - c. Exchange ideas and opinions to find a solution together.
 - d. Start the activity right away without talking first.
2. When you want to go from one place to another far away, you take a car, bus, or train. It is called...
 - ☒ a. Travelling
 - b. Cooking
 - c. Cleaning
 - d. Singing
3. You feel very thirsty, so you drink a glass of...
 - a. Rice
 - ☒ b. Water
 - c. Bread
 - d. Cake
4. When you do not tell the truth and say something that is not real, you are...

- a. Lying
b. Speaking
c. Shouting
☒ d. Whispering
5. You put your books and stationery inside this bag to bring to school. It is...
a. A suitcase
b. A wallet
☒ c. A school bag
d. A plastic bag
6. In the morning, you wake up and feel very tired. The right word to describe that feeling is...
a. Enthusiastic
☒ b. Tired
c. Happy
d. Excited
7. When you want to cook rice, you have to wait until the water boils and the rice is cooked. The word that describes this process is...
☒ a. Cooking
b. Frying
c. Watering
d. Waiting
8. On your day off, you and your family go to the park to relax. The correct word for this activity is...
☒ a. Shopping
b. Playing
c. Driving
d. Sweeping
9. When you feel sad because you have lost something, you are experiencing...

- ☒ a. Loneliness
- b. Luck
- c. Joy
- d. Health

10. When it rains, you have to use an umbrella so you don't get wet. The correct word for this activity is...

- a. Running
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11. You want to tell your friend about tomorrow's picnic plans. The appropriate word to convey this information is...

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- ☒ c. Hailing
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12. In the kitchen, you wash the dishes after eating. The correct word or this activity is...

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13. You want to give your best friend a gift to say thank you. The appropriate word is...

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- c. Avoid
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14. In the morning, you water the plants to keep them green and fresh. The correct

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15. You feel hungry and want eat something. The correct word for this activity is...

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- d. Exercising

16. If someone always encourages and motivates others, they can be described as...

- a. Shy
- b. Inspirational
- ☒ c. Lazy
- d. Quite

17. The ord the best describes a mood that is full of enthusiasm and hope is...

- a. Gloomy
- ☒ b. Optimistic
- c. Anxious
- d. Sad

18. The following sentence uses the word "persistent"...

- a. He gave up when faced with a difficult challenge
- b. He kept trying and did not give up easily
- ☒ c. He felt lazy every day
- d. He was afraid to try new things

19. The sentence that shows the meaning o the word "intelligent" is...

- ☒ a. He is able to solve maths problems quickly and accurately
b. He often forgets his lessons
c. He does not like to study
d. He always procrastinates
20. A person who always tries to find fault with other is described as...
- a. Tolerant
☒ b. Critical
c. Cynical
d. Optimistic

Nama : mel Juwita
Kelas : X₁

PRE-TEST

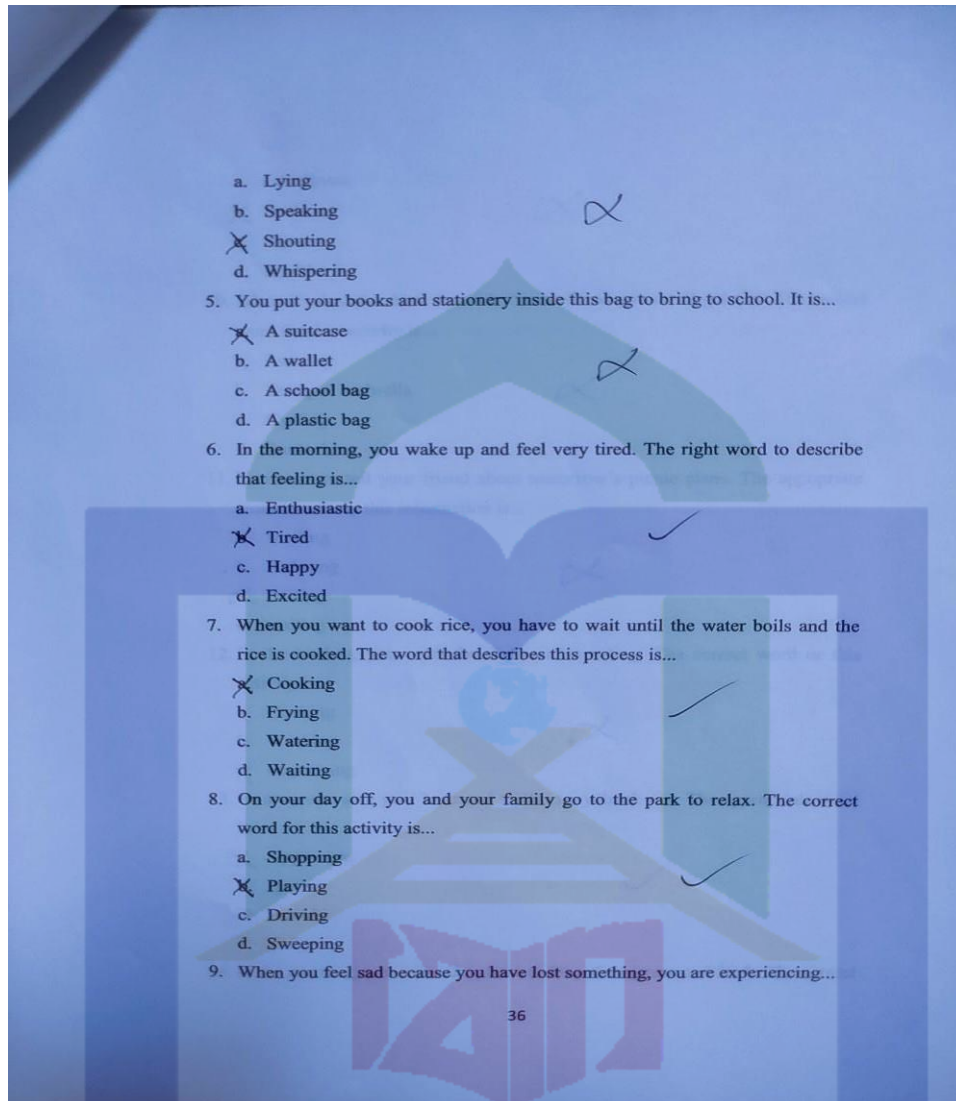
4-45

Petunjuk:

