

A THESIS
USING SIMPLER ENGLISH LEARNING APP TO BOOST
STUDENTS' VOCABULARY AT MTs BASSEANG
POLEWALI MANDAR



By

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ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2026

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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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**As Partial Fulfillment of the Requirement for the Degree
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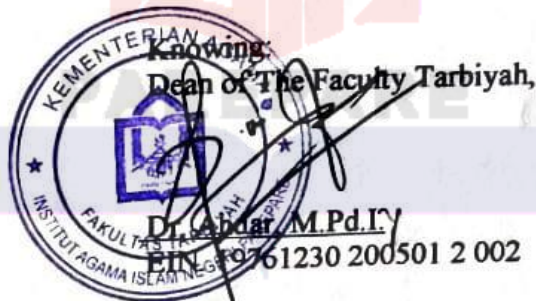
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Parepare, 01 January 2026

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DECLARATION OF THE RESEARCH AUTHENTICITY

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Stated that himself 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

Rezky Fadriah. *Using Simpler English Learning App to Boost Students' Vocabulary at MTs Basseang Polewali Mandar* (Supervised by Magdahalena Tjalla)

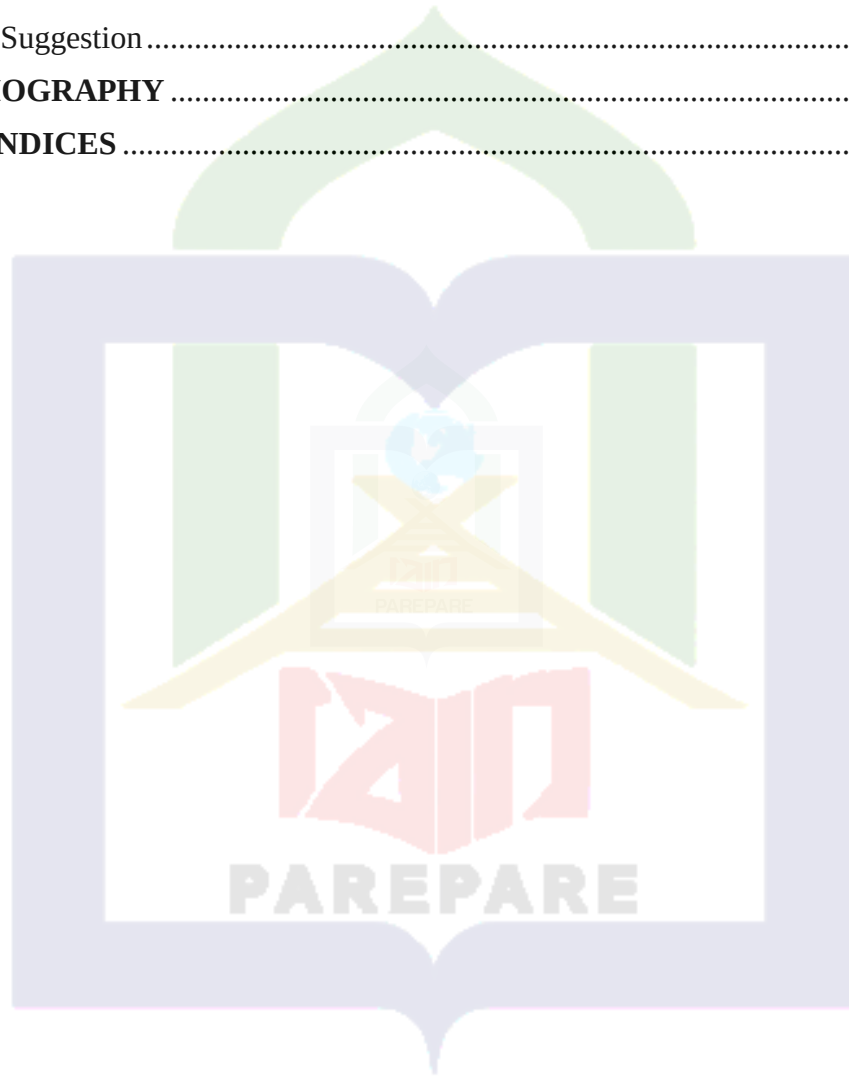
Vocabulary is a foundational component of English proficiency; however, ninth-grade students at MTs Basseang Polewali Mandar demonstrated low vocabulary achievement. This study aimed to examine the effect of the Simpler English Learning App on students' vocabulary achievement. The research employed a quasi-experimental nonequivalent control group design involving two intact classes: an experimental class (Class IX C, $n = 16$) taught using the Simpler App and a control class (Class IX B, $n = 15$) taught through conventional instruction, with both groups covering the same topics and time allocation. Data was collected through a vocabulary test whose content validity was established through expert judgment, administered as a pre-test and a post-test. The data were analyzed using descriptive statistics, tests of normality (Shapiro-Wilk) and homogeneity (Levene), a paired-samples t-test, an independent-samples t-test, and an analysis of covariance (ANCOVA) with the pre-test as covariate, complemented by effect-size estimates. The results showed that the experimental class improved from a mean of 53.96 (Poor) to 89.90 (Excellent), while the control class improved from 57.22 to 66.00 (Fair). The independent-samples t-test showed that the post-test scores of the experimental class were significantly higher than those of the control class, $t(29) = 18.73$, $p < .001$, mean difference = 23.90, Cohen's $d = 6.73$, and the ANCOVA confirmed this difference after controlling for pre-test scores, $F(1, 28) = 305.93$, $p < .001$, partial $\eta^2 = 0.92$; therefore, the null hypothesis was rejected. It is concluded that the Simpler English Learning App can boost students' vocabulary achievement. Given the small sample, the single-school setting, and possible ceiling, testing, and novelty effects, the very large effect should be interpreted with caution, and the application is best positioned as a supplementary learning medium.

Keywords: *vocabulary achievement; mobile-assisted language learning (MALL); Simpler App; EFL learners; quasi-experimental design*

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CHAPTER I INTRODUCTION

A. Background

Vocabulary is the types of words, namely nouns, adjectives, and verbs, which are used in the use of language. Learning English greatly depends on students' knowledge of vocabulary.¹ When students encounter words they do not understand, it indicates that their vocabulary is limited. When students learn English, they indirectly learn about vocabulary. This is because vocabulary is one of the most important things to use when carrying out the communication process. Pacidda stated that students cannot learn the structure and grammar of sentences without first knowing the vocabulary.² So Compared to having to use body language when communicating with outsiders or foreigners, it is better if they develop their vocabulary. According to Ramlannarie in Hartiwi et.al in, speaking is a process of thinking and reasoning so that someone's speech can be Speaking is a process of thinking and reasoning, so that someone's speech can be received and understood well by others. Speaking is closely related to listening skills. Both are a complete unity.³ To have good speaking skills, students must have a lot of vocabulary so that they do not have difficulty communicating using English.

¹ Nonny Wiondy et al., "Supercharging Vocabulary: A Word Wall Intervention Boost Students Achievement," *Lexis* 1, no. 1 (2024): 20.

² Paccida, "Kunci Supaya Bisa Cas Cis Cus Speaking," *Letsspeakenglish*, 2010

² Paccida, "Kunci Supaya Bisa Cas Cis Cus Speaking," *Letsspeakenglish*, 2010

³ Juni Hartiwi, Herpratiwi, and Sudirman, "Peningkatan Keterampilan Berbicara Bahasa Inggris pada Mata Kuliah Speaking," *Jurnal Bahasa Inggris Universitas Lampung*, no. 4 (2015): 1–18.

Based on research observations at MTs Basseang Polewali Mandar, especially in the ninth grade, it was found that several difficulties in learning vocabulary were also experienced by students, as mentioned above, such as difficulty with translating, pronouncing, and misspelling English words. Based on the results of an interview with an English teacher at MTs Basseang, Supriadi stated that his students still have difficulty mastering a lot of English vocabulary, while one of the learning objectives in the learning implementation plan is that the students can complete a story summary with the right words and expressions according to the story. This means that students must have a large vocabulary to achieve the learning objectives. Faced with these difficulties, researchers conclude that this research is essential in helping students overcome the vocabulary learning difficulties they are experiencing. The integration of technology in education offers a contemporary method for learning vocabulary, allowing students to utilize various vocabulary applications.⁴ Learning materials that contain images, videos, audio, and animations can make learning more interesting and interactive.

Vocabulary is one of the most fundamental components of language, encompassing not only the number of words a learner knows (breadth) but also how deeply those words are understood, including their meaning, form, collocation, and use in context (depth). Nation (2013) explains that knowing a word involves knowing its form, its meaning, and its use, so that vocabulary knowledge is far broader than

⁴ Ankita Singha, "How to Improve Students Vocabulary – 17 Effective Strategies," 21K School, diakses 20 November 2025, <https://www.21kschool.com/in/blog/how-to-improve-students-vocabulary/>.

merely recognizing parts of speech such as nouns, verbs, and adjectives. Learning English therefore depends heavily on students' vocabulary knowledge, because vocabulary underlies every language skill: listening, speaking, reading, and writing. When students encounter words, they do not understand, their limited vocabulary hinders comprehension and communication.

Vocabulary is central to the communication process. Without an adequate stock of words, learners struggle to construct and understand sentences, regardless of their grammatical knowledge. To develop good speaking and writing skills, students must first possess a sufficient vocabulary so that they do not have difficulty expressing and understanding ideas in English.

Based on classroom observation and an interview with an English teacher at MTs Basseang Polewali Mandar, the researcher found that ninth-grade students experienced several difficulties in learning vocabulary, such as difficulty in translating, spelling, and recognizing English words. The teacher reported that students still had difficulty mastering English vocabulary, whereas one of the learning objectives in the lesson plan requires students to complete a story summary using appropriate words and expressions. This indicates that students need a larger vocabulary to achieve the learning objectives. (The observation notes and interview summary that formed the basis of this problem are attached in the appendix.)

The integration of technology in education offers a contemporary method for learning vocabulary, allowing students to use mobile applications that present

material through images, audio, and interactive tasks. Mobile-assisted language learning (MALL) enables learners to practise anywhere and receive immediate feedback, features that are theoretically associated with better vocabulary retention. Based on this problem, the researcher conducted a study entitled “Using Simpler English Learning App to Boost Students' Vocabulary at MTs Basseang Polewali Mandar.”

B. Research Question

Based on the background above, the research questions in this study are formulated as follows:

1. Is there a significant improvement in students' vocabulary achievement after being taught using the Simpler English Learning App at MTs Basseang Polewali Mandar?
2. Is there a significant difference in vocabulary achievement between students taught using the Simpler English Learning App and those taught through conventional instruction at MTs Basseang Polewali Mandar?

C. Objective of the Research

In line with the research questions, the objectives of this study are:

1. To find out whether there is a significant improvement in students' vocabulary achievement after being taught using the Simpler English Learning App.

2. To find out whether there is a significant difference in vocabulary achievement between students taught using the Simpler English Learning App and those taught through conventional instruction.

D. Significances of the Research

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

1. Teachers

The Simpler English Learning App can serve as an alternative or supplementary medium that teachers use to improve students' vocabulary mastery in a more interactive and engaging way.

