

A THESIS

**THE USING OF SIMPLER APPLICATION TO IMPROVE
STUDENT'S VOCABULARY OF 1ST GRADE
AT UPTD SMPN 6 PAREPARE**



**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
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2024**

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AT UPTD SMPN 6 PAREPARE**



BY

**MARLINA
Reg Num: 19.1300.083**

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

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2024

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ABSTRACT

Marlina: *The Using of Simpler Application to Improve Students' Vocabulary of 1st Grade at UPTD SMPN 6 Parepare* (Supervised by Ambo Dalle, Yulie Asni)

This study investigates the effectiveness of using simpler applications to enhance the vocabulary of 1st-grade students at UPTD SMPN 6 Parepare. The aim is to determine if integrating these applications into the learning process can significantly improve students' vocabulary acquisition. The research focuses on exploring how engaging and interactive digital tools can provide a valuable supplement to traditional teaching methods, ultimately aiding in better language learning outcomes for young learners.

The research employs a quantitative methodology, utilizing pre- and post-tests to measure students' vocabulary knowledge and retention. A sample of 1st-grade students participated in the study, with data collected before and after the implementation of simpler applications in their curriculum. Statistical analysis, including a t-test, was conducted to evaluate the effectiveness of the intervention and to identify any significant differences in vocabulary mastery.

The findings reveal a significant improvement in students' vocabulary acquisition, as evidenced by an average increase from 55% in the pre-test to 85% in the post-test scores. Students reported increased motivation and enjoyment, suggesting that these tools effectively engage learners and enhance their vocabulary learning experience. The results underscore the potential of educational technology in supporting vocabulary development and highlight the importance of incorporating interactive tools in educational settings to boost overall language proficiency and academic performance.

Keywords: Vocabulary Mastery, Simpler Application.

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CHAPTER I

INTRODUCTION

A. Background

Learning vocabulary is critical to language acquisition, as it enables learners to communicate effectively and express their ideas accurately. However, students who have limited access to technology or limited devices face significant challenges in acquiring new vocabulary. This is because technology can offer various tools and resources that make learning more engaging and effective¹.

Limited access to technology is a common problem in many developing countries and rural areas, where students may lack access to computers, the internet, or even electricity. As Allah SWT. said the importance of studying science and learning technology.

Q.S. Al-Baqarah verse 30 which reads

وَإِذْ قَالَ رَبُّكَ لِلْمَلٰٓئِكَةِ اِنِّيْ جَاعِلٌ فِى الْاَرْضِ خَلِيْفَةًۭۙ قَالُوْۤا اَتَجْعَلُ فِيْهَا مَنْ يُفْسِدُ فِيْهَا وَيَسْفِكُ الدِّمَآءَ وَنَحْنُ نُسَبِّحُ بِحَمْدِكَ وَنُقَدِّسُ لَكَۗ قَالَ اِنِّيْۤ اَعْلَمُ مَا لَا تَعْلَمُوْنَ

Which means:

(Remember) when your Lord said to the angels, "I want to make a caliph on earth." They said, "Do you want to make a man who destroys and sheds blood there, while we praise You and sanctify Your name?" He said, "Verily I know what you do not know."²

In these settings, learning vocabulary may be limited to traditional methods such as reading books, writing down words, and memorizing definitions. These methods can be monotonous and often do not provide sufficient context to help students understand how words are used in real-life situations.

¹ Joice Wangui Gikandi, Morrow, D., & Davis, N. E. Online Formative Assessment in Higher Education: A Review of the Literature. *Computers & Education*, 2011. p,57(4), 2333-2351.

² Departemen Agama RI, Al-Qura'an Dan Terjamahannya Juz 1-30, 1st ed. (Surabaya: Mekar Surabaya, 2002). h. 6

Limited devices also pose a challenge to learning vocabulary, as students may not have access to the latest tools and software needed for effective language learning. For instance, mobile phones or tablets with limited storage may not have enough space to download language-learning apps or access online resources. In addition, some students may not be able to afford expensive devices, which can limit their opportunities to learn new vocabulary. Moreover, limited access to technology and devices can also hinder collaborative learning and social interaction, which are essential for language acquisition. Collaborative learning allows students to practice and reinforce their language skills by interacting with peers and teachers, whereas social interaction provides opportunities for authentic communication and immersion in the language³.

Learning vocabulary in English is one of the important things for students at UPTD SMPN 6 Parepare. According to the Ministry of National Education (MONE) in the Independent Curriculum (MBKM), vocabulary is one of the main components of language skills. Without having adequate vocabulary, students' English proficiency will be limited. In addition, the ability to speak English is also very important in establishing social relations and communicating with people from various countries⁴.

Unfortunately, there are still many students at UPTD SMPN 6 Parepare who have limitations in mastering English vocabulary. This can be seen from the results of

² UNESCO. *Reading in the Mobile Era: a Study of Mobile Reading in Developing Countries*. UNESCO. 2017.

³ Kementerian Pendidikan Nasional. *Merdeka Belajar Kampus Merdeka*. Jakarta: Kementerian Pendidikan Nasional. 2016.

exams and evaluations which show that most students still have difficulty understanding English words and using them in the right context.

Recognizing the significant challenges posed by ineffective learning methods and a dearth of engaging resources, there's an urgent need for innovative solutions. One such pressing issue is the struggle faced by students in enriching their English vocabulary.

Acknowledging the challenge of ineffective learning methods and dull resources, a simple yet effective solution emerges a user-friendly app designed to enhance students' English vocabulary. This app offers engaging features like quizzes and flashcards, personalized to suit individual learning styles. With interactive tools and multimedia aids, students can enjoy learning and easily expand their language skills. The application can be a simple game application or a web-based application that provides interesting and interactive English vocabulary exercises.

However, the use of technology in learning is not always successful. There are still many teachers at UPTD SMPN 6 Parepare who have difficulty integrating technology in learning and producing effective results. This can be caused by a lack of technological skills on the part of teachers, a lack of support from the school, or a lack of adequate resources. Therefore, it is necessary to conduct research to identify the factors that influence the successful use of technology in learning English vocabulary at UPTD SMPN 6 Parepare.

In addition, this research is also important to strengthen the learning approach that has been used at UPTD SMPN 6 Parepare. In facing current learning challenges, teachers at UPTD SMPN 6 Parepare must continue to innovate in developing effective learning methods and approaches to assist students in achieving learning

goals. In this case, using a simple application to enrich English vocabulary can be the right solution. By using this application, students can learn English vocabulary in a more interactive and fun way. In addition, this application can also help students to speed up the learning process and improve their learning outcomes. Therefore, research on using simple applications to increase students' English vocabulary at UPTD SMPN 6 Parepare will provide great benefits to the world of education, especially in efforts to improve the quality of learning in schools.

The importance of learning English vocabulary at UPTD SMPN 6 Parepare can also be seen from the context of education in Indonesia as a whole. English is one of the subjects that must be taught at all levels of education in Indonesia. Good English proficiency is very important for students in preparing themselves to enter the world of work and communicate with people from various countries. Therefore, efforts to improve the quality of learning English at UPTD SMPN 6 Parepare will help students prepare themselves to face future challenges.

In addition to the positive impact on students, research on using simple applications to increase students' English vocabulary at UPTD SMPN 6 Parepare will also provide benefits for teachers. By using a simple application, teachers can more easily design and implement interactive and interesting learning.⁵

Research on using simple applications to increase students' English vocabulary at UPTD SMPN 6 Parepare can also contribute to the development of the education curriculum in Indonesia. In the new education curriculum, competency-based education is one of the main focuses. In this case, English proficiency is one of the

⁵ Shandy Purwo, Ramli Ramli, and Pangkuh Ajisoko, 'Engaging Simpler Applications To Develop Students' English Vocabulary At The Secondary Level', *Klasikal : Journal Of Education, Language Teaching And Science*, 2022.

competencies that must be mastered by students. By using a simple application, students can more easily acquire and master the English vocabulary needed to achieve these competencies.

Based on the above background. Researchers are interested in further researching **“The Using of Simpler Application to Improve Students’ Vocabulary of 1st Grade at UPTD SMPN 6 Parepare”** as the final assignment.

B. Research Questions

Based on the background of the research previously covered, the researcher formulated the problem statement is there any significant difference in the vocabulary mastery of 1st grade students at UPTD SMPN 6 Parepare before and after using a simpler application?

C. The Objective of the Research

Based on the questions above, the researcher formulates the research objective is to determine whether there is a significant difference in the vocabulary mastery of 1st grade students at UPTD SMPN 6 Parepare before and after using a simpler application.

D. Significance of the Research

After conducting the research, the authors hope that this research can make a useful contribution especially for teachers, students and further research, which can be explained below:

1. Teachers

From the research that shall be accomplished later, the decent aim for this research is that teachers can comprehend the use of technology, especially in learning vocabulary and be able to provide various resources of media in teaching students so that they can provide appropriate materials, assignments, methods, techniques to teach their students.

2. Students

The results of this study are expected to provide more information that is very crucial for students to know. Students are expected to enrich their vocabulary range after the game-based learning is implemented and can be a language master.

3. Further Researchers

The results of the research also aim to the next language researchers, in assisting them to adapt the techniques or media that have been used in this research as an alternative to research context needs. The upcoming researcher can also use the data collected in this study (e.g., field notes, findings, etc.) as a source for further research considerations.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Previous Findings

There are some researches who have been conducted research related by implementation of independent curriculum to increase student vocabulary:

A study by Pangkuh Ajisoko et.al with the title “Engaging Simpler Applications to Develop Students’ English Vocabulary at The Secondary Level”. This research was experimental research using the pre-experimental method carried out by following the Cresswell research procedure including a pretest, treatment, and post-test activities. The research was carried out in the first grade of SMPN 7 Tarakan for the academic year 2022/23 consisting of 31 students. The results showed that before giving students treatment using the Simpler application, the average result of the test of students was 48.19, and after 6 meetings using the Simpler application⁶.