1. Baca setiap pertanyaan dengan cermat.
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a. Loneliness
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 d. Health

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37

PAREPARE

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b. Critical
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Nama = Ranyu Sasabila
Kelas = XI

PRE-TEST

40

Petunjuk:

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- b. Speaking ☐ X
- ~~a~~ c. Shouting ☐ X
- d. Whispering ☐ X
5. You put your books and stationery inside this bag to bring to school. It is...
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- b. A wallet ☐ X
- c. A school bag ☐ X
- d. A plastic bag ☐ X
6. In the morning, you wake up and feel very tired. The right word to describe that feeling is...
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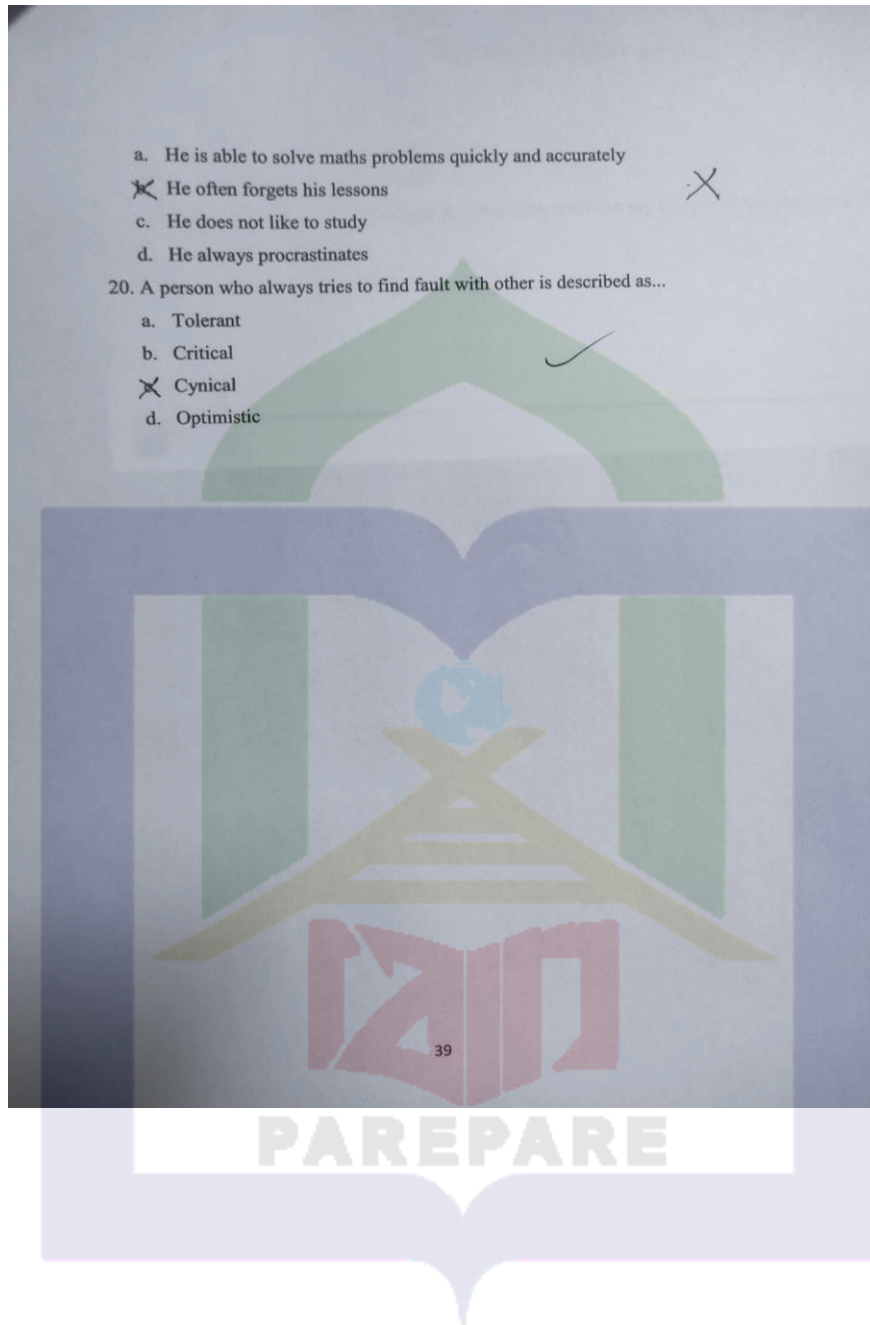
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nama = nur ramadani anwar
kelas = X.1