2. Students

- a. As a source of independent and group learning.
- b. To help students achieve vocabulary mastery and to make them aware that learning vocabulary using the Simpler App is an enjoyable way to learn English, allowing them to develop their language skills.
- c. To motivate students to learn English, especially through the use of interactive learning media.

3. Further Researchers

This research is expected to serve as a reference for researchers who wish to conduct further studies related to mobile-assisted vocabulary learning.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

Several previous studies are related to this research:

1. Purwo, Ramli, and Ajisoko (2022), in “Engaging Simpler Applications to Develop Students' English Vocabulary at the Secondary Level,” examined the effectiveness of the Simpler application for junior high school students at SMPN 7 Tarakan. Using a pre-experimental design, they found that the Simpler application significantly enhanced students' English vocabulary and increased student engagement.
2. Megasari et al. (2025), in “Students' Perception of the Use of the English Application Simpler for Improving Vocabulary Skills in Young Learners,” used a qualitative method and found that students perceived the Simpler application positively, describing it as an interesting, easy-to-use, and flexible tool that supported their vocabulary and listening development.
3. Ariyani (2022), in “The Influence of Using Simpler Applications toward Students' Vocabulary Mastery at the Tenth Grade of SMA N 1 Pasir Sakti,” used a mixed-method approach and reported a significant influence of the Simpler application on students' vocabulary mastery (Sig. = 0.000 < 0.05).

These studies consistently indicate that the Simpler application can support vocabulary learning. However, they leave several gaps that the present study seeks to address. First, the earlier studies relied largely on pre-experimental designs without a

control group, so improvement could not be separated from maturation or testing effects; the present study adds a control class. Second, previous studies reported only overall vocabulary gains and did not analyse achievement across specific vocabulary sub-skills (word recognition, word meaning, and word form); the present study examines these indicators separately. Third, none of the studies reported the magnitude of the effect (effect size) or discussed threats to validity. By using a quasi-experimental design with a control group, a validated instrument, and effect-size reporting, this study aims to provide a more rigorous account of how the Simpler App affects vocabulary achievement.

B. Some Pertinent Ideas

1. The concept of Vocabulary

a. Definition of Vocabulary

Vocabulary is a collection of words that a person knows and uses in a language. Nation (2013) conceptualises vocabulary knowledge along two dimensions: breadth (the number of words a learner knows) and depth (how well a word is known, including its form, meaning, and use). Schmitt (2010) similarly argues that vocabulary acquisition is incremental and multidimensional, so that mastering a word involves more than recognising its translation. It can therefore be concluded that vocabulary is all the words that a person recognises, understands, and can use in listening, speaking, reading, and writing, and that vocabulary knowledge is a matter of degree rather than an all-or-nothing state.

b. Dimensions and Types of Vocabulary

Following Nation (2013), knowing a word involves three interrelated aspects: (1) form (spelling, pronunciation, and word parts), (2) meaning (the concept and

referents a word points to), and (3) use (grammatical functions, collocations, and constraints on use). Vocabulary is also commonly divided into receptive vocabulary (words understood while listening and reading) and productive vocabulary (words used while speaking and writing). These distinctions are important for this study because the instrument measures mainly the form and meaning aspects of receptive vocabulary, a scope that is acknowledged when interpreting the findings.

c. Theories of Vocabulary Acquisition

Two theoretical frameworks are particularly relevant to mobile-assisted vocabulary learning. First, the Involvement Load Hypothesis (Laufer & Hulstijn, 2001) proposes that vocabulary is retained better when a task involves greater cognitive “involvement” through need, search, and evaluation; interactive application tasks that require learners to select, match, and evaluate word meanings can increase this involvement load. Second, the principle of spaced repetition holds that reviewing words at increasing intervals strengthens long-term memory; the flashcard feature of the Simpler application is designed around this principle. These theories provide a mechanism that explains why an interactive application, rather than mere exposure, may improve vocabulary learning.

2. The Concept of Simpler App

a. Definition of the Simpler App

The Simpler App is an Android-based application designed to help learners improve their English vocabulary through structured, game-like practice. It presents vocabulary through matching tasks, translation selection, and audio pronunciation models, and it allows learners to study outside the classroom at their own pace. In this study, the Simpler App was used as the learning medium for the experimental class.

b. Features of the Simpler App

The main features of the application include: (1) a lesson-based initial display that guides learners through sequential stages; (2) a translation-selection task with immediate colour-coded feedback (green for correct, red for incorrect); (3) a word-matching task; and (4) a pronunciation feature in which learners hear and select the correct pronunciation. The immediate feedback and audio input in these features are the elements theoretically linked to vocabulary learning through involvement load and repeated exposure.

c. Advantages and Limitations of the Simpler App

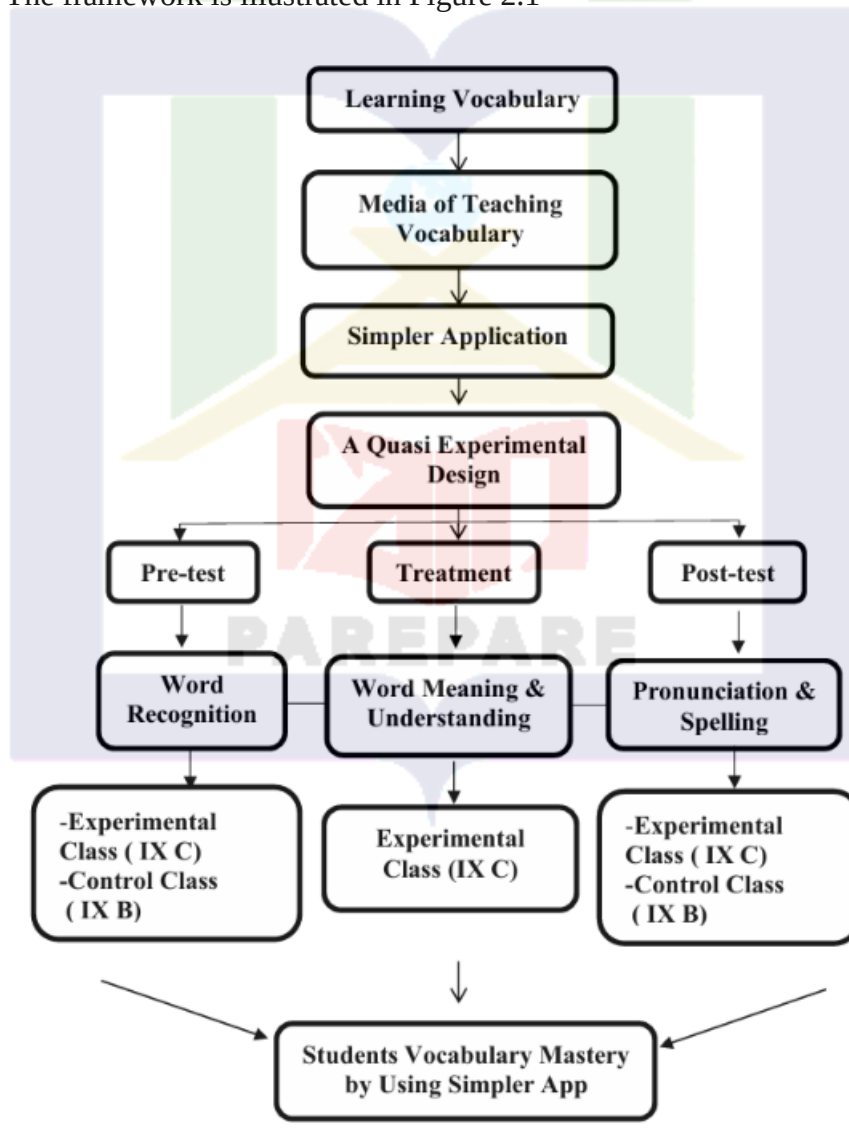
Reviewed objectively, the Simpler App offers several potential advantages: a game-based, interactive format that can increase motivation; flexibility for independent study anywhere; a flashcard library that uses spaced repetition; native-speaker audio for pronunciation input; and adjustable learning pace with daily goals. At the same time, it has notable limitations that must be weighed: many features are restricted behind a premium subscription; the vocabulary provided can be too easy or insufficiently challenging at higher levels; and effective use depends on students' access to smartphones and internet connectivity as well as their digital literacy. These limitations are relevant to the interpretation of the present findings and are revisited in the discussion.

C. Conceptual Framework

The conceptual framework of this study links the features of the Simpler App to specific vocabulary sub-skills. Vocabulary learning is delivered through a teaching medium (the Simpler App) within a quasi-experimental design comprising a pre-test, treatment, and post-test. Theoretically, the application's immediate feedback and

evaluation tasks are expected to strengthen word recognition and word meaning (through higher involvement load), while its native-speaker audio and spaced-repetition flashcards are expected to strengthen knowledge of word form (spelling). Both the experimental class (IX C) and the control class (IX B) are measured on three indicators Word Recognition, Word Meaning and Understanding, and Spelling (Written Word Form) so that the effect of the application on students' vocabulary achievement can be evaluated.

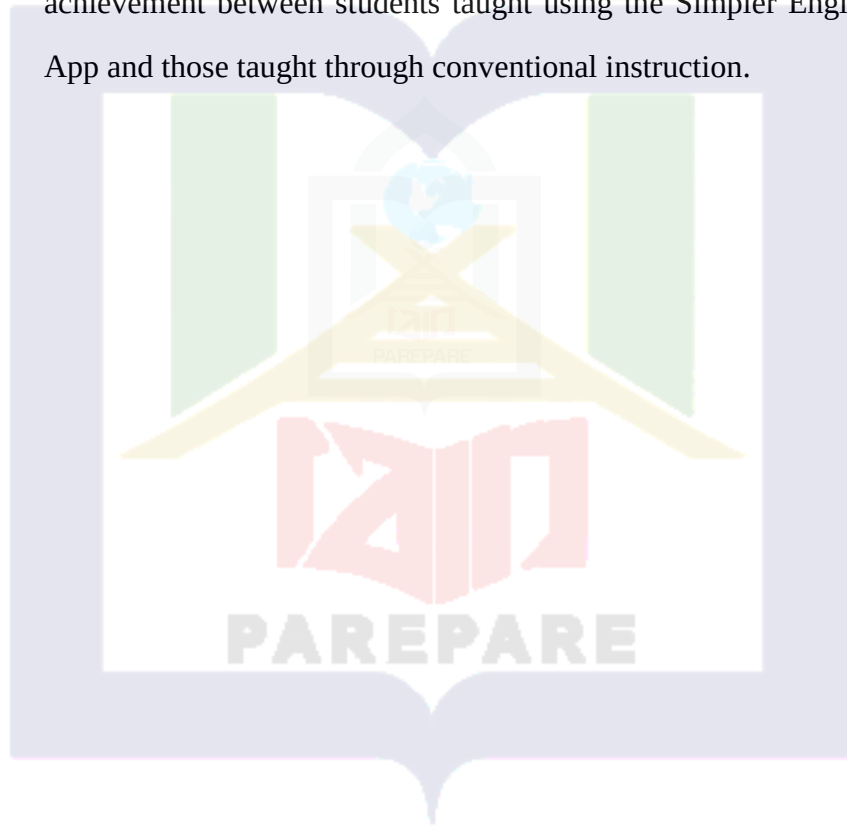
The framework is illustrated in Figure 2.1



D. Hypothesis

The hypotheses of this research, aligned with the second research question and the between-group analysis, are formulated as follows:

1. Null Hypothesis (H_0): There is no significant difference in vocabulary achievement between students taught using the Simpler English Learning App and those taught through conventional instruction.
2. Alternative Hypothesis (H_1): There is a significant difference in vocabulary achievement between students taught using the Simpler English Learning App and those taught through conventional instruction.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used a quasi-experimental method with a nonequivalent control group design. According to Creswell (2018), a quasi-experimental design includes a control group but does not use random assignment of individuals; instead, it uses intact groups such as existing classes. This design was appropriate because the study used two existing classes that could not be randomly reassigned. Both groups received a pre-test, the experimental group received the treatment (the Simpler App), and both groups then received a post-test. The design is presented below.