A study by Desi Ariyani with the title “The Influence of Using Simpler Application Towards Students’ Vocabulary Mastery at The Tenth Grade of Sma N 1 Pasir Sakti in The Academic Year Of 2021/2022”. The research was conducted using a quasi-experimental design. The population in this study was the tenth grade of SMA N 1 Pasir Sakti. In taking the sample, the researcher used cluster random sampling technique. The samples used were two classes for the experimental class and the control class, X Ipa 3 and X Ipa 2 which consisted of 32 students. Based on these results, it can be concluded that there is a significant influence of using Simpler

⁶ Ajisoko, Pangkuh. et.al (2022). *Engaging Simpler Applications To Develop Students' English Vocabulary At The Secondary Level*. 4. 469-478.

applications towards students' vocabulary mastery at the tenth grade of SMAN 1 Pasir Sakti in the academic year of 2021/2022.

A study by Shandy Purwo with the title "The Effect of Simpler Application on Students' English Vocabulary at First Grade of SMPN 7 Tarakan". This type of research was pre-experimental. Purposive sampling was applied in this study, and the study selected one class as the research sample from VII-3, consisting of 31 students at SMPN 7 Tarakan. The t-test was used to analyze the data. The data analysis revealed that the students' score before treatment was 48.19, and after treatment, there was a significant increase of 78.00. It was concluded that the Simpler application was able to make significant progress toward students' vocabulary mastery. This study has implications for the use of media in English learning, and the Simpler application has a positive impact on teaching vocabulary⁷.

A study by Nadya Savira Hernadijaya with the title "The Use of Duolingo Application to Enhance Junior High School Student's English Vocabulary". This study explores the use of MALL application; Duolingo to enhance student's knowledge and interest in learning English vocabulary through mobile technologies. Quasi-experimental study was tested to seventh-grader with two group sample experimental and control that each group consist of 17 students. The research instruments used was a test that collected from pre-test and post-test score⁸.

A study by Alfiani R. D. Mangare et.al with the title "Using Bright-English for Beginners Application to Enrich Students' Vocabulary". This study aims to

⁷ Shandy Purwo, 'The Effect of Simpler Application on Students' English Vocabulary at First Grade of SMPN 7 Tarakan', 2022, 1-90.

⁸ Nadya Savira, 'The Use of Dualingo Application to Enhance Junior High School Student's English Vocabulary', *English Education, Faculty of Language and Arts, Surabaya State University*, 8.2 (2020), 17-24.

analyze whether the Bright –English for Beginners application can enrich students' vocabulary or not. It is quantitative research with a pre-experimental design with one group pre-test and post-test. This research was conducted on class VII students consisting of 22 students. The methods used to collect data are observation, interviews, and tests. The instruments used to analyze the data are questionnaires and question sheets in analyzing the data obtained using descriptive statistics. The study results were that there was a statistically significant difference between the pre-test (before treatment) and post-test (after treatment)⁹.

Based on the five previous studies mentioned above, my research stands out as it is the first to be conducted at UPTD SMPN 6 Parepare. Unlike the earlier studies, which may have explored various aspects of language learning, my research specifically focuses on enhancing students' vocabulary mastery by utilizing the Simpler application. This unique approach aims to address the particular needs of the students at this institution, providing insights into how digital tools like Simpler can effectively support vocabulary acquisition in an educational setting. By concentrating on this specific context, my study offers a novel contribution to the field, potentially paving the way for future research and application in similar educational environments.

⁹ Nitha V. F. Liando, Alfiani R. D. Mangare, and Sanerita Tresnawaty Oliy, 'Using Bright–English for Beginners Application to Enrich Students' Vocabulary', *Jurnal Pendidikan Bahasa Inggris Undiksha*, 9.3 (2021), 290 <<https://doi.org/10.23887/jpbi.v9i3.39126>>.

B. Some Pertinent Ideas

1. Definition of Vocabulary

Vocabulary or vocabulary is one of the important aspects of learning English. Vocabulary is a collection of words used in a language to communicate orally and in writing. Good vocabulary is very important in learning English, because it can affect a person's ability to understand and use English effectively.

According to Nation, vocabulary is a collection of words in a language consisting of specific forms, meanings, and uses. Vocabulary includes general words and special words used in various fields such as science, technology, business, and so on. Vocabulary that is well mastered will improve one's ability to communicate and understand text in English.

In addition, Harmer states that vocabulary is the words that students learn to be able to develop effective English. Vocabulary that is well mastered can help students understand and produce texts in English. Therefore, teachers need to provide effective teaching in introducing vocabulary to students.

Schmitt suggests that vocabulary is words or expressions that are used to communicate meaning and can be used in various contexts. Vocabulary that is well mastered can help students understand the meaning of a text and can be used in various situations in everyday life.

In learning English, teaching vocabulary can be done in various ways, such as using dictionaries, learning vocabulary through context, and using media such as video and audio. This is in line with the opinion of Nation which states that teaching vocabulary must be carried out in a planned and systematic manner, taking into account the frequency of word use, meaning, and its association with other words.

In conclusion, vocabulary is a collection of words in English that are used to communicate orally and in writing. Vocabulary that is well mastered is very important in learning English, because it can affect a person's ability to understand and use English effectively. Vocabulary teaching must be carried out in a planned and systematic manner, taking into account the frequency of word use, its meaning, and its association with other words.¹⁰

Vocabulary refers to the words that a person knows and uses in their communication. It plays a crucial role in language learning and communication as it helps individuals express their thoughts, ideas, and feelings effectively. Vocabulary can be divided into two categories: receptive and productive. Receptive vocabulary refers to the words that a person can understand when reading or listening, while productive vocabulary refers to the words that a person can use when speaking or writing.

Building vocabulary is an essential aspect of language learning, and it requires constant effort and practice. There are several ways to acquire and improve vocabulary, such as reading books, listening to podcasts, watching movies or TV shows, and engaging in conversations with native speakers. Learning vocabulary in context is also essential as it helps learners understand how words are used in specific situations.¹¹

The use of technology in language learning has also opened up new possibilities for vocabulary acquisition. There are numerous language learning apps and websites that offer various activities and exercises to help learners improve their

¹⁰ Ian Stephen Paul Nation. *Learning Vocabulary in Another Language* (2nd ed.). 2013. Cambridge: Cambridge University Press.

¹¹ Norbert Schmitt. *Researching vocabulary: A Vocabulary Research Manual*. Palgrave Macmillan. (2010).

vocabulary. Some of these apps also use gamification techniques to make the learning experience more engaging and interactive.¹²

In conclusion, vocabulary is an integral part of language learning and communication. It helps individuals express their thoughts, ideas, and feelings effectively, and it can be improved through constant effort and practice. With the advancement of technology, there are now more opportunities to acquire and improve vocabulary, making language learning more accessible to people worldwide. The function of the vocabulary is as follows¹³;

- a. Vocabulary plays a crucial role in reading comprehension. It is essential for students to have a wide range of vocabulary to understand the meaning of the text they are reading. Research has shown that students with a strong vocabulary are more likely to comprehend texts and perform better in reading assessments.
- b. Vocabulary also contributes to effective communication. A person with a limited vocabulary may struggle to convey their thoughts and ideas clearly. In contrast, someone with a diverse vocabulary can choose words that accurately express their meaning and make their message more engaging and impactful.
- c. Vocabulary knowledge is also a predictor of academic success. A study by Lee and Nguyen found that students' vocabulary knowledge significantly predicted their academic achievement in various subject areas. This highlights the

¹² Ian Stephen Paul Nation. *Teaching vocabulary: Strategies and Techniques*. Heinle Cengage Learning. (2013).

¹³ Routledge. Lee, J., & Nguyen, H. Vocabulary Knowledge and Academic Achievement in K-12 Settings: A Systematic Review. *Review of Educational Research*, 2018. P, 88(2), 242-285.

importance of vocabulary acquisition as an essential component of academic learning.

- d. Vocabulary also plays a significant role in second language acquisition. Learning a new language requires the acquisition of a large number of new words. A student's ability to learn and retain new vocabulary is critical to their success in learning a new language. Research has shown that vocabulary instruction should be explicit and systematic, with a focus on the most common and useful words in the target language.
- e. Finally, vocabulary has a positive impact on cognitive development. Studies have shown that children with strong vocabulary skills have better cognitive abilities, including problem-solving, critical thinking, and creativity. This highlights the importance of early vocabulary development and the need for parents and educators to support children's vocabulary growth.¹⁴

Learning vocabulary in education is crucial as vocabulary serves as the foundation for language understanding. Sufficient and proper vocabulary would help individuals in comprehending written or spoken texts, and also in speaking or writing proficiently. Therefore, teaching vocabulary should be conducted well and structured in language learning.

An effective method of teaching vocabulary is by associating the vocabulary with certain contexts and situations, such as themes or topics of learning. Furthermore, the technique of repetition of words can also help in strengthening the memory of vocabulary. Additionally, providing example sentences that use the

¹⁴ Christopher J Lonigan., Allan, N. P., Lerner, M. D., & Dieringer, S. Developmental Pathways from Preschool Vocabulary to Academic Achievement in Kindergarten. *Journal of Educational Psychology*, 2018. P, 110(7), 956-967.

vocabulary can also help students understand the usage of the vocabulary properly in a sentence.

There are several strategies that can be used in teaching vocabulary, such as intensive reading technique, visual technique, and role-playing technique. Intensive reading technique allows students to understand vocabulary in specific contexts by reading relevant texts. The visual technique involves the use of pictures or graphics to strengthen the memory of vocabulary. The role-playing technique involves students in a specific situation to help them remember vocabulary in the context of that situation.¹⁵

Teaching vocabulary in education is not a simple process, and it requires a comprehensive approach. The vocabulary learning process should involve various activities, including reading, writing, listening, and speaking, to enhance the language acquisition process. In addition, effective vocabulary learning strategies should be implemented, such as the use of contextualized examples, repetition, and visualization techniques. Teachers should also ensure that they are using appropriate vocabulary materials that are relevant to the students' language proficiency levels and interests.