60

PRE-TEST

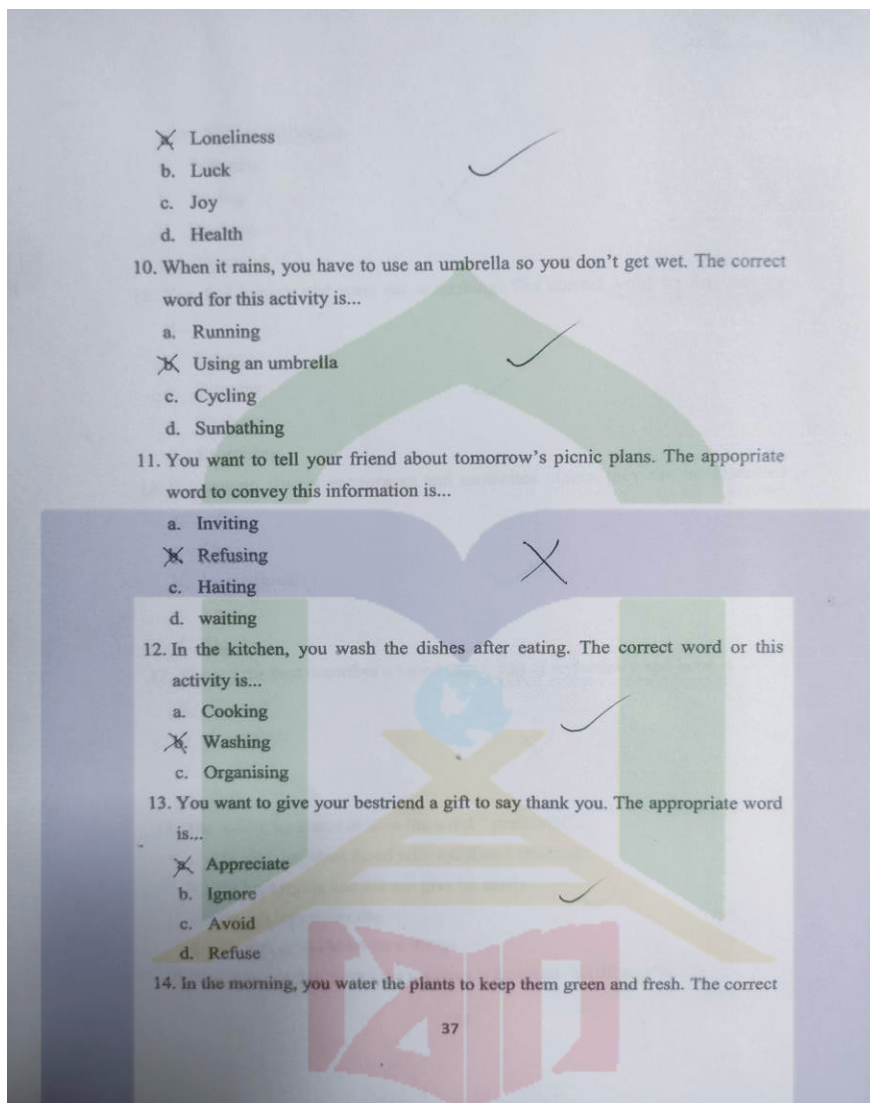
Petunjuk:

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PAREPARE

Nama : Tiara
Kelas : X.1

55

PRE-TEST

Petunjuk:

1. Baca setiap pertanyaan dengan cermat.
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35

PAREPARE

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- c. Lazy
- d. Quite

17. The word the best describes a mood that is full of enthusiasm and hope is...

- a. Gloomy
- b. Optimistic
- ☒ c. Anxious
- d. Sad

18. The following sentence uses the word "persistent"...

- a. He gave up when faced with a difficult challenge
- ☒ b. He kept trying and did not give up easily
- c. He felt lazy every day
- d. He was afraid to try new things

19. The sentence that shows the meaning of the word "intelligent" is...

- ☒ a. He is able to solve maths problems quickly and accurately
b. He often forgets his lessons
c. He does not like to study
d. He always procrastinates
20. A person who always tries to find fault with other is described as...
- a. Tolerant
b. Critical
☒ c. Cynical
d. Optimistic

85 dari 100 poin 🔒 Skor tidak dirilis

Formulir tanpa judul

Post tes

* Menunjukkan pertanyaan yang wajib diisi

Nama * 5 / 0

Muhammad rifal

Tambahkan masukan individual

✓ Rest * 5 / 5

☒ a) Activities carried out after working hard. ✓

☐ b) Activities carried out for fun.

☐ c) Activities carried out to increase income.

☐ d) Activities done to make new friends.

Tambahkan masukan individual

✓ Food * 5 / 5

☐ a) Something used to clean oneself.

☒ b) Something consumed to provide energy and nutrition for the body. ✓

☐ c) Something used to decorate the house.

☐ d) Something used for playing.

Tambahkan masukan individual

✓ Education * 5 / 5

☐ a) The process of seeking entertainment.

☒ b) The process of learning something to increase knowledge and skills. ✓

☐ c) The process of looking for a job.

☐ d) The process of looking for friends.

Tambahkan masukan individual

PAREPARE

✗ Friends *

0 / 5

- ☐ a) Someone who always avoids us.
- ☐ b) Someone we don't know.
- ☐ c) Someone who is close to us and we share things with.
- ☒ d) Someone who always hurts us. ✗

Jawaban yang benar

- ☒ c) Someone who is close to us and we share things with.

Tambahkan masukan individual

✓ Hobbies *

5 / 5

- ☐ a) Activities that must be done every day.
- ☐ b) Activities done to earn money.
- ☒ c) An activity that is enjoyed and done in one's free time for pleasure. ✓
- ☐ d) An activity that is done to clean the house.

Tambahkan masukan individual

✗ Cooperation *

0 / 5

- ☐ a) Competition to be the best.
- ☐ b) Joint efforts to achieve the same goal.
- ☒ c) Individual activities without the help of others. ✗
- ☐ d) Quarrels between friends.

Jawaban yang benar

- ☒ b) Joint efforts to achieve the same goal.

Tambahkan masukan individual

✓ Cleanliness *

5 / 5

- ☐ a) A messy and dirty condition.
- ☒ b) A condition free from dirt and disease. ✓
- ☐ c) The condition after heavy rain.
- ☐ d) The condition after a big party.

✓ Tolerance... *

5 / 5

- ☐ a) An attitude of indifference towards differences.
- ☐ b) An attitude of imposing one's will on others.
- ☒ c) An attitude of respecting differences of opinion and belief. ✓
- ☐ d) An attitude of indifference towards the environment.

Tambahkan masukan individual

✓ Discipline ... *

5 / 5

- ☐ a) Doing something as one pleases.
- ☒ b) Doing something according to established rules and schedules. ✓
- ☐ c) Procrastinating.
- ☐ d) Breaking existing rules.

Tambahkan masukan individual

✗ Responsibility... *

0 / 5

- ☐ a) Avoiding assigned tasks.
- ☐ b) Performing tasks to the best of one's ability.
- ☒ c) Blaming others for one's own mistakes. ✗
- ☐ d) Ignoring existing obligations.

Jawaban yang benar

- ☒ b) Performing tasks to the best of one's ability.

Tambahkan masukan individual

✓ Creativity... *

5 / 5

- ☐ a) Imitating the work of others.
- ☒ b) The ability to create something new and unique. ✓
- ☐ c) Doing something monotonously.
- ☐ d) Destroying the work of others.

Tambahkan masukan individual

✓ Communication... * 5 / 5

☐ a) Talking without listening to others.

☒ b) The process of conveying and receiving information. ✓

☐ c) Shouting without purpose.