Table 3.1 Nonequivalent Control Group Design

Class	Pre-test	Treatment	Post-test
Experimental Class (IX C)	O ₁	X	O ₂
Control Class (IX B)	O ₃	—	O ₄

Adapted from Creswell (2018). O₁/O₃ = pre-test; O₂/O₄ = post-test; X = treatment (Simpler App).

B. Research Location and Duration

This research was conducted at MTs Basseang Polewali Mandar. The data were collected from 24 November 2025 to 24 December 2025.

C. Population and Sample

1. Population

The population of this research was the ninth-grade students of MTs Basseang Polewali Mandar, consisting of three classes, as described in the following table.

Table 3.2 Population of Ninth-Grade Students at MTs Basseang Polewali**Mandar**

No.	Class	Number of Students
1	IX A	22 students
2	IX B	15 students
3	IX C	16 students
	Total	53 students

Source: MTs Basseang Polewali Mandar.

2. Sample

Because this study used a quasi-experimental design, the sample was drawn using intact groups (existing classes) rather than individual random sampling. Two of the three classes were used: Class IX C (16 students) as the experimental class and Class IX B (15 students) as the control class. These two classes were selected because they had comparable class sizes (16 and 15 students) and, based on the pre-test, comparable baseline vocabulary achievement (see Chapter IV), which supports their use as experimental and control groups. Class IX A (22 students) was not included because it was considerably larger than the other two classes, which would have produced markedly unequal group sizes; only the two comparable classes were therefore used. It is acknowledged that the total study sample ($N = 31$) is small and that not using Class IX A reduced the potential statistical power of the study; both points are treated as limitations in Chapter V.

D. Research Instrument

The instrument in this research was a vocabulary test consisting of multiple-choice items (word recognition), short reading/matching items (word meaning and understanding), and written spelling items (written word form). The same test structure was administered as a pre-test and a post-test. Following Nation (2013), the indicator previously labelled “Pronunciation and Spelling” was renamed “Spelling (Written Word Form),” because a paper-based written test measures orthographic knowledge (word form) rather than oral pronunciation; consequently, no claims about pronunciation are made in this study. The complete instrument is provided in Appendix 1.

E. Validity of the Instrument

The content validity of the vocabulary test was established through expert judgment. Before the instrument was administered, it was reviewed and validated by an expert validator using the instrument validation sheet provided in Appendix 1. The validator examined the alignment between the test items and the vocabulary indicators (word recognition, word meaning and understanding, and written word form), the clarity of the item wording, and the appropriateness of the items for ninth-grade students. Revisions were made according to the validator's suggestions before the instrument was used for the pre-test and post-test.

It is acknowledged that a formal reliability coefficient (for example, KR-20 or Cronbach's alpha) obtained from a separate try-out administration was not computed in this study, because a pilot test on a class outside the sample was not conducted. This is recognised as a limitation of the instrument and is discussed in Chapter V, together with a recommendation that future studies administer a try-out and report a

quantified reliability coefficient and item analysis (item difficulty and discrimination).

F. Procedure of Data Collection

Data collection was carried out over six meetings for each class: one pre-test meeting, four treatment meetings, and one post-test meeting. To keep the treatment “dose” comparable, both the experimental and control classes covered the same vocabulary topics, received the same number of sessions, and had the same time allocation (2×45 minutes per meeting); the only planned difference was the learning medium — the experimental class used the Simpler App, while the control class was taught the same topics through conventional teacher-led instruction (explanation, examples, and written exercises without the application).

1. Pre-test

Before the treatment, both classes were given the same pre-test to measure students' initial vocabulary achievement.

2. Treatment

In the experimental class, the treatment followed four steps in each meeting: (a) introducing the Simpler application and its features; (b) delivering the vocabulary material for the meeting's topic; (c) assigning learning tasks completed through the application; and (d) assessing students' work and providing feedback. The control class covered the same topics and tasks through conventional instruction, without the application. The four treatment topics were “To Be,” “Answering Simple Questions,” “Matching Words,” and “Daily Activity.”

3. Post-test

After the treatment, both classes were given the same post-test to measure any change in vocabulary achievement.

G. Technique of Data Analysis

The data were analysed quantitatively using descriptive and inferential statistics with the help of SPSS.

1. Scoring and Classification

Each student's score was calculated as the number of correct answers divided by the total number of items, multiplied by 100. Scores were then classified using the categories in Table 3.3, adapted from Arikunto (2009).

Table 3.3 Classification of Students' Scores

No	Classification	Score
1	Excellent	86 – 100
2	Good	71 – 85
3	Fair	56 – 70
4	Poor	41 – 55
5	Very Poor	< 40

Source: adapted from Arikunto (2009).

2. Descriptive Statistics

The mean, median, mode, standard deviation, variance, minimum, and maximum were computed for the pre-test and post-test of each group, together with frequency distributions across the score categories.

3. Prerequisite and Baseline Analysis

Before hypothesis testing, the normality of the score distributions was examined using the Shapiro-Wilk test (appropriate for small samples with $n < 50$), and the homogeneity of variances between the groups was examined using Levene's Test. Because the two intact classes were not randomly assigned, an independent-samples t-test was also conducted on the pre-test scores to check baseline equivalence between the groups.

4. Hypothesis Testing

Hypothesis testing was conducted in three complementary steps. First, a paired-samples t-test was used to examine the improvement from pre-test to post-test within each class. Second, an independent-samples t-test ($df = n_1 + n_2 - 2 = 29$) was used to compare the post-test scores of the two groups; this is the correct test for comparing the mean scores of two different groups (a between-subjects comparison). Third, because the two intact classes were not randomly assigned, an analysis of covariance (ANCOVA) was conducted on the post-test scores with the pre-test scores as the covariate, so that the effect of the treatment could be evaluated after statistically controlling for any baseline difference; this served as the primary test of the hypothesis. Where a distribution was not normal, the non-parametric Mann-Whitney U test was used as a robustness check. In addition to statistical significance, effect sizes were reported (Cohen's d for the t-tests and partial eta squared for the ANCOVA), following current reporting standards (APA, 2020). The significance level was set at $\alpha = 0.05$ (two-tailed). All analysis was conducted using SPSS.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This section presents the findings of the research conducted at MTs Basseang Polewali Mandar concerning students' vocabulary achievement. The study employed a quasi-experimental nonequivalent control group design involving an experimental class (IX C, n = 16) taught using the Simpler App and a control class (IX B, n = 15) taught through conventional instruction. A pre-test measured students' initial vocabulary achievement, and a post-test measured achievement after the treatment. The findings are presented by comparing the pre-test and post-test results of both groups.

1. Pre-test Results

a. Pre-test of the Experimental Class (IX C)

The pre-test of the experimental class (16 students) measured students' initial vocabulary achievement. The frequency distribution is shown in Table 4.1.

Table 4.1 Frequency Distribution of the Experimental Class Pre-test

No	Category	Range	Frequency	Percentage
1	Excellent	86 – 100	0	0%
2	Good	71 – 85	0	0%
3	Fair	56 – 70	6	37.5%
4	Poor	41 – 55	10	62.5%
5	Very Poor	< 40	0	0%
	Total		16	100%

Source: processed data.

Table 4.1 shows that before the treatment, none of the students reached the Excellent or Good categories. Only 6 students (37.5%) were in the Fair category,

while the majority, 10 students (62.5%), were in the Poor category. This indicates that the experimental class started with relatively low vocabulary achievement.

Table 4.2 Experimental Class Pre-test by Indicator

No	Category	Word Recognition	Word Meaning & Understanding	Spelling (Word Form)
1	Excellent	0 (0%)	0 (0%)	0 (0%)
2	Good	1 (6.25%)	1 (6.25%)	0 (0%)
3	Fair	3 (18.75%)	8 (50%)	3 (18.75%)
4	Poor	12 (75%)	6 (37.5%)	12 (75%)
5	Very Poor	0 (0%)	1 (6.25%)	1 (6.25%)
	Average	56.72 (Fair)	54.84 (Poor)	50.31 (Poor)

Source: processed data.

By indicator, the experimental class was weakest in Spelling (mean 50.31, Poor) and Word Meaning (54.84, Poor), and slightly stronger in Word Recognition (56.72, Fair). Overall, students had limited vocabulary achievement across all three indicators before the treatment.

b. Pre-test of the Control Class (IX B)

The pre-test of the control class (15 students) used the same instrument. The frequency distribution is shown in Table 4.3.

Table 4.3 Frequency Distribution of the Control Class Pre-test

No	Category	Range	Frequency	Percentage
1	Excellent	86 – 100	0	0%
2	Good	71 – 85	0	0%
3	Fair	56 – 70	8	53.33%
4	Poor	41 – 55	7	46.67%
5	Very Poor	< 40	0	0%
	Total		15	100%

Source: processed data.

Table 4.3 shows that none of the control-class students reached the Excellent or Good categories. The majority, 8 out of 15 students (53.33%), were in the Fair category, while 7 students (46.67%) were in the Poor category. (The percentage previously reported as 53.55% has been corrected to 53.33%, since $8 \div 15 = 53.33\%$.)

Table 4.4 Control Class Pre-test by Indicator

No	Category	Word Recognition	Word Meaning & Understanding	Spelling (Word Form)
1	Excellent	0 (0%)	0 (0%)	0 (0%)
2	Good	1 (6.67%)	1 (6.67%)	0 (0%)
3	Fair	3 (20%)	9 (60%)	7 (46.67%)
4	Poor	11 (73.33%)	5 (33.33%)	8 (53.33%)
5	Very Poor	0 (0%)	0 (0%)	0 (0%)
	Average	57.17 (Fair)	58.83 (Fair)	55.17 (Poor)

Source: processed data.

c. Descriptive Comparison of Pre-test Scores

Table 4.5 Descriptive Statistics of Pre-test Scores

Statistic	Experimental (IX C)	Control (IX B)
N (valid)	16	15
Mean	53.96	57.22
Median	53.33	56.67
Mode	56.67	55.83
Std. Deviation	5.94	2.95
Variance	35.22	8.69
Minimum	41.67	52.50
Maximum	70.00	63.33

Source: SPSS output.

Table 4.5 shows that the experimental class began with a slightly lower mean (53.96, Poor) than the control class (57.22, Fair). To verify that the two groups were

statistically comparable at baseline, an independent-samples t-test was conducted on the pre-test scores. The difference was not statistically significant, $t(29) = -1.92$, $p = 0.065$ (> 0.05), indicating that the two classes had comparable vocabulary achievement before the treatment. Because the pre-test scores of both classes were normally distributed and their variances did not differ significantly (see the prerequisite tests in Section A.4 below), the parametric test was appropriate. Any residual baseline difference is further controlled for in the ANCOVA reported in Section A.4.