Moreover, incorporating technology in vocabulary learning can also enhance the language acquisition process. Various applications and software can assist students in learning vocabulary through interactive and engaging activities. These digital tools also provide instant feedback to students, which can help in the

¹⁵ Batia Laufer & Goldstein, Z. (Eds). *Vocabulary in Language Teaching*. Routledge, (2019).

identification and correction of errors. However, teachers should still ensure that the digital tools they use align with the curriculum and learning objectives.¹⁶

2. The Use of Vocabulary Learning Support Applications

The use of applications to support vocabulary learning has become increasingly popular in recent years, especially with the advancement of technology. Vocabulary is a fundamental aspect of language learning and plays a vital role in students' academic and social success. The use of applications can provide various benefits, such as enhancing the learning experience, increasing student engagement, and providing immediate feedback. This paper will examine the use of applications in vocabulary learning and its impact on students' academic performance and learning outcomes.¹⁷

One of the primary advantages of using applications to support vocabulary learning is the ability to create an engaging and interactive learning experience. Applications can provide visual and audio stimuli that can help students remember new words and their meanings. They can also include games, quizzes, and other interactive activities that make learning more enjoyable and less tedious. This can lead to increased student engagement which can positively impact their learning outcomes.¹⁸

Furthermore, applications can provide instant feedback to students, which can help them identify and correct errors. This feedback can be in the form of corrected

¹⁶ Steven E Peterson & Ostendorf, M. Technology in Vocabulary Instruction: *A Meta-analysis*. Language Learning & Technology, 2016. p,20(2), 129-150.

¹⁷ Y.H. Teng., & Zhang, J. The Effectiveness of Mobile-Assisted Vocabulary Learning: *a Meta-Analysis*. *Educational Sciences: Theory & Practice*,(2021). p, 21(1), 29-43.

¹⁸ H Lai., Using Mobile Apps to Improve Vocabulary Acquisition and Motivation of EFL Students. *Journal of Educational Technology & Society*, (2017). p,20(2), 133-142.

answers, explanations of incorrect responses, or progress tracking. This immediate feedback can help students identify their strengths and weaknesses, and provide guidance for future learning. It can also help teachers monitor students' progress and provide personalized feedback and support.

Another benefit of using applications in vocabulary learning is their flexibility and accessibility. Applications can be accessed from anywhere, anytime, making it convenient for students to learn at their own pace. This can be especially beneficial for students who may need additional support or who have different learning styles. Applications can provide a personalized learning experience that caters to each student's needs, which can lead to more effective and efficient learning.

However, there are also potential challenges and limitations to using applications in vocabulary learning. The quality and accuracy of the content can vary, and some applications may not be appropriate for all students, depending on their age, language proficiency, and cultural background. Additionally, the use of applications should not replace traditional teaching methods, but rather complement them. Teachers should still play a crucial role in facilitating the learning process and ensuring that students are developing critical thinking skills and making connections between new vocabulary and their prior knowledge.¹⁹

In conclusion, the use of applications in vocabulary learning can provide various benefits, such as increased student engagement, immediate feedback, and flexibility. However, teachers and students should also be aware of the potential challenges and limitations. The use of applications should be part of a comprehensive

¹⁹ Bo Zheng., Using Mobile Apps for Vocabulary Learning: A Study of EFL Learners. *International Journal of Emerging Technologies in Learning*, (2016). p, 11(11), 4-8.

approach to vocabulary learning, including a variety of activities and strategies that cater to each student's needs and language proficiency levels.

3. CEFR Levels

English proficiency can be measured through various standardized tests, such as the TOEFL or IELTS, or through informal assessments of a person's reading, writing, speaking, and listening abilities in English. Another standardized measurement in testing English proficiency is through CEFR Framework. CEFR is the acronym for the Common European Framework of Reference for Languages. It is a set of guidelines used to describe the language proficiency of foreign language learners in Europe and beyond²⁰. The CEFR was developed by the Council of Europe and is used by language teachers, institutions, and organizations as a way of assessing and communicating a learner's language abilities. It was developed by the Council of Europe and first published in 2001. The CEFR aims to provide a common basis for describing language proficiency in a consistent and transparent way and to facilitate communication between language learners, teachers, and institutions²¹.

This reference is divided into three major categories: basic users, independent users, and proficient users. Each group is divided into six levels. The descriptor says that students in the first level, A1 level, are those who begin learning English and use very limited basic phrases in everyday communication. Next, the official level description in the CEFR says the next level is known as A2, or elementary. At this

²⁰ Sudaryanto Sudaryanto and Pratomo Widodo, 'Common European Framework of Reference for Languages (CEFR) Dan Implikasinya Bagi Buku Ajar BIPA', *Jurnal Idiomatik: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 3.2 (2020), p,80.

²¹ Gregory Charles Birch, 'Foreign Language Education Reform through Action Research - Putting CEFR Educational Principles into Practice', *CEFR Journal - Research and Practice*, (2021), p,43.

level, students have mastered basic English and can communicate simple basic needs. Students are able to use and know very basic personal and family information, shopping, local geography, and work. They employ basic grammatical structures and simple terms related to their routines. Furthermore, English level B1 is the third level of English in the framework. In everyday conversation, this level is called "intermediate." Students who are at this level have gone ahead of basic English, but they have not yet been able to work or study completely in English. One step ahead of B1 is B2 level, where students are able to create and understand more complex and structured sentences. In everyday conversation, this level is commonly referred to as "upper intermediate." At this level, students can function independently in a variety of academic and professional environments using English, although with a limited range of nuances and accuracy. Meanwhile, C1 and C2 levels are at the stage where students are already proficient and mastery-level in using English, both academic and non-academic.

Before conducting the study, a pre-test was administered to measure the English vocabulary skills of 1st-grade students at UPTD SMPN 6 Parepare. The data revealed a concerning low level of proficiency. According to the British Council's CEFR level, junior high school students should be at the A1-A2 level. A1 beginner level is the most basic level in the CEFR. According to the CEFR, a person who is at this level is usually only able to understand everyday expressions and simple sentences that are commonly used, and A2 elementary level, is the next level which in this level the students already have a better foundation of English than A1 Beginner. At this level, the students can already write English texts with simple topics. However, based on the pre-test conducted the research the students at UPTD SMPN 6 Parepare did

not reach this standard, indicating significant deficiencies in their English vocabulary skills.

4. Simpler Application

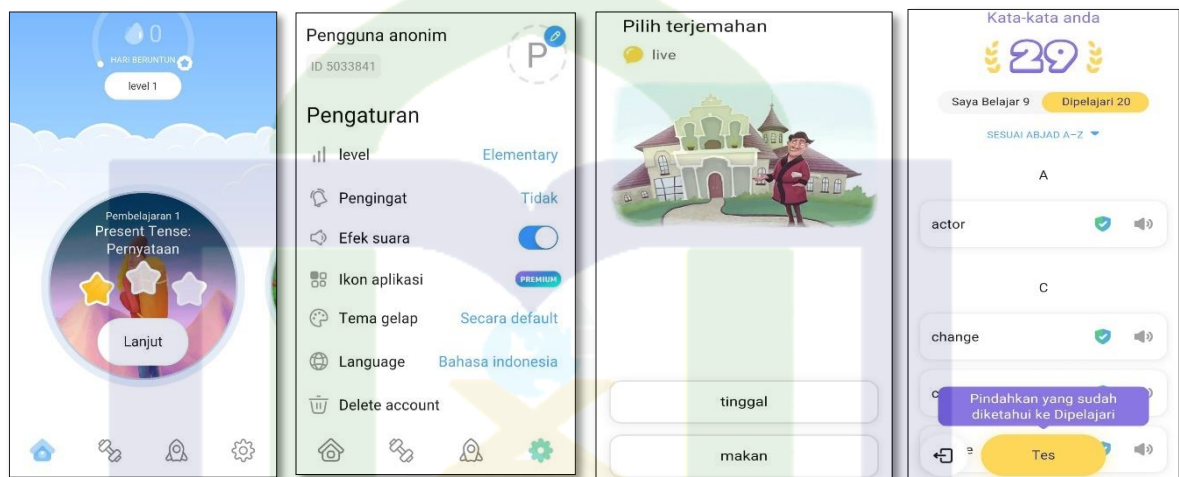


Picture 2.1 Simpler Application's Logo

Simpler application based on android is a learning application of improving vocabulary development in learning English in Indonesia. The Simpler application can be a learning application that aims to improved knowledge English field. This app helped students understand all complexity and grammar of English, in addition to that this app was designed as a tutorial to learn English. Using the application android-based Simpler was selected as a recommendation to students for download and can be used to support knowledge of vocabulary learning and practice questions when learning outside the classroom. In this Simpler application, the activities in this application such as compiling sentences, how to pronounce, and determining words in English, and also this application uses interesting features such as pictures that match the student's character. Simpler application is an application specially designed by the developer which aims to improve knowledge in the field of English.