☐ d) Hiding important information.

Tambahkan masukan individual

✓ Culture ... * 5 / 5

☐ a) Something outdated.

☒ b) Customs, arts, and values passed down from generation to generation. ✓

☐ c) Something only possessed by wealthy people.

☐ d) Something unimportant to preserve.

Tambahkan masukan individual

✓ Education... * 5 / 5

☐ a) The process of seeking entertainment.

☒ b) The process of learning something to increase knowledge and skills. ✓

☐ c) The process of seeking employment.

☐ d) The process of finding friends.

Tambahkan masukan individual

✓ Family... * 5 / 5

☐ a) A group of people who do not know each other.

☐ b) A group of people who live in the same city.

☒ c) A group of people who are related by blood or marriage and support each other. ✓

☐ d) A group of people who work in the same place.

Tambahkan masukan individual

✓ When you go to bed at night and close your eyes to rest, the activity is called... * 5 / 5

☐ a. Eating

☒ b. Sleeping ✓

☐ c. Walking

☐ d. Studying

✓ When you go to bed at night and close your eyes to rest, the activity is called... * 5 / 5

☐ a. Eating

☒ b. Sleeping ✓

☐ c. Walking

☐ d. Studying

Tambahkan masukan individual

✓ You feel very happy and want to laugh loudly because something funny happens. * 5 / 5

The feeling is...

☐ a. Sad

☐ b. Angry

☒ c. Amused ✓

☐ d. Scared

Tambahkan masukan individual

✓ To make your body strong and healthy, you run, jump, or play football. This activity * 5 / 5

is...

☒ a. Exercising ✓

☐ b. Sleeping

☐ c. Reading

☐ d. Writing

Tambahkan masukan individual

✓ When the sky is dark and there is a lot of water falling from the sky, the weather * 5 / 5

is...

☐ a. Sunny

☒ b. Rainy ✓

☐ c. Windy

☐ d. Cloudy

PAREPARE

✓ When you go to bed at night and close your eyes to rest, the activity is called... * 5 / 5

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Tambahkan masukan individual

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☐ b. Sleeping

☐ c. Reading

☐ d. Writing

Tambahkan masukan individual

✓ When the sky is dark and there is a lot of water falling from the sky, the weather is... * 5 / 5

☐ a. Sunny

☒ b. Rainy ✓

☐ c. Windy

☐ d. Cloudy

Tambahkan masukan individual

✓ You use this object to write on paper or draw pictures. It is... * 5 / 5

☐ a. A spoon

☒ b. A pencil ✓

☐ c. A plate

☐ d. A cup

75 dari 100 poin
Skor tidak dirilis

Formulir tanpa judul

Post tes

* Menunjukkan pertanyaan yang wajib diisi

Nama *
/ 0

Salman

Tambahkan masukan individual

✓ Rest *
5 / 5

☒ a) Activities carried out after working hard. ✓

☐ b) Activities carried out for fun.

☐ c) Activities carried out to increase income.

☐ d) Activities done to make new friends.

Tambahkan masukan individual

✓ Food *
5 / 5

☐ a) Something used to clean oneself.

☒ b) Something consumed to provide energy and nutrition for the body. ✓

☐ c) Something used to decorate the house.

☐ d) Something used for playing.

Tambahkan masukan individual

✓ Education *
5 / 5

☐ a) The process of seeking entertainment.

☒ b) The process of learning something to increase knowledge and skills. ✓

☐ c) The process of looking for a job.

☐ d) The process of looking for friends.

Tambahkan masukan individual

✓ Friends *
5 / 5

☐ a) Someone who always avoids us.

☐ b) Someone we don't know.

☒ c) Someone who is close to us and we share things with. ✓

☐ d) Someone who always hurts us.

✗ Hobbies * 0 / 5

☒ a) Activities that must be done every day. ✗

☐ b) Activities done to earn money.

☐ c) An activity that is enjoyed and done in one's free time for pleasure.

☐ d) An activity that is done to clean the house.

Jawaban yang benar

☒ c) An activity that is enjoyed and done in one's free time for pleasure.

Tambahkan masukan individual

✓ Cooperation * 5 / 5

☐ a) Competition to be the best.

☒ b) Joint efforts to achieve the same goal. ✓

☐ c) Individual activities without the help of others.

☐ d) Quarrels between friends.

Tambahkan masukan individual

✓ Cleanliness * 5 / 5

☐ a) A messy and dirty condition.

☒ b) A condition free from dirt and disease. ✓

☐ c) The condition after heavy rain.

☐ d) The condition after a big party.

Tambahkan masukan individual

✗ Tolerance... * 0 / 5

☐ a) An attitude of indifference towards differences.

☒ b) An attitude of imposing one's will on others. ✗

☐ c) An attitude of respecting differences of opinion and belief.

☐ d) An attitude of indifference towards the environment.

Jawaban yang benar

☒ c) An attitude of respecting differences of opinion and belief.

Tambahkan masukan individual

✓ Discipline ... * 5 / 5

☐ a) Doing something as one pleases.

☒ b) Doing something according to established rules and schedules. ✓

☐ c) Procrastinating.

☐ d) Breaking existing rules.

✗ Responsibility... * 0 / 5

☐ a) Avoiding assigned tasks.

☐ b) Performing tasks to the best of one's ability.

☒ c) Blaming others for one's own mistakes. ✗

☐ d) Ignoring existing obligations.

Jawaban yang benar

☒ b) Performing tasks to the best of one's ability.

Tambahkan masukan individual

✗ Creativity... * 0 / 5

☒ a) Imitating the work of others. ✗

☐ b) The ability to create something new and unique.

☐ c) Doing something monotonously.

☐ d) Destroying the work of others.

Jawaban yang benar

☒ b) The ability to create something new and unique.

Tambahkan masukan individual

✓ Communication... * 5 / 5

☐ a) Talking without listening to others.

☒ b) The process of conveying and receiving information. ✓

☐ c) Shouting without purpose.

☐ d) Hiding important information.

Tambahkan masukan individual

✓ Culture ... * 5 / 5

☐ a) Something outdated.