2. The Treatment

The treatment was the implementation of the Simpler English Learning App to teach vocabulary to the experimental class over four meetings, each lasting 2×45 minutes, covering the topics “To Be,” “Answering Simple Questions,” “Matching Words,” and “Daily Activity.” In each meeting, the teacher introduced the topic, guided students through the corresponding tasks in the application, assigned practice, and provided feedback. The control class covered the same topics and tasks over the same number of meetings and time allocation, but through conventional teacher-led instruction without the application.

3. Post-test Results

a. Post-test of the Experimental Class (IX C)

Table 4.6 Frequency Distribution of the Experimental Class Post-test

No	Category	Range	Frequency	Percentage
1	Excellent	86 – 100	15	93.75%
2	Good	71 – 85	1	6.25%
3	Fair	56 – 70	0	0%
4	Poor	41 – 55	0	0%
5	Very Poor	< 40	0	0%

No	Category	Range	Frequency	Percentage
	Total		16	100%

Source: processed data.

After the treatment, 15 of 16 students (93.75%) in the experimental class reached the Excellent category and 1 student (6.25%) reached the Good category. No students remained in the Fair, Poor, or Very Poor categories.

Table 4.7 Experimental Class Post-test by Indicator

No	Category	Word Recognition	Word Meaning & Understanding	Spelling (Word Form)
1	Excellent	16 (100%)	14 (87.5%)	8 (50%)
2	Good	0 (0%)	1 (6.25%)	8 (50%)
3	Fair	0 (0%)	1 (6.25%)	0 (0%)
4	Poor	0 (0%)	0 (0%)	0 (0%)
5	Very Poor	0 (0%)	0 (0%)	0 (0%)
	Average	95.16 (Excellent)	90.78 (Excellent)	84.22 (Good)

Source: processed data.

b. Post-test of the Control Class (IX B)

Table 4.8 Frequency Distribution of the Control Class Post-test

No	Category	Range	Frequency	Percentage
1	Excellent	86 – 100	0	0%
2	Good	71 – 85	3	20.00%
3	Fair	56 – 70	12	80.00%
4	Poor	41 – 55	0	0%
5	Very Poor	< 40	0	0%
	Total		15	100%

Source: processed data.

In the control class, no students reached the Excellent category; 3 students (20%) reached Good and the majority, 12 students (80%), remained in the Fair category. This shows a more modest improvement than in the experimental class.

Table 4.9 Control Class Post-test by Indicator

No	Category	Word Recognition	Word Meaning & Understanding	Spelling (Word Form)
1	Excellent	0 (0%)	0 (0%)	0 (0%)
2	Good	2 (13.33%)	6 (40%)	2 (13.33%)
3	Fair	12 (80%)	9 (60%)	11 (73.33%)
4	Poor	1 (6.67%)	0 (0%)	2 (13.33%)
5	Very Poor	0 (0%)	0 (0%)	0 (0%)
	Average	64.33 (Fair)	71.00 (Good)	63.17 (Fair)

Source: processed data.

c. Descriptive Comparison of Post-test Scores

Table 4.10 Descriptive Statistics of Post-test Scores

Statistic	Experimental (IX C)	Control (IX B)
N (valid)	16	15
Mean	89.90	66.00
Median	89.59	65.00
Mode	87.50	64.17
Std. Deviation	3.62	3.47
Variance	13.13	12.03
Minimum	82.50	60.83
Maximum	95.83	72.50

Source: SPSS output.

Table 4.10 shows that the post-test mean of the experimental class (89.90, Excellent) was substantially higher than that of the control class (66.00, Fair). (The category for the experimental mean of 89.90 is Excellent, since 89.90 falls within the

86–100 range in Table 3.3; earlier references to “Good” have been corrected.) Notably, the post-test variances of the two groups are now very similar (13.13 and 12.03), which supports the assumption of homogeneity of variance for the between-group test.

4. Prerequisite Tests and Hypothesis Testing

Before testing the hypothesis, the assumptions of normality and homogeneity of variance were examined. The results of the Shapiro-Wilk normality test are presented in Table 4.11.

Table 4.11 Normality Test (Shapiro-Wilk)

Group / Score	W	df	Sig. (p)	Conclusion
Experimental – Pre-test	0.895	16	0.067	Normal ($p > 0.05$)
Experimental – Post-test	0.931	16	0.252	Normal ($p > 0.05$)
Control – Pre-test	0.966	15	0.802	Normal ($p > 0.05$)
Control – Post-test	0.860	15	0.024	Not normal ($p < 0.05$)

Source: SPSS output.

Table 4.11 shows that three of the four distributions were normal ($p > 0.05$); only the control-class post-test departed slightly from normality ($p = 0.024$). Levene's Test showed that the variances of the two groups were homogeneous for both the pre-test, $F(1, 29) = 1.80$, $p = 0.190$, and the post-test, $F(1, 29) = 0.09$, $p = 0.767$ (both $p > 0.05$). Because most distributions were normal and the variances were homogeneous, parametric tests were used for the main analyses; the Mann-Whitney U test was additionally reported as a robustness check for the between-group comparison, given the minor non-normality of the control post-test.

First, a paired-samples t-test was used to examine the improvement from pre-test to post-test within each class (Table 4.12).

Table 4.12 Paired-Samples t-test (Pre-test vs Post-test) within Each Class

Class	Mean Gain	t	df	Sig. (2-tailed)	Cohen's d
Experimental (IX C)	35.94	21.48	15	< .001	5.37
Control (IX B)	8.78	7.60	14	< .001	1.96

Source: SPSS output.

Both classes improved significantly from pre-test to post-test, but the improvement of the experimental class (mean gain = 35.94) was far larger than that of the control class (mean gain = 8.78). This shows that although conventional instruction also produced some improvement, the improvement in the class taught with the Simpler App was substantially greater.

Second, to test the hypothesis, an independent-samples t-test was conducted on the post-test scores. This test replaces the paired-samples test reported in the earlier draft, because the comparison is between two different groups of students (a between-subjects comparison), for which the independent-samples t-test is the correct procedure; the correct degrees of freedom are $df = n_1 + n_2 - 2 = 16 + 15 - 2 = 29$. The results are presented in Table 4.13.

Table 4.13 Independent-Samples t-test on Post-test Scores

Comparison	t	df	Sig. (2-tailed)	Mean Diff.	Cohen's d
Experimental vs Control	18.73	29	< .001	23.90	6.73

Source: SPSS output. 95% CI of the mean difference = [21.29, 26.50]. Mann-Whitney $U = 240.0, p < .001$ (robustness check).

Table 4.13 shows that the post-test scores of the experimental class ($M = 89.90$) were significantly higher than those of the control class ($M = 66.00$), $t(29) = 18.73, p < .001$, with a mean difference of 23.90 (95% CI [21.29, 26.50]). The Mann-

Whitney U test confirmed this result ($U = 240.0$, $p < .001$), showing that the conclusion holds even without assuming normality. The effect size, Cohen's $d = 6.73$, is very large; the interpretation of this unusually large value is discussed critically in the following section.

Third, because the two classes were intact groups that were not randomly assigned, an analysis of covariance (ANCOVA) was conducted on the post-test scores with the pre-test scores as the covariate. The assumption of homogeneity of regression slopes was met (the group $\times$ pre-test interaction was not significant, $p = 0.977$), so ANCOVA was appropriate. The results are presented in Table 4.14.

Table 4.14 ANCOVA of Post-test Scores (Covariate: Pre-test)

Source	Type III SS	df	F (Sig.)	Partial η^2
Pre-test (covariate)	1.54	1	0.12 ($p = .734$)	0.004
Group	3975.38	1	305.93 ($p < .001$)	0.916
Error	363.85	28	—	—

Source: SPSS output. Adjusted post-test means: Experimental = 89.97; Control = 65.92.

Table 4.14 shows that after controlling for pre-test scores, the effect of group on post-test achievement remained significant, $F(1, 28) = 305.93$, $p < .001$, with a partial eta squared of 0.916, indicating that group membership accounted for a very large proportion of the variance in post-test scores. The adjusted post-test means were 89.97 for the experimental class and 65.92 for the control class. All three analyses: the paired t-test, the independent t-test (confirmed by Mann-Whitney U), and the ANCOVA, therefore lead to the same conclusion: the null hypothesis (H_0) is rejected,

and the alternative hypothesis (H_1) is accepted. There is a significant difference in vocabulary achievement between students taught using the Simpler App and those taught through conventional instruction.

Finally, to identify where the effect was strongest, an independent samples t-test was conducted on each vocabulary indicator (Table 4.15).

Table 4.15 Independent-Samples t-test by Indicator (Post-test)

Indicator	Exp. Mean	Control Mean	t(29), p	Cohen's d
Word Recognition	95.00	64.33	17.45, p < .001	6.27
Word Meaning & Understanding	90.78	71.17	7.70, p < .001	2.77
Spelling (Written Word Form)	83.91	62.50	9.67, p < .001	3.48

Source: SPSS output.

Table 4.15 shows that the experimental class significantly outperformed the control class on all three indicators, with the largest effect on Word Recognition ($d = 6.27$) and the smallest, though still large, effect on Word Meaning and Understanding ($d = 2.77$). This pattern suggests that the application was most effective for building recognition of word forms and meanings, which is consistent with the recognition- and matching-based design of its tasks.

B. Discussion

The findings show that students taught using the Simpler English Learning App achieved significantly higher vocabulary scores than students taught through conventional instruction, and that the experimental class improved from the Poor to the Excellent category. This result is consistent with previous studies (Purwo et al.,

2022; Megasari et al., 2025; Ariyani, 2022), which reported positive effects of the Simpler application on vocabulary learning.

Several features of the application may help explain the improvement. Theoretically, the immediate, colour-coded feedback and the translation- and matching-tasks require learners to search for and evaluate word meanings, which increases the involvement load associated with better retention (Laufer & Hulstijn, 2001). The flashcard feature applies spaced repetition, which strengthens long-term memory, and the native-speaker audio provides consistent input for word form. The per-indicator analysis (Table 4.15) is consistent with this account: the effect was strongest on Word Recognition ($d = 6.27$), where the application's recognition and matching tasks are most directly relevant, and comparatively smaller on Word Meaning and Understanding ($d = 2.77$). Importantly, the superiority of the experimental class is held not only in the simple between-group comparison but also in the ANCOVA that controlled for pre-test differences, $F(1, 28) = 305.93$, $p < .001$, which strengthens confidence that the difference is not merely an artefact of baseline variation.

At the same time, the magnitude of the effect (Cohen's $d = 6.73$) is far larger than what is typically reported in mobile-assisted vocabulary learning research, where effect sizes are usually small to large (roughly 0.2–0.8). Such an unusually large effect calls for caution rather than a strong causal claim, and it can be explained by several factors that are threats to the validity of the study. First, a ceiling effect is likely: 93.75% of the experimental class reached the maximum category, so the test may have been too easy to capture the true range of ability. Second, a testing effect cannot be ruled out, because the same or very similar items were used in the pre-test

and post-test, and because the treatment topics (“To Be,” “Daily Activity,” etc.) overlapped closely with the test content, so part of the gain may reflect familiarity with specific items rather than generalized vocabulary growth. Third, the researcher herself taught the experimental class, so teacher enthusiasm and a novelty effect the appeal of a new digital tool may have contributed to the gains alongside the application itself. For these reasons, the observed effect should be read as the combined effect of the application, the instructor, and the novelty of the medium, rather than as the isolated effect of the application.