In this case, the researchers used a Simpler application for vocabulary learning. This application was equipped with unique features and pictures that can attract students' attention to avoid getting bored in learning English. A simpler application to develop learning vocabulary was engaged, and this research was

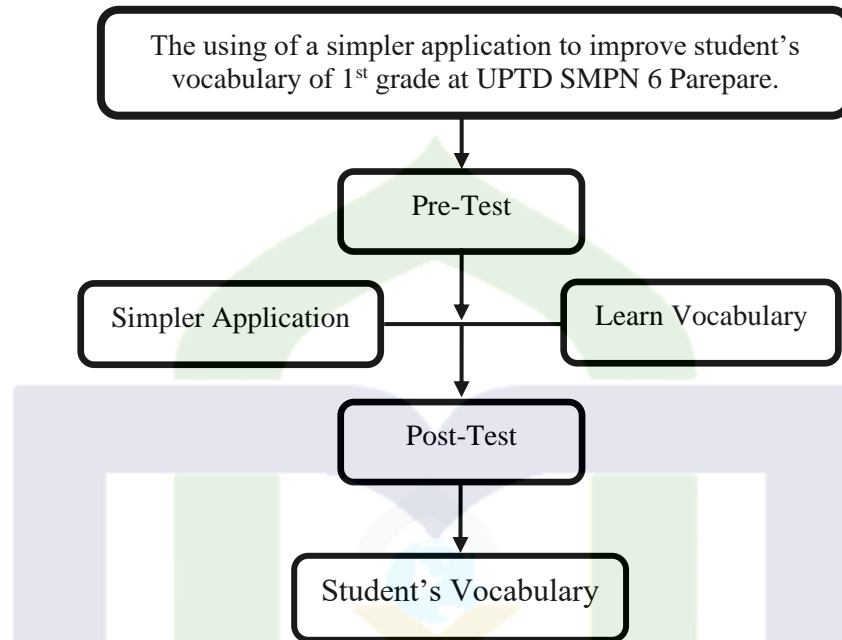
carried out for students who lacked English vocabulary. This application was served for 1st grade students at UPTD SMPN 6 Parepare because this application was structured and easier for the applicant to students. Therefore, if English vocabulary learners apply the right learning strategies, they have a better chance of getting better results in much less time. In the application view as follows:



C. Conceptual Framework

The framework is a model description in the form of a concept that basically explains the relationship between one variable and another. The concept variable described in this study is the using of a simpler application to improve student's vocabulary of 1st grade at UPTD SMPN 6 Parepare.

The following is an overview of the framework in this study as follows:



Picture 2.2 Conceptual Framework

This study aims to find out how to use a simpler application to increase the vocabulary of grade 1 students of UPTD SMPN 6 Parepare. By looking at how simple the application is to support the use of vocabulary. In using a simple application, the content will be more optimal so that students have enough time to explore the concept and reinforce it a lot.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

This research used pre-experimental research design by using pre-test and post-test with quantitative approach, because the researcher wants to established possible cause and effect between dependent and independent variable.

O1 X O2

Table 3.1 Pretest-Posttest Design

Keterangan:

O1 : Pretest

X : Treatment

O2 : Posttest

B. Location and Duration the Research

This research was conducted at UPTD SMPN 6 Parepare in Bukit Harapan, Soreang District, Parepare City. The time needed to complete this research was a month and a half including data analysis.

C. Population and Sample of Research

1. Population

The population of this research was the first Grade Students at UPTD SMP 6 Parepare. The total of the students as shows in table below:

Category	Description
Gender	Male = 11
	Female = 7

Table 3.2 Population of Research

2. Sample

According to Sugiyono the simple is part of the number and characteristics possessed by the population. So, the sampling technique in this research is *Purposive Sampling*. According to Sugiyono purposive sampling is about sample which proper to the criteria of the class.²² The sample can be choose for class experiment for Class A which number of students are 18 students.

D. Procedure of Collecting Data

1. Data Collection

Data collection was an indispensable step in research, because the data collected is used to test the hypotheses that have been formulated in this study. In general, there are several methods of data collection techniques, namely.

a. Test

The test as a data collection instrument is a series of questions or exercises used to measure the knowledge skills, intelligence abilities or talents of individual groups.

- 1) **Pre-test** is an activity to test the level of students' pronunciation of the material had been delivered; the pre-test is carried out before teaching

²² Suharsimi Arikunto, *Dasar Evaluasi Pendidikan*, Edition of Refisi (Cet. X, Jakarta: Bumi Aksara, 2009), p.245

activities begin. Before researcher giving the treatment on the first meeting researcher will gave pre-test to students to identify the students' Ability.

- 2) *The post-test* is the test that the researcher after the treatments. Post-test is the final evaluation when the material taught on that day has been gives a post-test in other words whether students have improvment in English. The smilar test will be given from pretest.

b. Treatment

The researcher gave the treatment to students and gave some materials about pronunciation material. This treatment was conducted for four meetings.

The procedure of the treatment as follow:

- 1) The research greeting to the students to open the class.
- 2) The research gave direction to pray before learning.
- 3) The researcher introduced herself to all the students.
- 4) The research checked the attendance list.
- 5) The research explained the material and the activity was used.

E. Instrument of the Research

A research instrument is a tool used to measure a natural or social phenomenon that is specifically observed, namely the research variable.

Test instruments are used to measure the level of mastery of concepts so that students can enter the stage of creative thinking. To measure this mastery test, it uses multiple choice questions and fill the blank questions.

F. Technique of Data Analysis

In quantitative research, data analysis techniques directed to answer the problem formulation has determined.²³ Caused the data was quantitative, then analyzes the data using statistical methods that have available.²⁴

1. Descriptive Analysis

Method that serves to describe or give an overview of the object under study through data or samples that have been collected does not exist without doing analysis and making conclusions, this analysis focused on mean, standard deviation and some of any test before conducting inferential analysis.

a) Scoring the students' correct answer of pre-test and post-test by using formula:

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

Data analysis used descriptive statistic, which describes the existing data to obtain fact from respondents, hence more easily to understand. The analysis used with descriptive statistic was done by collecting, compiling, presenting, and analyzing all data of all variables in terms of percentage, frequency distribution, histogram, diagram, graph, mean, mode, median, and standard deviation.

²³ D. Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan Tindakan*, 2013.

²⁴ Sugiyono, *Metodologi Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung:Alfabeta, 2013), Cet.Ke-4. P. 243

b) Classifying the score students' classification as follow:

No.	Scores	Classification
1	80-100	Very good
2	66-79	Good
3	56-65	Fair
4	40-55	Poor
5	<39	Very poor ²⁵

Table 3.3 Classification of Score
(Source: Shuharsimi Arikanto)

c) Percentage of students' score using the following formula:

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

Where:

P: Percentage

F: Frequency

N: Total Number of Students

d) To find out the average score following formula:

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

Where:

\bar{x} : Mean Score

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

N: The number of students

²⁵ Suharsimi Arikanto, *Dasar Evaluasi Pendidikan*, Edition of Refisi (Cet. X, Jakarta: Bumi Aksara, 2009), p.245

- e) Calculating standard deviation of students' score in pre-test and post-test following formula:

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

Where:

S : The standard Deviation

SS : The square root of the sum of square

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

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

N : Total number of student ²⁶²⁷

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

- f) The formula used in finding out the difference between students' score in pre-test and post-test following formula:

Where:

t : Test of significance

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

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

SS_1 : Sum square of Pre Test

²⁶ Rukminingsih, 'Metode Penelitian Pendidikan : Penelitian Kuantitatif, Penelitian Kualitatif, Dan Penelitian Tindakan Kelas', July, 2022, 178.

²⁷ Rukminingsi, Gunawan Adhnan, Muhammad Adnan Latief, Metode Penelitian Pendidikan Penelitian Kuantitatif, Penelitian Kualitatif, Penelitian Tindakan Kelas, 2022.

- SS_2 : Sum square of Post Test
- n_1 : Number of students of Pre Test
- n_2 : Number of students of Post Test
- 1 : Constant number
- 2 : Number of class²⁸

T test becomes very essential test for comparing the two findings result data which has different categories of sample and average result.



²⁸ Nurvitasari, skripsi, The Use of Show and Tell (S&T) Method in Teaching Vocabulary at The Second Year Students' of Juniar High School (SMP) Negeri 4 Galesong Selatan Kabupaten Takalar, 2017.

CHAPTER IV

FINDING AND DISCUSSION

A. Research Findings

After conducting the research, the researcher obtained two kinds of data; the score of pre-test and post-test. A pre-test was given to students before being given treatment to determine students' vocabulary mastery and then given a post-test to determine students' vocabulary mastery after treatment.

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Vocabulary	18	25	65	44.17	11.663
Post-test Vocabulary	18	70	90	81.11	5.301
Valid N (listwise)	18				

Table 4.1 Descriptive Analysis

The descriptive statistics table presents the vocabulary test scores of 18 participants, comparing their pre-test and post-test results. Initially, the pre-test scores ranged from a minimum of 25 to a maximum of 65, with an average score of 44.17. The standard deviation for the pre-test scores was 11.663, indicating a moderate spread around the mean. Following the intervention or period of study, the post-test scores showed significant improvement. The minimum score rose to 70, and the maximum score increased to 90, with an average score of 81.11. The standard deviation for the post-test scores decreased to 5.301, suggesting that the scores were more closely clustered around the mean compared to the pre-test. These results indicate a marked improvement in vocabulary knowledge among the participants, as evidenced by higher average scores and reduced variability in the post-test.

1. The Student's Vocabulary Mastery before Using Simpler Application

The findings that identify the students' vocabulary mastery before conducting the treatment is Pre-test, there are 20 numbers of questions and students answer the questions. This pre-test is given to find out students' vocabulary mastery before using the Simpler Application for the 1st-grade students at UPTD SMPN 6 Parepare. Based on the test which analysis in SPSS with descriptive statistics showed some results that are explained below:

N0	Category	Result of Data	
		Frequency	Percent
1	Very good 80-100	0	0%
2	Good 66-79	0	0%
3	Fair 56-65	3	16,6%
4	Poor 40-55	9	50%
5	Very poor <35	6	33,3%
	Total	18	100

Table 4.2 Result of the Pre-test

The table categorizes 18 participants based on their performance into five distinct groups: Very good, Good, Fair, Poor, and Very poor, with corresponding score ranges and frequencies.

The table provided categorizes the results of a dataset into five different categories based on score ranges. The first category, "Very good," includes scores between 80 and 100. However, there are no data points in this category, resulting in a frequency and percentage of 0%. Similarly, the "Good" category, which

includes scores from 66 to 79, also has no data points, yielding a frequency and percentage of 0%.