☒ b) Customs, arts, and values passed down from generation to generation. ✓

☐ c) Something only possessed by wealthy people.

☐ d) Something unimportant to preserve.

Tambahkan masukan individual

✓ Education... * 5 / 5

☐ a) The process of seeking entertainment.

☒ b) The process of learning something to increase knowledge and skills. ✓

☐ c) The process of seeking employment.

☐ d) The process of finding friends.

✓ Family... * 5 / 5

☐ a) A group of people who do not know each other.

☐ b) A group of people who live in the same city.

☒ c) A group of people who are related by blood or marriage and support each other. ✓

☐ d) A group of people who work in the same place.

Tambahkan masukan individual

✓ When you go to bed at night and close your eyes to rest, the activity is called... * 5 / 5

☐ a. Eating

☒ b. Sleeping ✓

☐ c. Walking

☐ d. Studying

Tambahkan masukan individual

✗ You feel very happy and want to laugh loudly because something funny happens. * 0 / 5

The feeling is...

☐ a. Sad

☐ b. Angry

☐ c. Amused

☒ d. Scared ✗

Jawaban yang benar

☒ c. Amused

Tambahkan masukan individual

✓ To make your body strong and healthy, you run, jump, or play football. This activity is... * 5 / 5

☒ a. Exercising ✓

☐ b. Sleeping

☐ c. Reading

☐ d. Writing

Tambahkan masukan individual

✓ When the sky is dark and there is a lot of water falling from the sky, the weather is... * 5 / 5

☐ a. Sunny

☒ b. Rainy ✓

☐ c. Windy

☐ d. Cloudy

Tambahkan masukan individual

✓ When you go to bed at night and close your eyes to rest, the activity is called... * 5 / 5

☐ a. Eating

☒ b. Sleeping ✓

☐ c. Walking

☐ d. Studying

Tambahkan masukan individual

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The feeling is...

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☐ b. Angry

☐ c. Amused

☒ d. Scared ✗

Jawaban yang benar

☒ c. Amused

Tambahkan masukan individual

✓ To make your body strong and healthy, you run, jump, or play football. This activity is... * 5 / 5

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Tambahkan masukan individual

✓ When the sky is dark and there is a lot of water falling from the sky, the weather is... * 5 / 5

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☐ c. Windy

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Tambahkan masukan individual

✓ You use this object to write on paper or draw pictures. It is... * 5 / 5

☐ a. A spoon

☒ b. A pencil ✓

☐ c. A plate

☐ d. A cup

85 dari 100 poin

Skor tidak dirilis

Formulir tanpa judul

Post tes

* Menunjukkan pertanyaan yang wajib diisi

Nama *

Tiera

Tambahkan masukan individual

Rest *

☒ a) Activities carried out after working hard.
 ☐ b) Activities carried out for fun.
 ☐ c) Activities carried out to increase income.
 ☐ d) Activities done to make new friends.

Tambahkan masukan individual

Food *

☐ a) Something used to clean oneself.
 ☒ b) Something consumed to provide energy and nutrition for the body.
 ☐ c) Something used to decorate the house.
 ☐ d) Something used for playing.

Tambahkan masukan individual

Education *

☐ a) The process of seeking entertainment.
 ☒ b) The process of learning something to increase knowledge and skills.
 ☐ c) The process of looking for a job.
 ☐ d) The process of looking for friends.

Tambahkan masukan individual

Friends *

☐ a) Someone who always avoids us.
 ☐ b) Someone we don't know.
 ☒ c) Someone who is close to us and we share things with.
 ☐ d) Someone who always hurts us.

✗ Hobbies * 0 / 5

☐ a) Activities that must be done every day.
☒ b) Activities done to earn money. ✗
☐ c) An activity that is enjoyed and done in one's free time for pleasure.
☐ d) An activity that is done to clean the house.

Jawaban yang benar

☒ c) An activity that is enjoyed and done in one's free time for pleasure.

Tambahkan masukan individual

✓ Cooperation * 5 / 5

☐ a) Competition to be the best.
☒ b) Joint efforts to achieve the same goal. ✓
☐ c) Individual activities without the help of others.
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Tambahkan masukan individual

✓ Cleanliness * 5 / 5

☐ a) A messy and dirty condition.
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☐ c) The condition after heavy rain.
☐ d) The condition after a big party.

Tambahkan masukan individual

✓ Tolerance... * 5 / 5

☐ a) An attitude of indifference towards differences.
☐ b) An attitude of imposing one's will on others.
☒ c) An attitude of respecting differences of opinion and belief. ✓
☐ d) An attitude of indifference towards the environment.

Tambahkan masukan individual

✓ Discipline ... * 5 / 5

☐ a) Doing something as one pleases.
☒ b) Doing something according to established rules and schedules. ✓
☐ c) Procrastinating.
☐ d) Breaking existing rules.

✓ Responsibility... * 5 / 5

☐ a) Avoiding assigned tasks.

☒ b) Performing tasks to the best of one's ability. ✓

☐ c) Blaming others for one's own mistakes.

☐ d) Ignoring existing obligations.

Tambahkan masukan individual

✓ Creativity... * 5 / 5

☐ a) Imitating the work of others.

☒ b) The ability to create something new and unique. ✓

☐ c) Doing something monotonously.

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Tambahkan masukan individual

✓ Communication... * 5 / 5

☐ a) Talking without listening to others.

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☐ c) Shouting without purpose.

☐ d) Hiding important information.

Tambahkan masukan individual

✗ Culture ... * 0 / 5

☒ a) Something outdated. ✗

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☐ c) Something only possessed by wealthy people.

☐ d) Something unimportant to preserve.

Jawaban yang benar

☒ b) Customs, arts, and values passed down from generation to generation.

Tambahkan masukan individual

✓ Education... * 5 / 5

☐ a) The process of seeking entertainment.

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✓ Family... * 5 / 5

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☐ d) A group of people who work in the same place.

Tambahkan masukan Individual

✓ When you go to bed at night and close your eyes to rest, the activity is called... * 5 / 5

☐ a. Eating

☒ b. Sleeping ✓

☐ c. Walking

☐ d. Studying

Tambahkan masukan Individual

✓ You feel very happy and want to laugh loudly because something funny happens. * 5 / 5
The feeling is...