Some practical challenges were also observed. A few students initially had difficulty operating the application because of limited digital literacy, and not all students had equal access to smartphones and internet connectivity. These conditions were managed through teacher guidance during the sessions but remain relevant considerations for wider implementation. Taken together, the findings indicate that the Simpler App is a promising supplementary medium for vocabulary learning, while the size of its effect in this study should be interpreted within the limitations discussed in Chapter V.

CHAPTER V

CONCLUSION

A. Conclusion

Based on the research on “Using Simpler English Learning App to Boost Students' Vocabulary at MTs Basseang Polewali Mandar,” the following conclusions are drawn:

1. Students' vocabulary achievement improved after being taught using the Simpler English Learning App. The mean score of the experimental class increased from 53.96 (Poor) in the pre-test to 89.90 (Excellent) in the post-test, while the control class increased from 57.22 to 66.00 (Fair).
2. There is a significant difference in vocabulary achievement between students taught using the Simpler App and those taught through conventional instruction. An independent-samples t-test showed that the experimental class scored significantly higher than the control class, $t(29) = 18.73$, $p < .001$, Cohen's $d = 6.73$, and an ANCOVA confirmed this difference after controlling for pre-test scores, $F(1, 28) = 305.93$, $p < .001$, partial $\eta^2 = 0.92$. The null hypothesis was therefore rejected. Given the small sample and the possible ceiling, testing, and novelty effects discussed in this study, this large effect should be interpreted with caution, and the Simpler App is best regarded as an effective supplementary medium for vocabulary instruction rather than a guaranteed source of very large gains.

B. Limitations of the Study

This study has several limitations that should be considered when interpreting the findings:

1. The sample was small ($N = 31$) and drawn from two intact classes in a single madrasah, so the findings cannot be generalized to other populations or settings.
2. The researcher also taught the experimental class, so teacher enthusiasm and a novelty effect may have contributed to the gains alongside the application itself.
3. The study did not include a delayed post-test, so no claims can be made about the long-term retention of the vocabulary learned.
4. Because the pre-test and post-test used the same or very similar items, and the treatment topics overlapped closely with the test content, a testing effect cannot be fully ruled out; this may partly explain the very large gains observed.
5. The test measured mainly word recognition, meaning, and written form (breadth), rather than the depth of vocabulary knowledge such as collocation and use in extended context; claims about overall vocabulary mastery should be read within this scope.
6. Although the instrument's content validity was established through expert judgment, a formal reliability coefficient (such as KR-20) from a separate try-out was not obtained; future studies should administer a pilot test and report a quantified reliability coefficient and item analysis.

C. Suggestions

1. For Teachers

English teachers are encouraged to use the Simpler English Learning App as a supplementary medium in vocabulary instruction, while combining it with activities that develop the productive and contextual use of words.

2. For Students

Students are advised to use the Simpler App regularly, both inside and outside the classroom, to strengthen their word recognition, word meaning, and spelling.

3. For Further Researchers

Future researchers are suggested to: (a) include a delayed post-test to measure retention; (b) design the study so that the same teacher teaches both groups, or counterbalance teachers, to control for teacher and novelty effects; (c) use parallel, independently validated pre-test and post-test forms with items that are not identical to the treatment content, to reduce testing effects; (d) analyses each vocabulary indicator inferentially to identify where the application contributes most; and (e) use a mixed-methods design to explain the mechanisms behind the gains.

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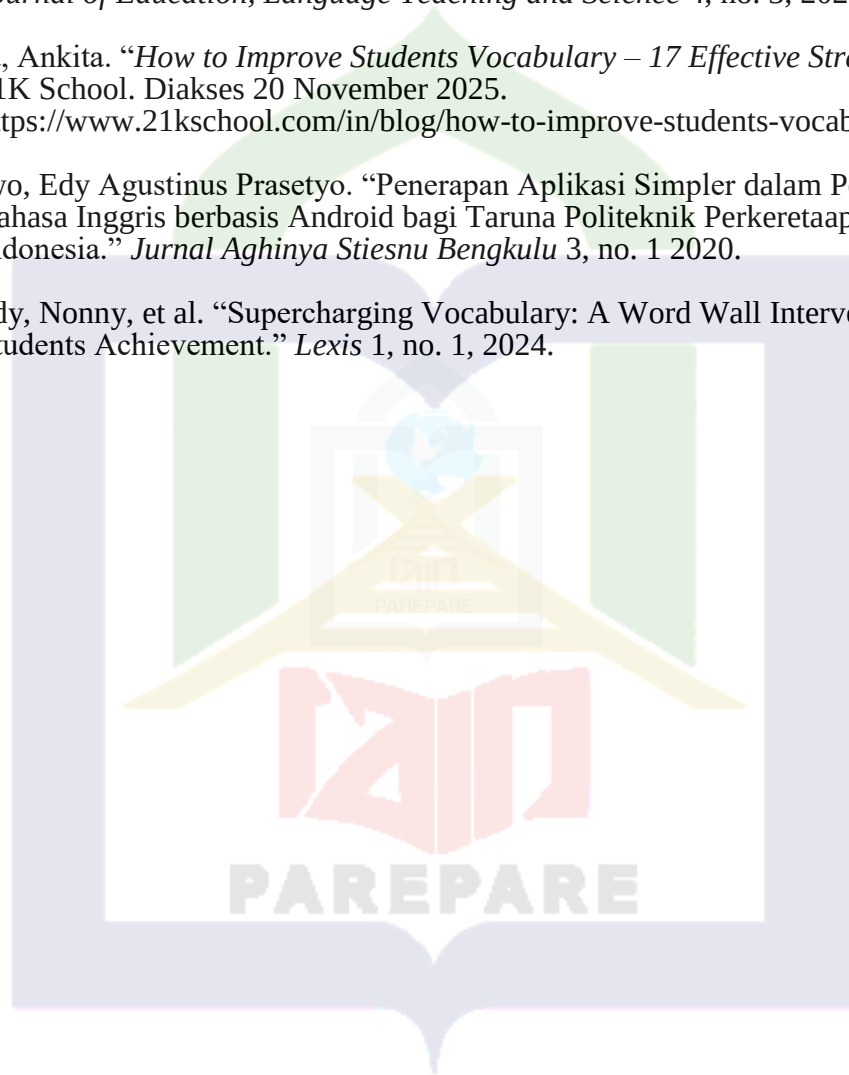
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Appendix 01 : Research Instrument

	KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404 PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id VALIDASI INSTRUMEN PENELITIAN SKRIPSI
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Name of The Student : Rezky Fadriah

NIM : 2120203888203047

Faculty : Tarbiyah

The Title Of Research Proposal : Using Simpler English Learning App
To Boost The Students' Vocabulary At
Mts Basseang Polewali Mandar

Instrument : Test Question

PRE-TEST INSTRUMENT TEST QUESTION

Name :

Subject :

Class/semester :

Time Allocation : 65 Minutes

A. Multiple choice (Word recognition)

Put an (X) mark on the correct answer !

1. Apa arti dari kata **like**?

- | | |
|-----------|-------------|
| a) Sendok | c) Berenang |
| b) Suka | d) Pintar |

2. What is the meaning of **Want**?

- a) Lari c) Mau
- b) Jalan d) Takut

3. What is the meaning of **Disini**?

- a) There c) Learn
- b) Look d) Here

4. What is the meaning of **Cat**

- a) Bebek c) Kucing
- b) Ular d) Pisau

5. What is the meaning of **Eat**?

- a) Lari c) Tidur
- b) Rumah d) Makan

6. What is the meaning of **Tea**?

- a) Datang c) Kamar
- b) Minum d) Teh

7. What is the meaning of **Mau**?

- a) Wont c) Want
- b) Angry d) Went

8. What is the meaning of **Dog**?

- a) Anjing c) Jarak
- b) Tidur d) Domba

9. What is the meaning of **Air**?

- a) Sad c) Joyful
- b) Water d) Smile

10. What is the meaning of **Work**?

- a) Istirahat c) Bekerja
- b) Makan d) Lari

11. What is the meaning of **Berenang**?

- a) Swim c) Ask

- b) Add d) Rest
12. What is the meaning of **Suka**?
- a) Look c) Space
b) Mistake d) Like
13. What is the meaning of Water?
- a) Air c) Durian
b) Minum d) Makan
14. What is the meaning of **Drink**?
- a) Lari c) Makan
b) Empati d) Minum
15. What is the meaning of **Meat**?
- a) Pintar c) Kucing
b) Daging d) Langit
16. What is the meaning of **Minum**?
- a) Drink c) Ocean
b) Plane d) Mistake
17. What is the meaning of **Sweap**?
- a) Angkat c) Membersihkan
b) Tongkat d) Menyapu
18. What is the meaning of **Daging**?
- a) Meat c) Cold
b) Windy d) Hot
19. What is the meaning of **Kopi**?
- a) Tea c) Cinema
b) Coffee d) cafe
20. What is the meaning of **Pertanyaan**?
- a) Add c) Rest

- b) Swim d) Question

B. Reading Questions (Word Meaning & Understanding)

1. I like cats. They are cute and soft.

What animals does the person like?

Answer :

2. Siti drinks coffee every morning. It helps her feel awake.

What does Siti drink?

Answer :

3. Roni wants tea because the weather is cold today.

What does Roni want?

Answer :

4. The dogs run in the yard. They are very happy.

Where do the dogs run?

Answer :

5. I want water. I am very thirsty.

What does the person want?

Answer :

6. Dina drinks juice with her lunch.

What does Dina drink?

Answer :

7. My father works here in this small office.

Where does the father work?

Answer :

8. I eat bread and eggs for breakfast.

What does the person eat?

Answer :

9. Ali likes dogs because they are friendly.

Why does Ali like dogs?

Answer :

10. The cat wants food. It sits near its bowl.

What does the cat want?

Answer :

C. Spell the word (Pronunciation & Spelling)

- | | |
|----------|----------|
| 1. Like | 6. Work |
| 2. Cat | 7. Water |
| 3. Here | 8. Juice |
| 4. Coffe | 9. Dog |
| 5. Sweap | 10. Meat |



POST-TEST INSTRUMENT TEST QUESTION

Name :

Subject :

Class/semester :

Time Allocation : 65 Minutes

Instrument of Data

A. Multiple choice (Word recognition)

Put an (X) mark on the correct answer !

1. I like apples and bananas. The word like has the same meaning as ...

a. hate	c. want
b. love	d. see
2. Rina want to drink water because she is thirsty. The words wants means....

a. needs	c. drinks
b. brings	d. hates
3. The cat is under the table. What does under mean?

a. dibelakang	c. didepan
b. dibawah	d. didalam
4. My father works in an office every day. What is the meaning of works?

a. bermain	c. belajar
b. bekerja	d. berjalan
5. Dina drinks coffee in the morning to feel fresh.
The word fresh is closest in meaning to ...

a. sleepy	c. awake
b. tired	d. angry
6. Ali eats meat and rice for lunch.
What does Ali eat?

a. only rice	c. meat and rice
b. only	d. bread and eggs

7. The dogs run happily in the yard.

Where do the dogs run?