Moving to the "Fair" category, which encompasses scores from 56 to 65, there are 3 data points. This constitutes 16.6% of the total observations. The next category, "Poor," which includes scores ranging from 40 to 55, has the highest number of data points at 9. This category represents 50% of the total observations, indicating that half of the data falls into this range. Lastly, the "Very poor" category, which includes scores below 35, contains 6 data points, accounting for 33.3% of the total.

Based on the result data analysis above, the researcher presents the descriptive statistic for the student's vocabulary mastery before using simpler application for the 1st-grade students at UPTD SMPN 6 Parepare.

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Result	18	25	65	44.17	11.663
Valid N (listwise)	18				

Table 4.3 Descriptive of the pre-test

The pre-test results show a range of scores from 25 to 65 among the 18 participants. The average score of 44.17 suggests the typical performance level, while the standard deviation of 11.663 indicates moderate variability in scores around this average. All participants have valid scores accounted for, ensuring a complete dataset for analysis.

2. The Student's Vocabulary Mastery after Using Simpler Application

Students' vocabulary mastery after using Simpler Application for the 1st-grade students at UPTD SMPN 6 Parepare; which was implemented by using vocabulary from "Simpler Application".

The result of data analysis of students' vocabulary mastery after using Simpler Application for the 1st-grade students at UPTD SMPN 6 Parepare can be explained below:

N0	Category	Result of Data	
		Frequency	Percent
1	Very good 80-100	14	77,7%
2	Good 66-79	4	22,2%
3	Fair 56-65	0	0%
4	Poor 40-55	0	0%
5	Very poor <35	0	0%
Total		18	100

Table 4.4 Result of the Post-test

The table presents the results of a dataset categorized into five different score ranges. Here's a detailed breakdown in paragraph form:

The first category, "Very good," includes scores ranging from 80 to 100. This category has 14 data points, which account for 77.7% of the total observations. This indicates that the majority of the data falls within this high score range. The second category, "Good," encompasses scores from 66 to 79 and includes 4 data

points, representing 22.2% of the total observations. This indicates a smaller but significant portion of the data falls within this range.

In the "Fair" category, which includes scores from 56 to 65, there are no data points, resulting in a frequency and percentage of 0%. Similarly, the "Poor" category, covering scores from 40 to 55, and the "Very poor" category, including scores below 35, also have no data points, each yielding a frequency and percentage of 0%.

Based on the result above, the researcher is going to present the descriptive statistic for the student's vocabulary mastery after using Simpler Application for the 1st-grade students at UPTD SMPN 6 Parepare;

	N	Minimum	Maximum	Mean	Std. Deviation
Post-test Vocabulary	18	70	90	81.11	5.301
Valid N (listwise)	18				

Table 4.5 Descriptive of the post-test

The post-test vocabulary scores demonstrate a consistent and high level of performance among the participants. Scores range from 70 to 90, with an average score of 81.11, suggesting strong overall comprehension and retention of vocabulary knowledge after the test or intervention. The low standard deviation of 5.301 indicates that the scores are closely clustered around the mean, signifying a high degree of consistency in performance across the group. The fact that all 18 participants have valid scores emphasizes the completeness and reliability of the dataset for further analysis or conclusions regarding vocabulary acquisition or learning outcomes.

3. The Significance Change in Students' Vocabulary Mastery in the 1st Grade Students at UPTD SMPN 6 Parepare

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:

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test Vocabulary - Post-test Vocabulary	-36.944	8.599	2.027	-41.22	-32.668	-18.229	17	0

Table 4.6 T-test Paired Samples Test

The table presents the results of a paired samples t-test analyzing the difference between participants' pre-test and post-test vocabulary scores. The average difference between these scores is -36.944, indicating that, on average, participants scored nearly 37 points lower on the post-test compared to their initial pre-test scores. The standard deviation of 8.599 suggests that there is relatively little variation in how much scores declined across participants. The 95% confidence interval for the difference (-41.22 to -32.668) confirms that we can be 95% confident that the true average decrease in scores falls within this range. The calculated t-value of -18.229 is highly significant with a p-value of 0, indicating that the observed difference is unlikely to have occurred due to random chance. With 17 degrees of freedom, the t-test assesses the robustness of this finding across the sample. Overall, these results suggest a clear and

statistically significant decline in vocabulary scores from the pre-test to the post-test, indicating a noticeable impact of the intervention or passage of time on participants' vocabulary knowledge.

B. Discussion

Before conducting the study, a pre-test was administered to measure the English vocabulary skills of 1st-grade students at UPTD SMPN 6 Parepare. The data revealed a concerning low level of proficiency. According to the British Council's CEFR level, junior high school students should be at the A1-A2 level. A1 beginner level is the most basic level in the CEFR. According to the CEFR, a person who is at this level is usually only able to understand everyday expressions and simple sentences that are commonly used, and A2 elementary level, is the next level which in this level the students already have a better foundation of English than A1 Beginner. At this level, the students can already write English texts with simple topics.²⁹ However, based on the pre-test conducted the research the students at UPTD SMPN 6 Parepare did not reach this standard, indicating significant deficiencies in their English vocabulary skills.

The pre-test data, analyzed using SPSS and descriptive statistics, showed the distribution of scores across five performance categories: Excellent, Good, Fair, Deficient, and Very Deficient. Alarming, no students scored in the Very Good (80-100) or Good (66-79) categories, highlighting a complete absence of strong vocabulary mastery. Only three students (16.6%) scored in the Fair (56-65) category, suggesting that only a small minority possessed moderate vocabulary skills. The

²⁹ Vivien Berry and Barry O'Sullivan, *Introducing Language Assessment: Transcript – Cefr And Language Assessment*, British Council, (2020)

majority of students fell into the Poor (40-55) category, with nine students representing 50% of the sample. Additionally, six students (33.3%) were categorized as Very Poor (<35).

These findings above were in line with the research conducted by Shandy Purwo at SMPN 7 Tarakan, where only a few students demonstrated sufficient vocabulary mastery.³⁰ The pre-test average score of 44.17 placed the typical student within the Deficient category, and the standard deviation of 11.663 indicated moderate variability in scores. This variability suggested that a one-size-fits-all approach to teaching vocabulary might not be effective, emphasizing the need for differentiated instruction strategies.

The lack of vocabulary mastery among 1st-grade students was attributed to several factors, including limited exposure to rich vocabulary environments, ineffective teaching strategies, and insufficient practice. Additionally, a general lack of interest in learning English vocabulary was observed among the students. These findings underscored the urgent need for effective interventions to address these deficiencies and improve vocabulary acquisition.

In response to the pre-test findings, the researcher introduced the Simpler Application to the 1st-grade students at UPTD SMPN 6 Parepare. This application was designed to teach interactive English vocabulary, aiming to engage students and enhance their vocabulary skills. The students were guided to use the application on their smartphones, and the researcher provided targeted instruction to maximize the application's impact.

³⁰ Shandy Purwo, 'The Effect of Simpler Application on Students' English Vocabulary at First Grade of SMPN 7 Tarakan', 2022, p.1–90.

The Simpler Application was selected based on its potential to make learning more accessible and enjoyable. It incorporated various interactive features intended to boost engagement and facilitate better vocabulary retention. By addressing the gaps identified in the pre-test, the application aimed to improve the student's vocabulary mastery significantly. After implementing the Simpler Application, a post-test was administered to evaluate the impact of this intervention.

The post-test results showed a significant improvement in vocabulary mastery among the students. Fourteen students (77.7%) scored in the Excellent (80-100) category, and four students (22.2%) scored in the Good (66-79) category. Notably, no students were classified as Fair (56-65), Poor (40-55), or Very Poor (<35), indicating that all participants surpassed their pre-test performance.

The lowest post-test score was 70, and the highest was 90, with an average score of 81.11, which fell within the Excellent category. The low standard deviation of 5.301 suggested consistent performance across the group. These results highlighted the substantial enhancement in vocabulary skills due to the Simpler Application, aligning with findings from previous research by Wibowo, who concluded that the application significantly increased motivation for easier and more enjoyable learning.³¹

The significant positive shift in performance from the pre-test to the post-test underscored the effectiveness of the Simpler Application as a vocabulary learning tool. The data showed that the application not only improved the students' vocabulary

³¹ Agustinus Prasetyo Edy Wibowo, 'Penerapan Aplikasi Simpler Dalam Pembelajaran Bahasa Inggris Berbasis Android Bagi Taruna Politeknik Perkeretaapian Indonesia', *Jurnal Aghinya Stiesnu Bengkulu*, 2020.

acquisition but also their overall engagement with the learning material. The dramatic improvement in scores demonstrated the potential of technology-based educational tools to address learning gaps and enhance student outcomes.

Despite the immediate post-intervention improvements, a paired samples t-test revealed an average decline of -36.944 points in scores from the pre-test to the post-test phase. This statistical analysis indicated a subsequent decline in vocabulary scores, suggesting that the initial gains were not sustained over time. The small standard deviation of 8.599 and the 95% confidence interval for the difference (-41.22 to -32.668) confirmed the validity of these findings, highlighting a consistent decline across participants.

These results prompted a deeper exploration into the factors contributing to the observed decline. Possible factors included the short-term retention of newly learned vocabulary, the need for ongoing practice and reinforcement, and external variables not accounted for in the study. The findings emphasized the importance of continuous learning support and strategies to maintain and reinforce vocabulary knowledge beyond the initial intervention period.

The observed decline suggested that while the Simpler Application was effective in producing short-term gains, there was a need for sustained interventions to ensure long-term retention of vocabulary skills. This insight is crucial for educators and curriculum developers, highlighting that initial improvements must be supported by ongoing reinforcement and practice to maintain and build upon the gains achieved through technological interventions.