☐ a. Sad

☐ b. Angry

☒ c. Amused ✓

☐ d. Scared

Tambahkan masukan Individual

✓ To make your body strong and healthy, you run, jump, or play football. This activity * 5 / 5
is...

☒ a. Exercising ✓

☐ b. Sleeping

☐ c. Reading

☐ d. Writing

Tambahkan masukan Individual

✗ When the sky is dark and there is a lot of water falling from the sky, the weather * 0 / 5
is...

☒ a. Sunny ✗

☐ b. Rainy

☐ c. Windy

☒ b. Sleeping ✓

☐ c. Walking

☐ d. Studying

Tambahkan masukan Individual

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is...

☒ a. Sunny ✗

☐ b. Rainy

☐ c. Windy

☐ d. Cloudy

Jawaban yang benar

☒ b. Rainy

Tambahkan masukan Individual

✓ You use this object to write on paper or draw pictures. It is. * 5 / 5

☐ a. A spoon

☒ b. A pencil ✓

☐ c. A plate

☐ d. A cup

90 dari 100 poin

Skor tidak dirilis

Formulir tanpa judul

Post tes

* Menunjukkan pertanyaan yang wajib diisi

Nama *

Syalsahabila amir

Tambahkan masukan Individual

Rest *

5 / 5

☒ a) Activities carried out after working hard.
 ☐ b) Activities carried out for fun.
 ☐ c) Activities carried out to increase income.
 ☐ d) Activities done to make new friends.

Tambahkan masukan Individual

Food *

5 / 5

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Tambahkan masukan Individual

Education *

5 / 5

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Tambahkan masukan Individual

Friends *

5 / 5

☐ a) Someone who always avoids us.
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✓ Hobbies * 5 / 5

- ☐ a) Activities that must be done every day.
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Tambahkan masukan individual

✗ Cooperation * 0 / 5

- ☐ a) Competition to be the best.
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Jawaban yang benar

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Tambahkan masukan individual

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- ☐ d) The condition after a big party.

Tambahkan masukan individual

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- ☐ b) An attitude of imposing one's will on others.
- ☒ c) An attitude of respecting differences of opinion and belief. ✓
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Tambahkan masukan individual

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✓ Responsibility... * 5 / 5

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Tambahkan masukan individual

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Tambahkan masukan individual

✓ Communication... * 5 / 5

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Tambahkan masukan individual

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Tambahkan masukan individual

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☐ d) The process of finding friends.

✗ Family... * 0 / 5

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☐ d) A group of people who work in the same place.

Jawaban yang benar

☒ c) A group of people who are related by blood or marriage and support each other.

Tambahkan masukan individual

✓ When you go to bed at night and close your eyes to rest, the activity is called... * 5 / 5

☐ a. Eating
☒ b. Sleeping ✓
☐ c. Walking
☐ d. Studying

Tambahkan masukan individual

✓ You feel very happy and want to laugh loudly because something funny happens. * 5 / 5
The feeling is...

☐ a. Sad
☐ b. Angry
☒ c. Amused ✓
☐ d. Scared

Tambahkan masukan individual

✓ To make your body strong and healthy, you run, jump, or play football. This activity * 5 / 5
is...

☒ a. Exercising ✓
☐ b. Sleeping
☐ c. Reading
☐ d. Writing

Tambahkan masukan individual

✓ When the sky is dark and there is a lot of water falling from the sky, the weather * 5 / 5
is...

☐ a. Sunny
☒ b. Rainy ✓
☐ c. Windy
☐ d. Cloudy

✓ You feel very happy and want to laugh loudly because something funny happens. * 5 / 5
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Tambahkan masukan individual

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Tambahkan masukan individual

✓ When the sky is dark and there is a lot of water falling from the sky, the weather is... * 5 / 5

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Tambahkan masukan individual

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- ☐ a. A spoon
☒ b. A pencil
☐ c. A plate
☐ d. A cup

90 dari 100 poin Skor tidak dirilis

Formulir tanpa judul

Post tes

* Menunjukkan pertanyaan yang wajib diisi

Nama * 5 / 0

Mei Juwita

Tambahkan masukan individual

✓ Rest * 5 / 5

☒ a) Activities carried out after working hard. ✓

☐ b) Activities carried out for fun.

☐ c) Activities carried out to increase income.

☐ d) Activities done to make new friends.

Tambahkan masukan individual

✓ Food * 5 / 5

☐ a) Something used to clean oneself.

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☐ d) Something used for playing.

Tambahkan masukan individual

✓ Education * 5 / 5

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☒ b) The process of learning something to increase knowledge and skills. ✓

☐ c) The process of looking for a job.

☐ d) The process of looking for friends.

PAREPARE

✓ Friends * 5 / 5

- ☐ a) Someone who always avoids us.
- ☐ b) Someone we don't know.
- ☒ c) Someone who is close to us and we share things with. ✓
- ☐ d) Someone who always hurts us.

Tambahkan masukan individual

✗ Hobbies * 0 / 5

- ☒ a) Activities that must be done every day. ✗
- ☐ b) Activities done to earn money.
- ☐ c) An activity that is enjoyed and done in one's free time for pleasure.
- ☐ d) An activity that is done to clean the house.

Jawaban yang benar

- ☒ c) An activity that is enjoyed and done in one's free time for pleasure.

Tambahkan masukan individual

✓ Cooperation * 5 / 5

- ☐ a) Competition to be the best.
- ☒ b) Joint efforts to achieve the same goal. ✓
- ☐ c) Individual activities without the help of others.
- ☐ d) Quarrels between friends.

Tambahkan masukan individual

✗ Cleanliness * 0 / 5

- ☐ a) A messy and dirty condition.
- ☐ b) A condition free from dirt and disease.
- ☒ c) The condition after heavy rain. ✗
- ☐ d) The condition after a big party.

Jawaban yang benar

- ☒ b) A condition free from dirt and disease.

Tambahkan masukan individual

✓ Tolerance... * 5 / 5

- ☐ a) An attitude of indifference towards differences.
- ☐ b) An attitude of imposing one's will on others.
- ☒ c) An attitude of respecting differences of opinion and belief. ✓
- ☐ d) An attitude of indifference towards the environment.