- a. In the house c. at school
- b. in the yard d. on the street

8. My mother cooks food every evening.

The word cooks means ...

- a. eats c. makes food
- b. buys d. brings food

9. Siti drinks juice, but she does not like coffee.

What does Siti NOT like?

- a. juice c. coffee
- b. water d. tea

10. I want tea because the weather is cold.

Why does the person want tea?

- a. because it is hot c. because it is morning
- b. because it is cold d. because it is thirsty

B. Fill in the Blank (Word Meaning & Understanding)

1. After running in the yard, I ____ a glass of water because I feel very thirsty.
(eat/drink/bring)
2. My sister ____ cats and dogs because they are friendly animals. (take/run/like)
3. The dog usually ____ quietly near the door every morning. (goes/sitting/sit)
4. Father ____ in the office five days a week. (work/sleep/jump)
5. We ____ breakfast together before going to school. (eat/share/cook)
6. Rina feels very thirsty, so she ____ to drink water. (angry/juice/want)
7. The cat is sleeping ____ the chair because it is cool there. (open/under/knife)
8. My mother ____ meat and vegetables for dinner every evening. (sleep/cook/tea)
9. After lunch, they usually ____ juice instead of coffee. (drink/look/some)
10. I was very tired, but a cup of coffee helped me feel _____. (bad/awake/smile)

C. Spelling Oral (Pronunciation & Spelling)

- | | | | |
|--------------|-------------|--------------|------------|
| 1. Breakfast | 4. Evening | 7. Vegetable | 10. Dinner |
| 2. Thirsty | 5. Friendly | 8. Morning | |
| 3. Office | 6. Kitchen | 9. Hungry | |

Parepare, 15 Agustus 2025

Approved by

Consultant :

Dr. Magdahalena, M.Hum

(.....)

EIN : 19700320 200501 2 006

PAREPARE

1. Vocabulary Assisment Rubrik

Table 1. Rubrik penilaian vocabulary

Criteria	Excellent (4)	Good (3)	Developing (2)	Beginning (1)
1. Word Recognition	Recognizes taught words instantly and confidently.	Recognizes most taught words with little hesitation.	Recognizes some words but needs support or reminders.	Has difficulty recognizing most taught words.
2. Word Meaning & Understanding	Can clearly explain the meaning using pictures, examples, or L1.	Understands basic meaning of most words; occasional confusion.	Partially understands meanings; needs guidance.	Limited or unclear understanding of word meanings.
3. Pronunciation & Spelling	Pronounces and spells most words correctly and clearly.	Minor pronunciation or spelling errors that don't hinder meaning.	Frequent errors; may affect understanding sometimes.	Pronunciation or spelling often unclear; meaning hard to understand.

Tabel 2. Vocabulary Assessment Sheet

Num.	Students' Name	Word Recognition	Word Meaning & Understanding	Pron. & Spelling	Score
1.					
2.					
3.					
4.					
5.					
6.					
Etc.					

Rencana Pelaksanaan Pembelajaran (RPP)

Nama Sekolah : MTs Basseang

Mata Pelajaran : Bahasa Inggris

Kelas : IX B & IX C

Topik : Boost Vocabulary with Simpler Application

Alokasi Waktu : 2 × 45 menit (6 pertemuan)

➤ Media:

- Aplikasi Simpler
- Handphone dan Alat tulis

➤ Kompetensi Dasar:

- Mampu berkomunikasi secara lisan dalam Bahasa Inggris di kehidupan sehari-hari.
- Meningkatkan kemampuan kosakata melalui pembelajaran dengan aplikasi Simpler.

➤ Tujuan Pembelajaran:

- Siswa dapat meningkatkan Kosakata Bahasa Inggris dengan menggunakan aplikasi Simpler.
- Siswa dapat berlatih berbahasa Inggris secara mandiri.
- Siswa merasa percaya diri berbicara Bahasa Inggris setelah menggunakan aplikasi Simpler.

Berikut adalah Langkah-langkah penelitian disetiap pertemuan dalam bentuk table:

Perte- muan	Waktu	Kegiatan
1	2 × 45 menit	Topik – Pre-test • Membuka Pelajaran (salam, presensi, dan menyampaikan tujuan) – 15 menit • Memberikan motivasi tentang pentingnya Vocabulary dalam kehidupan sehari-hari – 5 menit

		• Pre-test (65 menit): guru memberikan oral test kepada siswa satu persatu di depan kelas. • Memberi dorongan semangat dan menutup dengan penjelasan bahwa pertemuan selanjutnya akan menggunakan aplikasi – 5 menit
2	2 × 45 menit	Topik – “To Be” • Membuka Pelajaran (salam, presensi, dan review singkat pembahasan pertemuan sebelumnya) – 15 menit • Memberikan motivasi tentang pentingnya pengenalan diri dalam membangun kepercayaan diri – 5 menit • Siswa menggunakan aplikasi Simpler dengan topik “<i>To Be</i>” contohnya “<i>s/es</i>” – 50 menit • Tanya jawab singkat, pemberian umpan balik positif, dan penutup – 20 menit
3	2 × 45 menit	Topik – “Answering Simple Questions” • Membuka Pelajaran (salam, presensi, dan review singkat pembahasan pertemuan sebelumnya) – 15 menit • Motivasi pentingnya menjawab pertanyaan sederhana dalam percakapan sehari-hari – 5 menit • Siswa menggunakan aplikasi Simpler dengan topik “<i>Answering Simple Questions</i>”- 50 menit • Tanya jawab singkat, pemberian umpan balik positif, dan penutup – 20 menit
4	2 × 45 menit	Topik – “Matching words” • Membuka Pelajaran (salam, presensi, dan review singkat pembahasan pertemuan sebelumnya) – 10

		menit • Motivasi tentang pentingnya ekspresi “Ordering Food and Drinks” dalam kehidupan nyata – 5 menit • Siswa menggunakan aplikasi Simpler dengan topik “<i>Matching words</i>”- 50 menit • Role-play sederhana (pesan makanan/minuman secara lisan) – 20 menit • Refleksi dan penutup – 5 menit
5	2 × 45 menit	Topik – “Daily activity” • Membuka Pelajaran (salam, presensi, dan pengantar topik) – 5 menit • Motivasi dengan mengaitkan materi pada kegiatan sehari-hari – 5 menit • Siswa menggunakan aplikasi Simpler dengan topik “<i>Daily activity</i>”- 55 menit • Simulasi percakapan sehari-hari (contoh: “<i>what activities do you do everyday?</i>”) – 20 menit • Umpan balik dan penutup dengan informasi post-test – 5 menit
6	2 × 45 menit	Topik – Post-test • Membuka Pelajaran (salam, presensi, dan apresiasi antusias siswa) – 5 menit • Motivasi agar percaya diri saat tes akhir – 5 menit • Post-test (65 menit): guru memberikan oral test kepada siswa satu persatu di depan kelas. • Memberikan umpan balik, apresiasi, dan menutup kegiatan penelitian – 15 menit

➤ Evaluasi

- Pre-test dan post-test untuk mengukur peningkatan keterampilan berbicara siswa dengan tema yang sama.



Appendix 02 : Research Data

A. Experimental Clas

PRETEST

No	NAME OF STUDENTS	INDICATOR 1		INDICATOR 2		INDICATOR 3		SCORE
		CORRECT ANSWER	FINAL SCORE	CORRECT ANSWER	FINAL SCORE	CORRECT ANSWER	FINAL SCORE	
1	Andika Pratama	24	60,00	17	42,50	18	45,00	49,17
2	Anugrah Andriani	26	65,00	21	52,50	19	47,50	55,00
3	Arul Sirajuddin	21	52,50	18	45,00	25	62,50	53,33
4	Azimah Auliyah	22	55,00	26	65,00	21	52,50	57,50
5	Darmawati. M	23	57,50	24	60,00	17	42,50	53,33
6	Darwan Arjuna	21	52,50	24	60,00	23	57,50	56,67
7	Fahmi	21	52,50	23	57,50	25	62,50	57,50
8	Habibi	22	55,00	25	62,50	21	52,50	56,67
9	Iqbal	22	55,00	12	30,00	16	40,00	41,67
10	Jihan	21	52,50	23	57,50	19	47,50	52,50
11	Mifta Qhul	21	52,50	26	65,00	21	52,50	56,67
12	Muh. Fikram	21	52,50	23	57,50	19	47,50	52,50
13	Muhammad Aswin	21	52,50	20	50,00	18	45,00	49,17
14	Nabila Asyam	34	85,00	29	72,50	21	52,50	70,00
15	Nuruk Azikin	21	52,50	20	50,00	19	47,50	50,00
16	Nurul Yani Azizah R	22	55,00	20	50,00	20	50,00	51,67
MIN		21	53	12	30	16	40	42
MAX		34	85	29	73	25	63	70
AVERAGE		23	57	22	55	20	50	54

NO	NAME	INDICATOR 1		INDICATOR 2		INDICATOR 3		SCORE
		CORRECT ANSWER	FINAL SCORE	CORRECT ANSWER	FINAL SCORE	CORRECT ANSWER	FINAL SCORE	
1	Andika Pratama	40	100,00	26	65,00	33	82,50	82,50
2	Anugrah Andriani	36	90,00	38	95,00	34	85,00	90,00
3	Arul Sirajuddin	37	92,50	38	95,00	31	77,50	88,33
4	Azimah Auliyah	37	92,50	38	95,00	34	85,00	90,83
5	Darmawati. M	37	92,50	37	92,50	31	77,50	87,50
6	Darwan Arjuna	37	92,50	35	87,50	35	87,50	89,17
7	Fahmi	36	90,00	38	95,00	31	77,50	87,50
8	Habibi	37	92,50	37	92,50	31	77,50	87,50
9	Iqbal	40	100,00	33	82,50	33	82,50	88,33
10	Jihan	40	100,00	37	92,50	35	87,50	93,33
11	Mifta Qhul	40	100,00	40	100,00	35	87,50	95,83
12	Muh. Fikram	37	92,50	37	92,50	30	75,00	86,67
13	Muhammad Aswin	37	92,50	35	87,50	36	90,00	90,00
14	Nabila Asyam	37	92,50	37	92,50	34	85,00	90,00
15	Nuruk Azikin	40	100,00	37	92,50	37	92,50	95,00
16	Nurul Yani Azizah R	40	100,00	38	95,00	37	92,50	95,83
	MIN	36	90	26	65	30	75	83
	MAX	40	100	40	100	37	93	96
	AVERAGE	38	95	36	91	34	84	90