In conclusion, the Simpler Application effectively improved students' vocabulary mastery immediately after its implementation. The same is what Ajisoko found in his research Simpler Application was an effective medium in teaching and learning vocabulary, students more easily understood the material, and also encouraged them to get new ideas in learning.³² The shift from predominantly Poor and Very Poor categories to Excellent and Good categories demonstrated the application's potential as a powerful tool for vocabulary instruction. However, the observed decline over time underscored the necessity for sustained educational interventions to ensure long-term retention and mastery of vocabulary skills.

Future research should focus on adaptive learning techniques and extended follow-up assessments to ensure lasting benefits in students' language proficiency. Continuous support, regular practice, and reinforcement are crucial to maintaining the initial gains achieved through the Simpler Application. Additionally, exploring the application's impact on other areas of language learning and extending its use to other grades could provide further insights into its overall educational value. By addressing these aspects, educators can better support students in achieving and maintaining high levels of vocabulary proficiency, contributing to their overall academic success.

The study highlights the importance of innovative educational tools in addressing learning gaps and enhancing student outcomes. The Simpler Application proved to be an effective tool for initial vocabulary improvement, and with the right strategies for sustained engagement, it has the potential to bring about lasting positive changes in students' language skills. This is in connection with what Setiawan &

³² Ajisoko, Pangkuh. et.al (2022). *Engaging Simpler Applications To Develop Students' English Vocabulary At The Secondary Level*. 4. 469-478.

Wiedarti said in their research, they stated that the use of applications in learning can motivate more than those who do not use them. Meanwhile, most of the students will feel more enthusiastic and have an interest when learning vocabulary through the application.³³ Future practices should consider integrating such applications into the regular curriculum, ensuring that students receive continuous support and opportunities to practice and apply their vocabulary knowledge in various contexts. This approach will help in achieving comprehensive language proficiency, essential for students' academic and future professional success.



³³ Setiawan, M. R., & Wiedarti, P. (2020). The effectiveness of quizlet application towards students' motivation in learning vocabulary. *Studies in English Language and Education*, 7(1), 83–95.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The study assessed the impact of the Simpler Application on vocabulary mastery among 1st-grade students at UPTD SMPN 6 Parepare, starting with a pre-test that revealed significant gaps in vocabulary skills. The pre-test results were concerning, with 50% of students scoring in the Poor category (40-55) and 33.3% in the Very Poor category (<35). Only a small percentage (16.6%) reached the Fair category (56-65), highlighting a critical need for effective interventions to address these deficiencies.

Following the introduction of the Simpler Application, a post-test demonstrated a remarkable improvement in vocabulary mastery. The results showed that 77.7% of students scored in the Very Good category (80-100), and 22.2% scored in the Good category (66-79), with no students remaining in the lower categories. The paired samples t-test confirmed the significant impact of the application, with an average improvement of nearly 37 points from the pre-test to the post-test, indicating that the observed gains were not due to random chance but the effectiveness of the intervention.

In conclusion, the Simpler Application proved to be a highly effective tool for enhancing vocabulary mastery among the students, transforming their performance from predominantly Poor and Very Poor to Very Good and Good. The study suggests that integrating technology-based learning tools like the Simpler Application into the curriculum can lead to substantial improvements in language acquisition, addressing learning gaps and fostering more effective and engaging vocabulary instruction.

B. Suggestion

Based on the data above, the suggestion offers to:

1. English Teacher

Integrate digital tools like the Simpler Application into your teaching to enhance vocabulary learning. The significant improvement in student scores suggests that interactive and engaging applications are highly effective. Regularly assess students' progress and provide additional support as needed to maximize the benefits of these technologies.

2. English Students

Utilize digital learning apps such as the Simpler Application to improve your vocabulary skills. The observed score improvements indicate that these tools offer efficient and engaging ways to learn. Make vocabulary practice a daily habit and integrate new words into your speaking and writing to reinforce your learning.

3. Next Researcher

Investigate the long-term effects of digital learning applications on vocabulary mastery and other language skills. Conduct longitudinal studies to understand the sustained impact and compare different digital tools to find the most effective

methods. Expand research to diverse populations to generalize findings and enhance language.



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APPENDICES

APPENDIX 1

VIRTUE OF CONSULTANT DEGREE


**KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 4038 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. Yulie Asni, M.Pd.

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :

Nama : Marlina
NIM : 19.1300.083
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Using of Simpter Application to Improve Students' Vocabulary of First Grade at SMPN 6 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 : 26 September 2022


Dekan,

Zulfah



APPENDIX 2

Research Allowence

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH
Alamat : JL. Amal Bakti No. 8, Soreang, Kota Parepare 91132 ☎ (0421) 21307 📠 (0421) 24404
PO Box 909 Parepare 9110, website : www.iainpare.ac.id email: mail.iainpare.ac.id

Nomor : B-1841/ln.39/FTAR.01/PP.00.9/05/2024 30 Mei 2024
Sifat : Biasa
Lampiran : -
H a l : Permohonan Izin Pelaksanaan Penelitian

Yth. WALIKOTA PAREPARE
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di
KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : MARLINA
Tempat/Tgl. Lahir : PINRANG, 10 Desember 2000
NIM : 19.1300.083
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : X (Sepuluh)
Alamat : DUSUN PALIA DESA MACINNAE KECAMATAN PALETEANG KAB. PINRANG


Bermaksud akan mengadakan penelitian di wilayah WALIKOTA PAREPARE dalam rangka penyusunan skripsi yang berjudul :

THE USING OF SIMPLER APPLOCATION TO IMPROVE STUDENT'S VOCABULARY OF 1st GRADE AT SMPN 6 PAREPARE

Pelaksanaan penelitian ini direncanakan pada tanggal 29 Mei 2024 sampai dengan tanggal 15 Juli 2024.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan,

Dr. Zulfah, S.Pd., M.Pd.
NIP 198304202008012010

Tembusan :

1. Rektor IAIN Parepare



SRN IP0000437

**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 : dpmpstp@pareparekota.go.id

REKOMENDASI PENELITIAN

Nomor : 436/IP/DPM-PTSP/6/2024

- Dasar :
1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
 2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
 3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan 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 : **MARLINA**

UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

Jurusan : **PENDIDIKAN BAHASA INGGRIS**

ALAMAT : **PALIA, KEC. PALETEANG, KAB. PINRANG**

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

JUDUL PENELITIAN : **THE USING OF SIMPLER APPLICATION TO IMPROVE STUDENT'S VOCABULARY OF 1ST GRADE AT SMPN 6 PAREPARE**

LOKASI PENELITIAN : **DINAS PENDIDIKAN DAN KEBUDAYAAN KOTA PAREPARE (UPTD SMP NEGERI 6 KOTA PAREPARE)**

LAMA PENELITIAN : **04 Juni 2024 s.d 15 Juli 2024**

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

Dikeluarkan di: **Parepare**
Pada Tanggal : **06 Juni 2024**

**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 DPMPSTP Kota Parepare (scan QRCode)



Balai
Sertifikasi
Elektronik



APPENDIX 3

Research Instrument

	KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH Jl. Amal Bakti No. 8 Soreang 91131 Telp. (0421) 21307
	VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI

Name of Student : Marlina
The Title of Skripsi : The Using of Simpler Application to Improve Student's Vocabulary of 1st Grade at SMPN 6 Parepare
Student Reg. Number : 19.1300.083
Faculty : Tarbiyah
Study Program : English Education

PRE-TEST AND POST-TEST INSTRUMENT TEST QUESTION

Name School :

Subject :

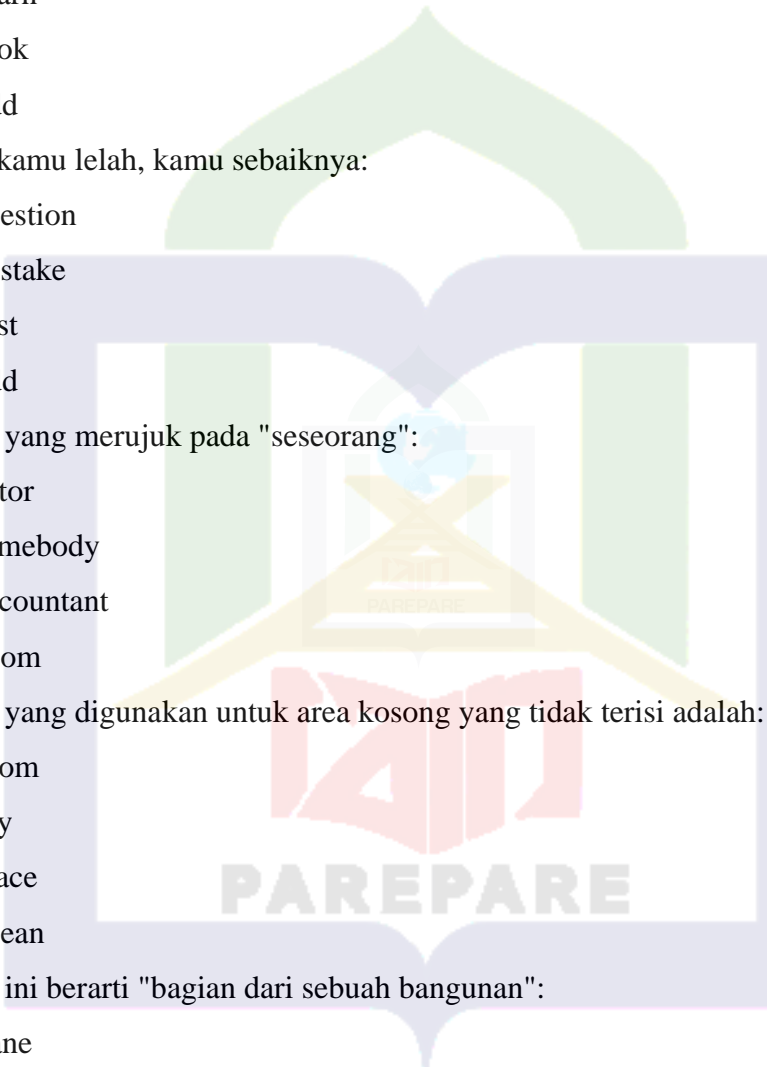
Class/semester :