Tambahkan masukan Individual

✓ Discipline ... * 5 / 5

- ☐ a) Doing something as one pleases.
- ☒ b) Doing something according to established rules and schedules. ✓
- ☐ c) Procrastinating.
- ☐ d) Breaking existing rules.

Tambahkan masukan Individual

✓ Responsibility... * 5 / 5

- ☐ a) Avoiding assigned tasks.
- ☒ b) Performing tasks to the best of one's ability. ✓
- ☐ c) Blaming others for one's own mistakes.
- ☐ d) Ignoring existing obligations.

Tambahkan masukan Individual

✓ Creativity... * 5 / 5

- ☐ a) Imitating the work of others.
- ☒ b) The ability to create something new and unique. ✓
- ☐ c) Doing something monotonously.
- ☐ d) Destroying the work of others.

Tambahkan masukan Individual

✓ Communication... * 5 / 5

- ☐ a) Talking without listening to others.
- ☒ b) The process of conveying and receiving information. ✓
- ☐ c) Shouting without purpose.
- ☐ d) Hiding important information.

✓ Culture ... * 5 / 5

- ☐ a) Something outdated.
- ☒ b) Customs, arts, and values passed down from generation to generation. ✓
- ☐ c) Something only possessed by wealthy people.
- ☐ d) Something unimportant to preserve.

Tambahkan masukan individual

✓ Education... * 5 / 5

- ☐ a) The process of seeking entertainment.
- ☒ b) The process of learning something to increase knowledge and skills. ✓
- ☐ c) The process of seeking employment.
- ☐ d) The process of finding friends.

Tambahkan masukan individual

✓ Family... * 5 / 5

- ☐ a) A group of people who do not know each other.
- ☐ b) A group of people who live in the same city.
- ☒ c) A group of people who are related by blood or marriage and support each other. ✓
- ☐ d) A group of people who work in the same place.

Tambahkan masukan individual

✓ When you go to bed at night and close your eyes to rest, the activity is called... * 5 / 5

- ☐ a. Eating
- ☒ b. Sleeping ✓
- ☐ c. Walking
- ☐ d. Studying

Tambahkan masukan individual

✓ You feel very happy and want to laugh loudly because something funny happens. * 5 / 5
The feeling is...

- ☐ a. Sad
- ☐ b. Angry
- ☒ c. Amused ✓
- ☐ d. Scared

✓ When you go to bed at night and close your eyes to rest, the activity is called... * 5 / 5

☐ a. Eating

☒ b. Sleeping ✓

☐ c. Walking

☐ d. Studying

Tambahkan masukan individual

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☐ b. Angry

☒ c. Amused ✓

☐ d. Scared

Tambahkan masukan individual

✓ To make your body strong and healthy, you run, jump, or play football. This activity is... * 5 / 5

☒ a. Exercising ✓

☐ b. Sleeping

☐ c. Reading

☐ d. Writing

Tambahkan masukan individual

✓ When the sky is dark and there is a lot of water falling from the sky, the weather is... * 5 / 5

☐ a. Sunny

☒ b. Rainy ✓

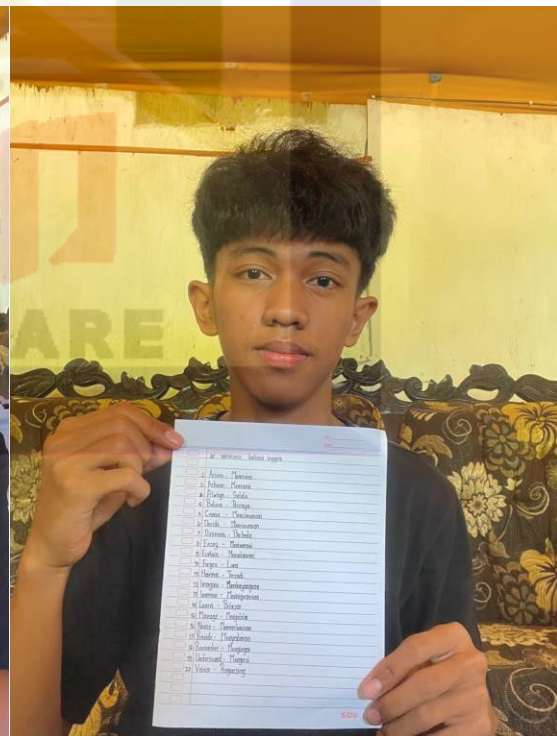
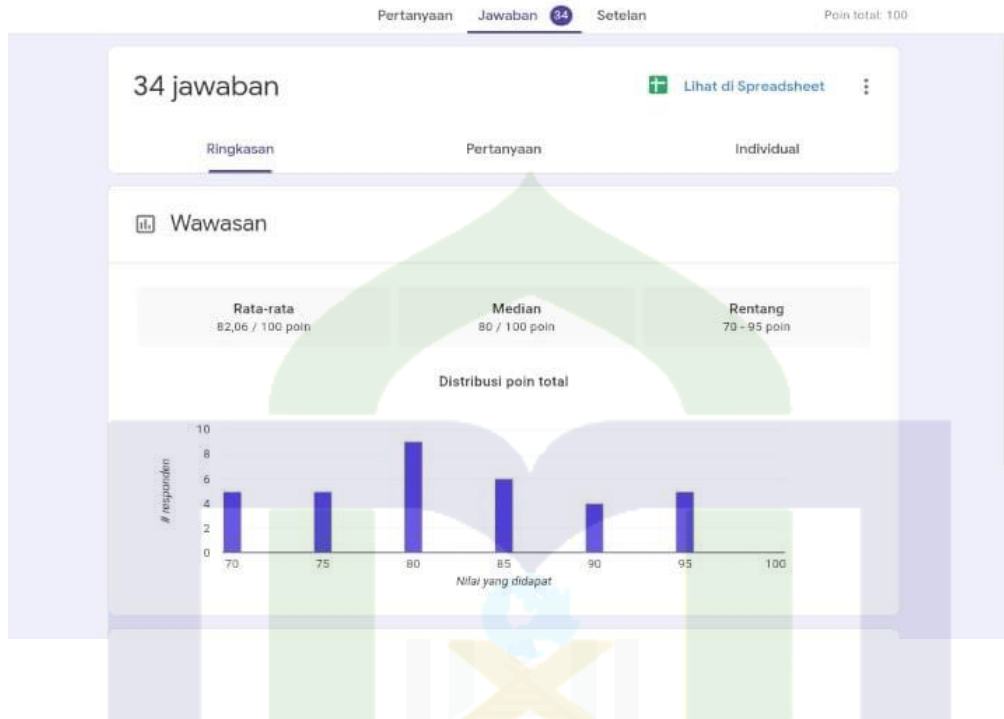
☐ c. Windy