B. Control Class

PRETEST

No	NAME OF STUDENTS	INDICATOR 1		INDICATOR 2		INDICATOR 3		SCORE
		CORRECT ANSWER	FINAL SCORE	CORRECT ANSWER	FINAL SCORE	CORRECT ANSWER	FINAL SCORE	
1	Akhsan. A	22	55,00	25	62,50	21	52,50	56,67
2	Alim Saleh	22	55,00	26	65,00	21	52,50	57,50
3	Andi Indra	22	55,00	24	60,00	23	57,50	57,50
4	Apni Zahra	31	77,50	19	47,50	23	57,50	60,83
5	Atifa Nurul Ilmi	26	65,00	21	52,50	19	47,50	55,00
6	Devitasari	26	65,00	21	52,50	18	45,00	54,17
7	Muh. Aldiansa Putra	21	52,50	24	60,00	20	50,00	54,17
8	Muh. Mirza Maarif	22	55,00	24	60,00	26	65,00	60,00
9	Muhammad Adnan	21	52,50	22	55,00	24	60,00	55,83
10	Mutmainnah	28	70,00	29	72,50	19	47,50	63,33
11	Nabila Zahira	21	52,50	24	60,00	26	65,00	59,17
12	Niar	20	50,00	24	60,00	19	47,50	52,50
13	Ridwan	21	52,50	22	55,00	24	60,00	55,83
14	Muhammad Mubarak	21	52,50	22	55,00	24	60,00	55,83
15	Muh. Zulki	22	55,00	24	60,00	26	65,00	60,00
MIN		20	50	19	48	18	45	53
MAX		31	78	29	73	26	65	63
AVERAGE		23	58	23	59	22	56	57

No	NAME OF STUDENTS	POSTEST						
		INDICATOR 1		INDICATOR 2		INDICATOR 3		SCORE
		CORRECT ANSWER	FINAL SCORE	CORRECT ANSWER	FINAL SCORE	CORRECT ANSWER	FINAL SCORE	
1	Akhsan. A	28	70,00	31	77,50	23	57,50	68,33
2	Alim Saleh	24	60,00	31	77,50	21	52,50	63,33
3	Andi Indra	24	60,00	30	75,00	25	62,50	65,83
4	Apni Zahra	30	75,00	31	77,50	25	62,50	71,67
5	Atifa Nurul Ilmi	26	65,00	30	75,00	20	50,00	63,33
6	Devitasari	30	75,00	31	77,50	26	65,00	72,50
7	Muh. Aldiansa Putra	26	65,00	30	75,00	30	75,00	71,67
8	Muh. Mirza Maarif	24	60,00	26	65,00	28	70,00	65,00
9	Muhammad Adnan	26	65,00	26	65,00	25	62,50	64,17
10	Mutmainnah	24	60,00	31	77,50	23	57,50	65,00
11	Nabila Zahira	24	60,00	26	65,00	29	72,50	65,83
12	Niar	22	55,00	26	65,00	25	62,50	60,83
13	Ridwan	26	65,00	26	65,00	25	62,50	64,17
14	Muhammad Mubarak	26	65,00	26	65,00	25	62,50	64,17
15	Muh. Zulki	26	65,00	26	65,00	25	62,50	64,17
MIN		22	55	26	65	20	50	61
MAX		30	75	31	78	30	75	73
AVERAGE		26	64	28	71	25	63	66

STUDENTS VOCABULARY MASTERY EACH MEETING

No	NAME OF STUDENTS	MEETING	MEETING	MEETING	MEETING
		1	2	3	4
1	Andika Pratama	70	70	80	90
2	Anugrah Andriani	60	80	90	90
3	Arul Sirajuddin	70	70	80	80
4	Azimah Auliyah	60	70	80	90
5	Darmawati. M	50	70	90	90
6	Darwan Arjuna	50	80	90	90
7	Fahmi	60	80	80	100
8	Habibi	70	80	80	80
9	Iqbal	50	70	80	90
10	Jihan	80	80	90	90
11	Mifta Qhul	50	80	90	90
12	Muh. Fikram	70	70	80	90
13	Muhammad Aswin	80	80	90	90
14	Nabila Asyam	40	50	70	80
15	Nuruk Azikin	50	60	80	90
16	Nurul Yani Azizah R	70	80	90	100
	AVERAGE	61,25	73,125	83,75	89,375

FIRST MEETING								
No	NAME OF STUDENTS	Word Recognition		Word Meaning & Understanding		Pronunciation & Spelling		SCORE
		CORRECT ANSWER	FINAL SCORE	CORRECT ANSWER	FINAL SCORE	CORRECT ANSWER	FINAL SCORE	
1	Andika Pratama	4	80	3	60	3	60	70.00
2	Anugrah Andriani	3	60	3	60	3	60	60.00
3	Arul Sirajuddin	4	80	3	60	3	60	70.00
4	Azimah Auliyah	3	60	3	60	3	60	60.00
5	Darmawati. M	2	40	3	60	2	40	50.00
6	Darwan Arjuna	3	60	2	40	2	40	50.00
7	Fahmi	3	60	3	60	3	60	60.00
8	Habibi	4	80	3	60	3	60	70.00
9	Iqbal	2	40	3	60	2	40	50.00
10	Jihan	4	80	4	80	4	80	80.00
11	Mifta Qhul	2	40	3	60	2	40	50.00
12	Muh. Fikram	3	60	4	80	3	60	70.00
13	Muhammad Aswin	4	80	4	80	4	80	80.00
14	Nabila Asyam	2	40	2	40	2	40	40.00
15	Nuruk Azikin	3	60	2	40	2	40	50.00
16	Nurul Yani Azizah R	4	80	3	60	3	60	70.00

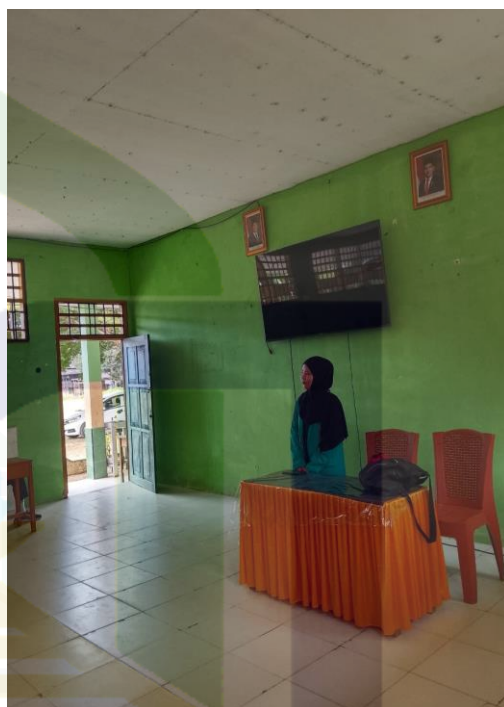
SECOND MEETING								
No	NAME OF STUDENTS	Word Recognition		Word Meaning & Understanding		Pronunciation & Spelling		SCORE
		CORRECT ANSWER	FINAL SCORE	CORRECT ANSWER	FINAL SCORE	CORRECT ANSWER	FINAL SCORE	
1	Andika Pratama	4	80	3	60	3	60	70
2	Anugrah Andriani	4	80	4	80	4	80	80
3	Arul Sirajuddin	4	80	3	60	3	60	70
4	Azimah Auliyah	3	60	4	80	3	60	70
5	Darmawati. M	3	60	4	80	3	60	70
6	Darwan Arjuna	4	80	4	80	4	80	80
7	Fahmi	4	80	4	80	4	80	80
8	Habibi	4	80	4	80	4	80	80
9	Iqbal	3	60	4	80	3	60	70
10	Jihan	4	80	4	80	4	80	80
11	Mifta Qhul	4	80	4	80	4	80	80
12	Muh. Fikram	3	60	4	80	3	60	70
13	Muhammad Aswin	4	80	4	80	4	80	80
14	Nabila Asyam	2	40	3	60	2	40	50
15	Nuruk Azikin	3	60	3	60	3	60	60
16	Nurul Yani Azizah R	4	80	4	80	4	80	80

THIRD MEETING								
No	NAME OF STUDENTS	Word Recognition		Word Meaning & Understanding		Pronunciation & Spelling		SCORE
		CORRECT ANSWER	FINAL SCORE	CORRECT ANSWER	FINAL SCORE	CORRECT ANSWER	FINAL SCORE	
1	Andika Pratama	4	80	4	80	4	80	80
2	Anugrah Andriani	5	100	4	80	4	80	90
3	Arul Sirajuddin	4	80	4	80	4	80	80
4	Azimah Auliyah	4	80	4	80	4	80	80
5	Darmawati. M	5	100	4	80	4	80	90
6	Darwan Arjuna	5	100	4	80	4	80	90
7	Fahmi	4	80	4	80	4	80	80
8	Habibi	4	80	4	80	4	80	80
9	Iqbal	4	80	4	80	4	80	80
10	Jihan	5	100	4	80	4	80	90
11	Mifta Qhul	5	100	4	80	4	80	90
12	Muh. Fikram	4	80	4	80	4	80	80
13	Muhammad Aswin	5	100	4	80	4	80	90
14	Nabila Asyam	3	60	4	80	4	80	70
15	Nuruk Azikin	4	80	4	80	4	80	80
16	Nurul Yani Azizah R	5	100	4	80	4	80	90

FOURTH MEETING								
No	NAME OF STUDENTS	Word Recognition		Word Meaning & Understanding		Pronunciation & Spelling		SCORE
		CORRECT ANSWER	FINAL SCORE	CORRECT ANSWER	FINAL SCORE	CORRECT ANSWER	FINAL SCORE	
1	Andika Pratama	5	100	4	80	4	80	90
2	Anugrah Andriani	5	100	4	80	4	80	90
3	Arul Sirajuddin	4	80	4	80	4	80	80
4	Azimah Auliyah	5	100	4	80	4	80	90
5	Darmawati. M	5	100	4	80	4	80	90
6	Darwan Arjuna	5	100	4	80	4	80	90
7	Fahmi	5	100	5	100	5	100	100
8	Habibi	4	80	4	80	4	80	80
9	Iqbal	5	100	4	80	4	80	90
10	Jihan	5	100	4	80	4	80	90
11	Mifta Qhul	5	100	4	80	4	80	90
12	Muh. Fikram	5	100	4	80	4	80	90
13	Muhammad Aswin	5	100	4	80	4	80	90
14	Nabila Asyam	4	80	4	80	4	80	80
15	Nuruk Azikin	5	100	4	80	4	80	90
16	Nurul Yani Azizah R	5	100	5	100	5	100	100

Appendix 03 : Documentation

DOCUMENTATION







a. needs c. drinks
b. brings ☒ hates

3. The cat is under the table. What does **under** mean?
a. dibelakang c. di depan
☒ dibawah d. didalam

4. My father works in an office every day. What is the meaning of **works**?
a. bermain c. belajar
b. bekerja ☒ berjalan

5. Dina drinks coffee in the morning to feel fresh.
The word **fresh** is closest in meaning to ...
a. sleepy c. awake
☒ tired d. angry

6. Ali eats meat and rice for lunch.
What does Ali eat?
a. only rice ☒ meat and rice
b. only d. bread and eggs

7. The dogs run happily in the yard.
Where do the dogs run?
☒ In the house c. at school
b. in the yard d. on the street

8. My mother cooks food every evening.
The word **cooks** means ...
a. eats ☒ makes food
b. buys d. brings food

9. Siti drinks juice, but she does not like coffee.

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PO Box 909 Parepare 91100 website: www.iainparepare.ac.id, email: info@iainparepare.ac.id

VALIDASI INSTRUMEN PENELITIAN SKRIPSI

APPENDICES

Name of The Student : Rezyk Fadiah
NIM : 212020388203047
Faculty : Tarbiyah
The Title Of Research Proposal : Using Simpler English Learning App To Boost The Students' Vocabulary At Mts Basseang Polewali Mandar
Instrument : Test Question

POST-TEST INSTRUMENT TEST QUESTION

Name : Mualliminnah
Subject : Bahasa Inggris
Class/semester : IX B / Semester 1
Time Allocation : 65 Minutes
Instrument of Data

A. Multiple choice (Word recognition)
Put an (X) mark on the correct answer !
a. I like apples and bananas. The word **like** has the same meaning as ...
a. hate c. want
☒ love d. see
2. Rina want to drink water because she is thirsty. The words **wants** means ...