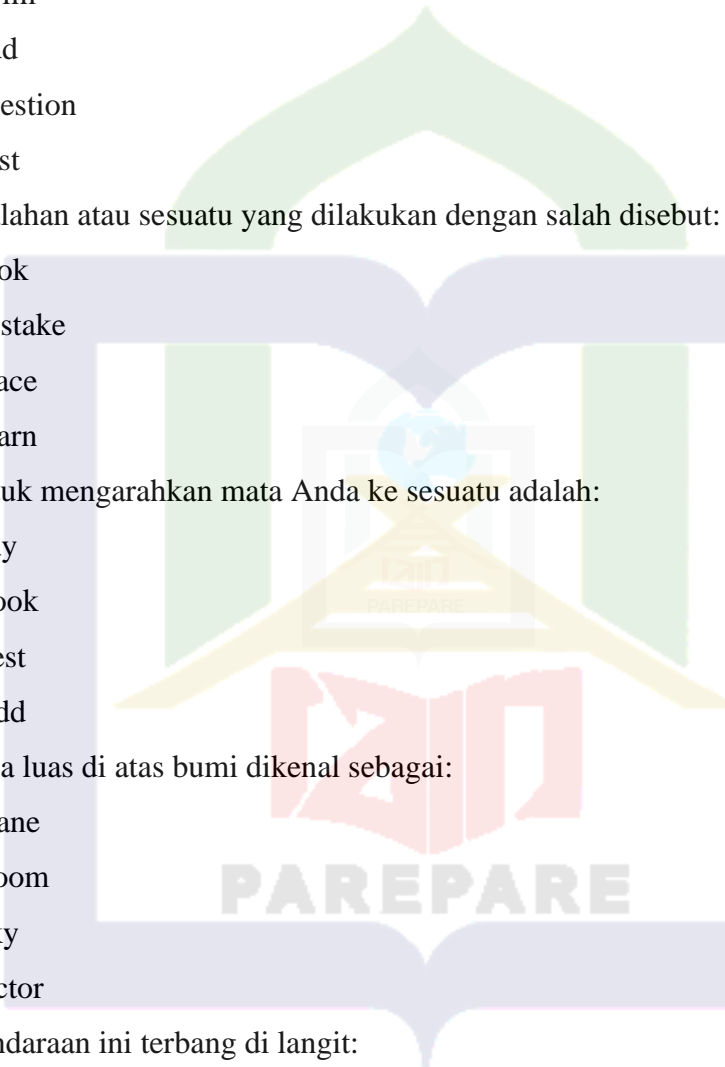
Time Alocation :

Instrument of Data

1. Kata yang benar untuk "berbicara" adalah:

- a) Learn
- b) Say

- 
- c) Rest
d) Swim
2. Kata yang berarti "mendapatkan pengetahuan" adalah:
- a) Plane
b) Learn
c) Look
d) Add
3. Jika kamu lelah, kamu sebaiknya:
- a) Question
b) Mistake
c) Rest
d) Add
4. Kata yang merujuk pada "seseorang":
- a) Actor
b) Somebody
c) Accountant
d) Room
5. Kata yang digunakan untuk area kosong yang tidak terisi adalah:
- a) Room
b) Sky
c) Space
d) Ocean
6. Kata ini berarti "bagian dari sebuah bangunan":
- a) Plane
b) Room
c) Space
d) Actor
7. Untuk menyatukan sesuatu dengan sesuatu yang lain adalah:
- a) Add

- 
- b) Swim
c) Rest
d) Look
8. Ketika kamu meminta informasi, kamu:
a) Swim
b) Add
c) Question
d) Rest
9. Kesalahan atau sesuatu yang dilakukan dengan salah disebut:
a) Look
b) Mistake
c) Space
d) Learn
10. Untuk mengarahkan mata Anda ke sesuatu adalah:
a) Say
b) Look
c) Rest
d) Add
11. Area luas di atas bumi dikenal sebagai:
a) Plane
b) Room
c) Sky
d) Actor
12. Kendaraan ini terbang di langit:
a) Accountant
b) Plane
c) Ocean
d) Mistake
13. Seseorang yang tampil di film atau drama disebut:

- a) Accountant
 - b) Actor
 - c) Plane
 - d) Somebody
14. Seseorang yang mengelola akun keuangan disebut:
- a) Actor
 - b) Accountant
 - c) Mistake
 - d) Somebody
15. Untuk bergerak melalui air dengan menggerakkan tubuh Anda adalah:
- a) Add
 - b) Swim
 - c) Rest
 - d) Question
16. I want to _____ a new book. (add / say / learn / swim)
(Saya ingin _____ sebuah buku baru).
17. After school, I like to take a _____. (rest / room / question / mistake)
(Setelah sekolah, saya suka mengambil _____).
18. My teacher asked a difficult _____ in class. (actor / sky / question / room)
(Guru saya menanyakan _____ yang sulit di kelas).
19. Can you help me? I made a _____ in my homework. (space / plane / swim / mistake)
(Bisakah kamu membantu saya? Saya membuat _____ dalam pekerjaan rumah saya).
20. She wants to _____ her friend about the party. (look / add / rest / say)
(Dia ingin _____ temannya tentang pesta itu).

Answers:

- 1. b) Say
- 2. b) Learn
- 3. c) Rest
- 4. b) Somebody
- 5. c) Space

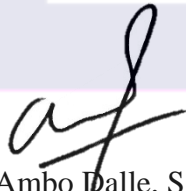
6. b) Room
7. a) Add
8. c) Question
9. b) Mistake
10. b) Look
11. c) Sky
12. b) Plane
13. b) Actor
14. b) Accountant
15. b) Swim
16. Learn
17. Rest
18. Question
19. Mistake
20. Say

Parepare, 30 November 2023

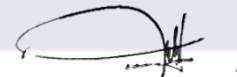
Approved by
Consultant Commissions

Consultant

Co-Consultant



Dr. H. Ambo Dalle, S.Ag. MP.d
Nip.19261231 199903 1 006



Yulie Asni, M.Pd
NIDN.2010099203

APPENDIX 4

Result of Pre-Test and Post-Test

NAMA	Pre-test	Post-test
Amanda Dewi Arini	40	80
Indah Astriani	45	80
Muhammad Abi Yusuf Ramadhan	50	85
Muhammad Akbar	60	85
Muhammad Ardan	55	80
Muhammad Jibril	25	70
Muhammad Rafli	45	85
Muhammad Ramdan	50	90
Muhammad Rifky	35	75
Munawar	60	90
Munawir	65	85
Nasri	30	80
Novi	35	80
Popi Oktavia	40	80
Siti Khadijah	55	80
Syafirah	30	75
Ummu Mukminin S	40	85
Rizky Saputra	35	75

APPENDIX 5

Pre-Test and Post-Test

MUNAWIR Pre-test

PRE-TEST AND POST-TEST INSTRUMENT TEST QUESTION

1. Name School : Smp negeri 6 Pare
2. Class : 7.1

Instrument of Data

1. Kata yang benar untuk "berbicara" adalah....
a. Learn
 b. Say ✓
c. Rest
d. Swim

2. Kata yang berarti "belajar" adalah....
 a. Plane
b. Learn ✗
c. Look ✗
d. Add

3. Jika kamu lelah, kamu sebaiknya....
a. Question
b. Mistake ✗
c. Rest ✗
 d. Add

4. Kata yang merujuk pada "seseorang"....
a. Actor
 b. Somebody ✓
c. Accountant
d. Room

5. Kata yang digunakan untuk menyebutkan "area kosong yang tidak terisi" dalam Bahasa Inggris adalah....
 a. Bathroom
b. Sky ✗
c. Space ✗
d. Ocean

6. Kata ini berarti "ruangan"....
a. Plane
 b. Room ✓
c. Sky
d. Actor

7. Untuk menyatukan sesuatu dengan sesuatu yang lain adalah....
a. Add
b. Swim
 c. Rest ✗
d. Look

8. Ketika kamu meminta informasi, kamu....
a. Swim
b. Add
 c. Question ✓
d. Rest

65

MUNAWIR

Post-test

PRE-TEST AND POST-TEST INSTRUMENT TEST QUESTION

1. Name School : SMP negeri 6 Pare"
2. Class : 7, 1

85

Instrument of Data

- Kata yang benar untuk "berbicara" adalah....
 - Learn
 - ~~Say~~
 - Rest ✓
 - Swim ✓
- Kata yang berarti "belajar" adalah....
 - Plane
 - ~~Learn~~
 - Look ✓
 - Add
- Jika kamu lelah, kamu sebaiknya....
 - Question
 - Mistake
 - ~~Rest~~ ✓
 - Add
- Kata yang merujuk pada "seseorang"....
 - Actor
 - ~~Somebody~~ ✓
 - Accountant
 - Room
- Kata yang digunakan untuk menyebutkan "area kosong yang tidak terisi" dalam Bahasa Inggris adalah....
 - Bathroom
 - ~~Sky~~
 - Space ✓
 - Ocean
- Kata ini berarti "ruangan"....
 - Plane
 - ~~Room~~ ✓
 - Sky
 - Actor
- Untuk menyatukan sesuatu dengan sesuatu yang lain adalah....
 - ~~Add~~
 - Swim ✓
 - Rest ✓
 - Look
- Ketika kamu meminta informasi, kamu....
 - Swim
 - Add
 - ~~Question~~ ✓
 - Rest