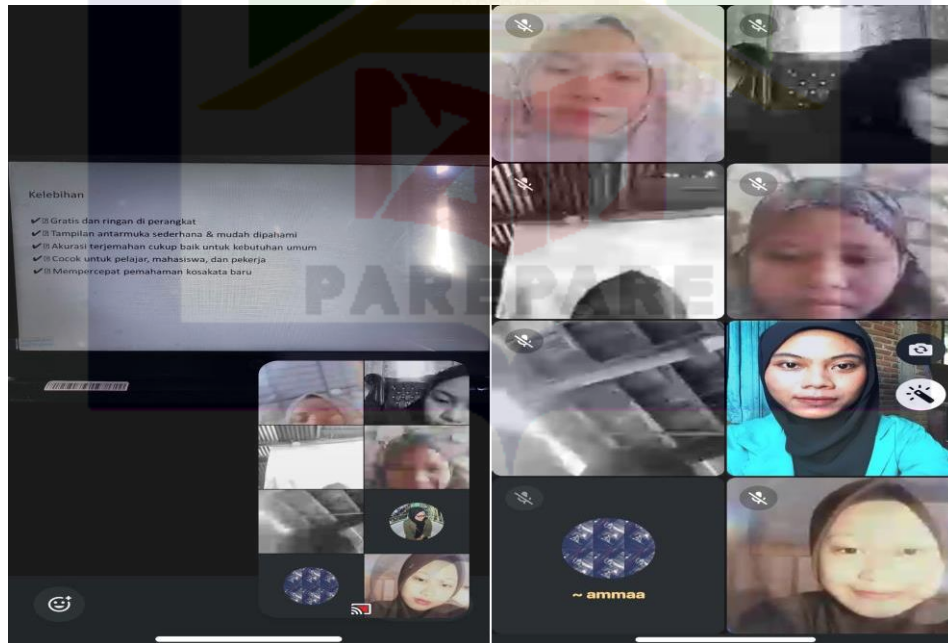
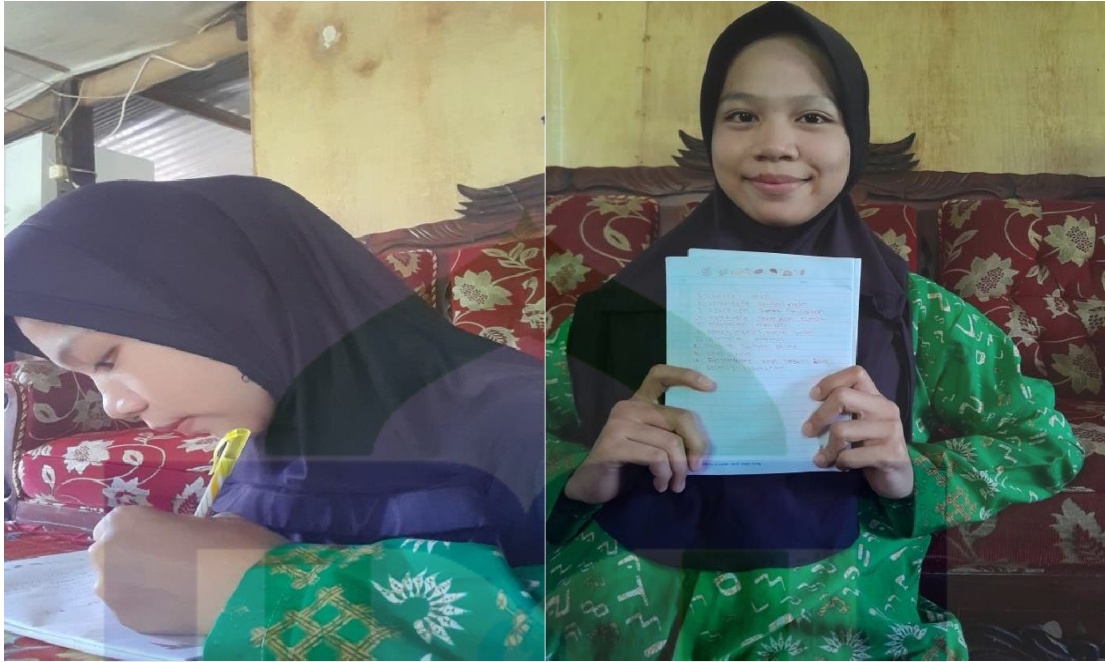
☐ d. Cloudy

Tambahkan masukan individual

✓ You use this object to write on paper or draw pictures. It is... * 5 / 5

☐ a. A spoon







CURRICULUM VITAE



RAHMASARI was born on December 05th, 2000 in Lapakaka, South Sulawesi. She is the four child of the marriage of her parents, Almarhum Kili and Dannia her educational background, she started her education at SD Inpres Bojo utara, Bojo baru data in 2007 and graduated in 2013. Her Junior high school was at SMP NEGERI 4 MALLUSETASI, lapakaka and graduated in 2016, then she continued her education at SMKN 1 Parepare and graduated in 2019. She was enrolled and accepted in the English Education Program, Faculty of Tarbiyah, State Islamic Institute (IAIN) Parepare in 2019, the author carried out Field Experience Practices at the PPL location at SMKN

1 Parepare in 2026 then carried out Community Service Lectures in Soppeng City in 2022 and completed her final assignment She completed her studies with her a thesis under THE TITLE THE IMPLEMENTATION OF U-DICTIONARY APPLICATION IN INCREASING VOCABULARY AT SMKN 1 PAREPARE.