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PAREPARE FAKULTAS TARBIIYAH
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PO Box 909 Parepare 91100 website: www.iainparepare.ac.id, email: info@iainparepare.ac.id

VALIDASI INSTRUMEN PENELITIAN SKRIPSI

APPENDICES

Name of The Student : Rezyk Fadiah
NIM : 212020388203047
Faculty : Tarbiyah
The Title Of Research Proposal : Using Simpler English Learning App To Boost The Students' Vocabulary At Mts Basseang Polewali Mandar
Instrument : Test Question

POST-TEST INSTRUMENT TEST QUESTION

Name : Devita Sari
Subject : Bahasa Inggris
Class/semester : IX B / Semester 1
Time Allocation : 65 Minutes
Instrument of Data

A. Multiple choice (Word recognition)
Put an (X) mark on the correct answer !
a. I like apples and bananas. The word **like** has the same meaning as ...
a. hate c. want
b. love ☒ see
2. Rina want to drink water because she is thirsty. The words **wants** means ...

What does Siti NOT like?
a. juice ☒ coffee
b. water d. tea

10. I want tea because the weather is cold.
Why does the person want tea?
a. because it is hot c. because it is morning
☒ because it is cold d. because it is thirsty

B. Fill in the Blank (Word Meaning & Understanding)

1. After running in the yard, I ^{drank} a glass of water because I feel very thirsty (eat/drink/bring)
2. My sister ^{love} cats and dogs because they are friendly animals (take/run/like)
3. The dog usually ^{sits} quietly near the door every morning. (goes/sitting/sit)
4. Father ^{works} in the office five days a week. (work/sleep/jump)
5. We ^{break} breakfast together before going to school. (eat/share/cook)
6. Rina feels very thirsty, so she ^{wants} to drink water. (angry/juice/want)
7. The cat is ^{sitting} on the chair because it is cool there. (open/under/knit)
8. My mother ^{cooks} meat and vegetables for dinner every evening. (sleep/cook/tea)
9. After lunch, they usually ^{drink} juice instead of coffee. (drink/look/some)
10. I was very tired, but a cup of coffee helped me feel ^{refreshed} (bad/awake/smile)

C. Spelling Oral (Pronunciation & Spelling)

1. Breakfast 4. Evening 7. Vegetable 10. Dinner
2. Thirsty 5. Friendly 8. Morning
3. Office 6. Kitchen 9. Hungry

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VALIDASI INSTRUMEN PENELITIAN SKRIPSI

APPENDICES

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Instrument	Test Question

PRE-TEST INSTRUMENT TEST QUESTION

Name : Agni Zahra
Subject : B. Inggris
Class/semester : K. 6 / Semester I
Time Allocation : 65 Minutes
Instrument of Data

A. Multiple choice (Word recognition)
Put an (X) mark on the correct answer!

1. Apa arti dari kata like?

B. Fill in the Blank (Word Meaning & Understanding)

- I like cats. They are cute and soft.
What animals does the person like?
Answer: Cat
- Siti drinks coffee every morning.
It helps her feel awake. What does Siti drink?
Answer: Coffee
- Roni wants tea because the weather is cold today.
What does Roni want?
Answer: Tea
- The dogs run in the yard. They are very happy.
Where do the dogs run?
Answer: Yard
- I want water. I am very thirsty.
What does the person want?
Answer: Water
- Dina drinks juice with her lunch.
What does Dina drink?
Answer: Juice
- My father works here in this small office.
Where does the father work?
Answer: Office
- I eat bread and eggs for breakfast.
What does the person eat?
Answer: Bread and eggs
- Ali likes dogs because they are friendly.
Why does Ali like dogs?
Answer: They are friendly
- The cat wants food. It sits near its bowl.
What does the cat want?
Answer: Food

C. Spelling Oral (Pronunciation & Spelling)

1. Cat	2. Take	3. Ten	4. Lake	5. Coffee
6. Put	7. Here	8. Run	9. Water	10. Most

2. What is the meaning of Want?

a) Lari c) Mau
b) Jalan d) Takut

3. What is the meaning of Disini?

a) There c) Learn
b) Look d) Here

4. What is the meaning of Cat

a) Bebek c) Kucing
b) Ular d) Pisau

5. What is the meaning of Eat?

a) Lari c) Tidur
b) Rumah d) Makan

6. What is the meaning of Tea?

a) Dairi c) Kamar
b) Minum d) Teh

7. What is the meaning of Mau?

a) Wont c) Want
b) Angry d) Went

8. What is the meaning of Dog?

a) Anying c) Jarak
b) Tidur d) Domba

9. What is the meaning of Air?

a) Sad c) Joyful
b) Water d) Smile

10. What is the meaning of Work?

a) Istirahat c) Bekerja
b) Makan d) Lari

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VALIDASI INSTRUMEN PENELITIAN SKRIPSI

APPENDICES

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Faculty	Tarbiyah
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Instrument	Test Question

PRE-TEST INSTRUMENT TEST QUESTION

Name : Agni Zahra
Subject : B. Inggris
Class/semester : K. 6 / Semester I
Time Allocation : 65 Minutes
Instrument of Data

A. Multiple choice (Word recognition)
Put an (X) mark on the correct answer!

1. Apa arti dari kata like?

Appendix 03 : Administration

IZIN MENELITI

PEMERINTAH KABUPATEN POLEWALI MANDAR
DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU
 Jln. Manunggal No.11, Pekkabata Polewali, Kode Pos 81315
 Website: dpmptsp.polewarkab.go.id Email: dpmptsp@polewarkab.go.id

IZIN PENELITIAN
NOMOR: 802.16.7.2.0074SPCSPMPTSP002020

Dasar : 1. Peraturan Menteri Dalam Negeri Indonesia Nomor 7 Tahun 2016 atas perubahan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2016 tentang Pedoman Penyelenggaraan Penelitian;
 2. Peraturan Daerah Kabupaten Polewali Mandar Nomor 2 Tahun 2016 Tentang Perubahan Atas Peraturan Daerah Nomor 6 Tahun 2009 tentang Organisasi dan Tata Kerja Inspektori Kabupaten dan Lembaga Teknis Daerah Kabupaten Polewali Mandar;
 3. Menperhutakn:
 a. Surat permohonan no: REZKY FADRIAH
 b. Surat rekomendasi dari Badan Kewilayatan Banggai dan Puluh Nomor: B-0816/Kewilayatan/8.141-10-7/002020, Tgl: 27-11-2020

MEMBERIKAN IZIN

Kepada : Nama	: REZKY FADRIAH
NIM/NIDN/SPN	: 21222000000000000000
Jabatan	: GURU
Jurusan	: TARBIYAH
Jumlah	: PENYUSUNAN BAHASA INGGRIS
Alamat	: PASANG KEC. MATAKALI KAB. POLEWALI MANDAR

Untuk melakukan penelitian di bffs Binaan Kabupaten Polewali Mandar yang dilaksanakan Pada bulan November s.d Desember 2020 dengan proposal berjudul "LEARNING ENGLISH USING APP TO BOOST STUDENTS' VOCABULARY AT MTs BASSALAS POLEWALI MANDAR"

Adapun izin penelitian ini dibuat dengan ketentuan sebagai berikut:

1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Pemerintah setempat;
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Menjalani semua prosedur penunjang penelitian yang berlaku dan mengutamakan keselamatan;
4. Menyediakan 1 (satu) buku log yang berisi penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu;
5. Surat izin penelitian akan dicabut dan dinyatakan tidak berlaku apabila ternyata penanggung jawab izin penelitian tidak menaati ketentuan-ketentuan tersebut di atas;
6. Izin penelitian ini berlaku selama 6 (enam) bulan sejak diterbitkan.

Dengan izin penelitian ini diharapkan untuk dipergunakan sebagaimana mestinya.





Diterbitkan di Polewali Mandar,
 Pada tanggal 1 Desember 2020
 Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu,

USMAN TUBA BULANAH, S.P., M.Si
 Penguk : Permisia Utama Mada
 noP : 18760327986121001

Terbilang :
 1 (satu)千百零二 (satu)

Dokumen ini telah dibubuhkan dengan stempel menggunakan sertifikat elektronik yang diterbitkan oleh Badan Penyelenggara Jaminan Produk Elektronik (BJPPE), Badan Siber dan Sandi Negara (BSSN).

SURAT TELAH MENELITI



DARUD DA'WAH WAL-IRSYAD
MTs DDI BASSEANG
KABUPATEN POLEWALI MANDAR
 Alamat : Jl. Tabone No.2 Tibakan, Duampunua. e-mail : ddibasseang@gmail.com

SURAT KETERANGAN
 Nomor : B-196/MTS.31.03.025/PP.00.5/12/2025

Yang bertanda tangan di bawah ini,

Nama	: MASNI, S.Pd.I
NIP	: -
Jabatan	: Kepala Madrasah

Dengan ini menerangkan bahwa:

Nama	: REZKY FADRIAH
NIM	: 2120203888203047
Asal Perguruan Tinggi	: IAIN Parepare
Fakultas	: Tarbiyah
Jurusan	: Pendidikan Bahasa Inggris
Alamat	: Pasiang, Kec. Matakali Kab. Polewali Mandar

Yang bersangkutan telah selesai melaksanakan Penelitian dengan judul proposal **“Using Simpler English Learning App To Boost Students’ Vocabulary At Mts Basseang Polewali Mandar”** dari bulan November s.d Desember Tahun 2025

Demikian Surat Keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Basseang, 07 Desember 2025


 Kepala Madrasah
 MASNI, S.Pd.I

CURRICULUM VITAE



Rezky Fadriah was born in Aribang on July 17, 2001. She is the youngest child of Mr. Bahari and the late Mrs. Nira. Her formal education began at Raudhatul Athfal Kindergarten, from which she graduated in 2008. She then continued her primary education at SDN 062 Tabone and graduated in 2014. After completing primary school, she pursued her secondary education at Pondok Pesantren Syekh Hasan Yamani, graduating from Madrasah Tsanawiyah (MTs) in 2017 and Madrasah Aliyah (MA) in 2020. In 2021, she continued her higher education at the State Institute for Islamic Studies (IAIN) Parepare, majoring in English Language Education. During her undergraduate study, she completed a Teaching Practice Program (Praktik Pengalaman Lapangan/PPL) at Kresna Kampung Inggris Pare, Kediri, East Java, in 2024. In the same year, she also participated in a Community Service Program (Kuliah Kerja Nyata/KKN) in East Luwu Regency. She completed her undergraduate thesis entitled *“Using Simpler English Learning App to Boost Students’ Vocabulary at MTs Basseang, Polewali Mandar.”*