NAMA : INDAH ASTRIANI

Pre-test

PRE-TEST AND POST-TEST INSTRUMENT TEST QUESTION

1. Name : INDAH ASTRIANI
2. Class : 7.1
3. Name of School :

Instrument of Data

1. Kata yang benar untuk "berbicara" adalah....
a. Learn
 b. Say
c. Rest
d. Swim
2. Kata yang berarti "belajar" adalah....
a. Plane
 b. Learn
c. Look
d. Add
3. Jika kamu lelah, kamu sebaiknya....
a. Question
 b. Mistake
c. Rest
d. Add
4. Kata yang merujuk pada "seseorang"....
a. Actor
b. Somebody
 c. Accountant
d. Room
5. Kata yang digunakan untuk menyebutkan "area kosong yang tidak terisi" dalam Bahasa Inggris adalah....
 a. Bathroom
b. Sky
c. Space
d. Ocean
6. Kata ini berarti "ruangan"....
a. Plane
b. Room
 c. Sky
d. Actor
7. Untuk menyatukan sesuatu dengan sesuatu yang lain adalah....
a. Add
b. Swim
c. Rest
 d. Look
8. Ketika kamu meminta informasi, kamu....
a. Swim
 b. Add
c. Question
d. Rest

45

Post-test

PRE-TEST AND POST-TEST INSTRUMENT TEST QUESTION

1. Name : **INDAH ASTRIANI**
2. Class : **7.1**
3. Name of School :

80

Instrument of Data

- Kata yang benar untuk "berbicara" adalah....
 a. Learn
 b. Say
 c. Rest
 d. Swim
- Kata yang berarti "belajar" adalah....
 a. Plane
 b. Learn
 c. Look
 d. Add
- Jika kamu lelah, kamu sebaiknya....
 a. Question
 b. Mistake
 c. Rest
 d. Add
- Kata yang merujuk pada "seseorang"....
 a. Actor
 b. Somebody
 c. Accountant
 d. Room
- Kata yang digunakan untuk menyebutkan "area kosong yang tidak terisi" dalam Bahasa Inggris adalah....
 a. Bathroom
 b. Sky
 c. Space
 d. Ocean
- Kata ini berarti "ruangan"....
 a. Plane
 b. Room
 c. Sky
 d. Actor
- Untuk menyatukan sesuatu dengan sesuatu yang lain adalah....
 a. Add
 b. Swim
 c. Rest
 d. Look
- Ketika kamu meminta informasi, kamu....
 a. Swim
 b. Add
 c. Question
 d. Rest

Ma...

Post-Test

muhammad abi yusuf Ramadhan

Pre-test

PRE-TEST AND POST-TEST INSTRUMENT TEST QUESTION

1. Name :
2. Class : 7.7
3. Name of School : SMP negeri 6 pare-pare

Instrument of Data

1. Kata yang benar untuk "berbicara" adalah....
a. Learn
b. Say
c. ~~Rest~~ X
d. Swim
2. Kata yang berarti "belajar" adalah....
a. Plane
b. ~~Learn~~ ✓
c. Look
d. Add
3. Jika kamu lelah, kamu sebaiknya....
a. Question
b. ~~Mistake~~ X
c. Rest
d. Add
4. Kata yang merujuk pada "seseorang"....
a. Actor
b. Somebody X
c. ~~Accountant~~ X
d. Room
5. Kata yang digunakan untuk menyebutkan "area kosong yang tidak terisi" dalam Bahasa Inggris adalah....
a. Bathroom
b. Sky
c. ~~Space~~ X
d. ~~Ocean~~ X
6. Kata ini berarti "ruangan"....
a. Plane
b. Room X
c. ~~Sky~~ X
d. Actor
7. Untuk menyatukan sesuatu dengan sesuatu yang lain adalah....
a. ~~Add~~ X
b. Swim ✓
c. Rest
d. Look
8. Ketika kamu meminta informasi, kamu....
a. Swim
b. Add X
c. ~~Question~~ X
d. ~~Rest~~ X

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PRE-TEST AND POST-TEST INSTRUMENT TEST QUESTION

- 1. Name : muhammad abi yusuf ramadan
- 2. Class : 7.1
- 3. Name of School : SMP negeri 6 pare-pare

Instrument of Data

- 1. Kata yang benar untuk "berbicara" adalah....
 - a. Learn
 - b. Say
 - c. Rest
 - d. Swim
- 2. Kata yang berarti "belajar" adalah....
 - a. Plane
 - b. Learn
 - c. Look
 - d. Add
- 3. Jika kamu lelah, kamu sebaiknya....
 - a. Question
 - b. Mistake
 - c. Rest
 - d. Add
- 4. Kata yang merujuk pada "seseorang"....
 - a. Actor
 - b. Somebody
 - c. Accountant
 - d. Room
- 5. Kata yang digunakan untuk menyebutkan "area kosong yang tidak terisi" dalam Bahasa Inggris adalah....
 - a. Bathroom
 - b. Sky
 - c. Space
 - d. Ocean
- 6. Kata ini berarti "ruangan"....
 - a. Plane
 - b. Room
 - c. Sky
 - d. Actor
- 7. Untuk menyatukan sesuatu dengan sesuatu yang lain adalah....
 - a. Add
 - b. Swim
 - c. Rest
 - d. Look
- 8. Ketika kamu meminta informasi, kamu....
 - a. Swim
 - b. Add
 - c. Question
 - d. Rest

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APPENDIX 6

Data Analysis

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Vocabulary	18	25	65	44.17	11.663
Post-test Vocabulary	18	70	90	81.11	5.301
Valid N (listwise)	18				

Explore

Case Processing Summary

	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
Pre-test Vocabulary	18	100.0%	0	0.0%	18	100.0%
Post-test Vocabulary	18	100.0%	0	0.0%	18	100.0%

Descriptives

		Statistic	Std. Error	
Pre-test Vocabulary	Mean	44.17	2.749	
	95% Confidence Interval for Mean	Lower Bound	38.37	
		Upper Bound	49.97	
	5% Trimmed Mean		44.07	
	Median		42.50	
	Variance		136.029	
	Std. Deviation		11.663	
	Minimum		25	
	Maximum		65	
	Range		40	
	Interquartile Range		20	
	Skewness		.195	.536

	Kurtosis	-0.978	1.038
Post-test Vocabulary	Mean	81.11	1.250
	95% Confidence Interval for Mean	Lower Bound	78.47
		Upper Bound	83.75
	5% Trimmed Mean	81.23	
	Median	80.00	
	Variance	28.105	
	Std. Deviation	5.301	
	Minimum	70	
	Maximum	90	
	Range	20	
	Interquartile Range	6	
	Skewness	-.163	.536
	Kurtosis	-.103	1.038

T-Test

Paired Samples Statistics

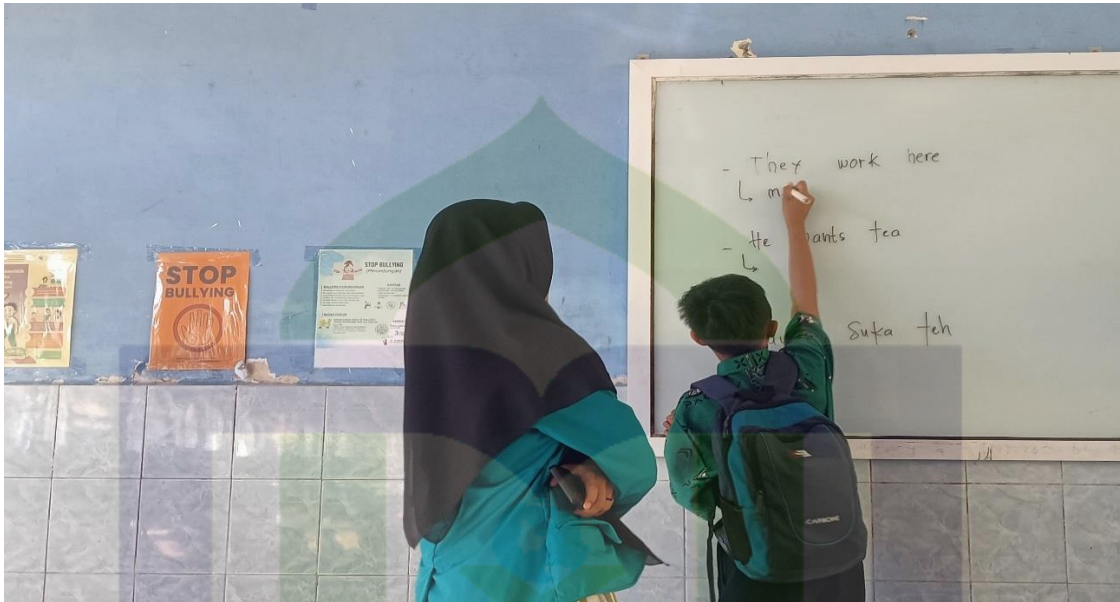
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test Vocabulary	44.17	18	11.663	2.749
	Post-test Vocabulary	81.11	18	5.301	1.250

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	Pre-test Vocabulary - Post-test Vocabulary	-36.944	8.599	2.027	-41.220	-32.668	-18.229	17	.000

APPENDIX 7

Documentations





CURRICULUM VITAE



The writer's name is Marlina, she was born on 10th December 2000 in Pinrang South Sulawesi. She is the last child of the family. Her father's name is Sisseng Gubat and Her mother's name is Marwah, as the second child of the family. She had completed her primary school at Inpres Palia Pinrang achieving top ranks in her study journey and continued her junior high school at SMPS PPM Rahmatul Asri Enrekang in 2013. Then, she pursued her high school in Science at SMAN 1 Pinrang and have been competing in Science Olympics. In her senior high school phase, she also joined several competitions in English championship such as News-reporting and storytelling thriving her interest in English teaching and learning. Having interested in language and pedagogy, the writer started to enroll in IAIN Parepare within the focus of English Education. While proceeding her bachelor degree, she involves in both academic and social teaching. Prior to her graduation, she has been performing research and applying varieties of teaching methodologies. By her experience on PPL (Teaching Practice), she is interested to deeply comprehend vocabulary. Thus, she conducted research within the focus of vocabulary, with the title of the thesis "The Using of Simpler Application to Improve Student's Vocabulary of 1st Grade at UPTD SMPN 6 Parepare".