THE EFFECTIVENESS OF USING EDUCANDY ONLINE GAME TO INCREASE VOCABULARY MASTERY AT THE ELEVENTH GRADE STUDENTS OF MA ASKHABUL KAHFI SEMARANG IN THE ACADEMIC YEAR OF 2023/2024

THESIS

Submitted as A Partial Requirements

for the degree of *Sarjana*

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF CULTURES AND LANGUAGES

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ii

RATIFICATION

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iii

DEDICATION

Thanks to Allah SWT and Prophet Muhammad SAW.

This thesis is dedicated to:

1. My beloved parents, Mr. Suseno and Mrs. Katmi, who always support, motivate, love and strengthen me. Thank you for giving a precious encouragement

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MOTTO

"*Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya.*"

(QS. Al-Baqarah, 2:286)

فَاِنَّ مَعَ الْعُسْرِ يُسْرًا

"Maka sesungguhnya bersama kesulitan ada kemudahan"

(QS. Al-Insyirah: 5)

"*Segala hal butuh proses, karena disetiap proses ada pembelajaran. Jika dipercepat, Allah ingin kita bersyukur. Jika diperlambat, Allah ingin kita bersabar*"

(Habib Luthfi bin Yahya)

"*Well, I think the biggest pressure the youth of today is facing is to believe in themselves. To know that you are unique and that is what makes you beautiful, stop comparing yourselves with others and let's talk about more important things that are happening worldwide. I think this is what you need to understand, come out speak for yourself because you are the leader of your life, you are the voice of your own. I believe in myself and that's why I am standing here today.*"

(Harnaaz Sandhu)

PRONOUNCEMENT

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I herebely sincerely state that the thesis titled "The Effectiveness of Using Educandy Online Game to Increase Vocabulary Mastery at the Eleventh Grade Students of MA Askhabul Kahfi Semarang in the Academic Year of 2023/2024" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, 23 February 2024

Stated by,

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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ABSTRACT

Mila Alimah Kholifatul Umah. 2024. *The Effectiveness of Using Educandy Online Game to Increase Vocabulary Mastery at the Eleventh Grade Students of MA Askhabul Kahfi Semarang in the Academic Year of 2023/2024.* Thesis. English Language Education Study Program, Faculty of Cultures and Languages.

Advisor   : Linda Safitri, S.Hum., M.Pd.

In this study, the researcher found students' problems in increasing their English vocabulary were: 1. The students have difficulty understanding and remembering English vocabulary. 2. The students feel that English is a difficult subject. 3. Lack of teacher creativity in using English teaching techniques. 4. Limited learning media in teaching English vocabulary. 5. Lack of student interest and enthusiasm in learning English. 6. Students who always use the dictionary to interpret every word or sentence in English. The aim of this research is to find out whether there is a significant difference in students' ability to master English vocabulary between students taught using the Educandy online game media and students taught using textbooks and to find out whether using the Educandy online game is effective for increasing vocabulary in the eleventh grade students of MA Askhabul Kahfi Semarang in the academic year of 2023/2024.

The research method used in this research was an experimental approach with a Quasi-Experimental design. The population in this research was 146 students and the sample for this research was 62 students. The researcher chose two classes to serve as samples using normality, homogeneity and hypothesis testing. they were class XI IPA 5 as an experimental group which was treated using the Educandy online game with a total of 32 students, while XI IPA 3 as a control group only used conventional methods with textbooks with a total of 30 students. In this study, the researcher gave a pre-test and post-test in the form of multiple-choice questions, each consisting of 20 questions.

After the class data was analyzed using Educandy online game media, there was an average pre-test score of 54.06 and an average post-test score of 79.38. While in the control class using textbooks there was an average pre-test score of 59.83 and an average post-test score of 61.50. (2-tailed) of $0.000 < 0.05$, it can be concluded that there is a difference in the average ability to increase vocabulary between using Educandy online game media and using textbooks. This means that H0 is rejected and Ha is accepted so that there is a significant effect of the Educandy online game media in increasing English vocabulary skills in class XI MA Askhabul Kahfi Semarang in the academic year of 2023/2024.

Keywords: *Educandy online game, vocabulary, Experimental Research*

TABLE OF CONTENT

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background of the Study

When we want to learn a foreign language especially English, we are required to master it thoroughly, including grammar and vocabulary because they are essential components needed to master English (Pérez, 2017). As a result, when students are studying at school and face English language materials, they are required to understand not only grammar but also vocabulary. So, students must delve deeper and pay close attention to vocabulary when studying English, both at school and at home.

However, based on the phenomena that occur around us, quite a few students lack English vocabulary. The reason is that, when students study English subject matter, most of them tend not to pay attention to how much vocabulary they have mastered. In fact, they often rely on Google Translate to interpret vocabulary. Consequently, most of them will face challenges in mastering various aspects of English language skills. Other researchers, Tambunsaribu (2019) have also noted that most students in Indonesia do not enjoy learning English because they are directly taught to construct proper sentences according to the structure of the English language without first paying attention to and understanding the meaning of English vocabulary.

Consequently, students find it difficult to comprehend the material and assume that English lessons are difficult subjects.

Problems related to vocabulary must be resolved properly, as they can hinder students' ability to understand English as they progress to the next class. Therefore, teachers must employ effective and efficient vocabulary teaching techniques to engage and involve students during the learning process. Educational games are a learning medium that is highly supportive of the learning process, particularly in the classroom. This is intended to stimulate students' interest and enthusiasm for learning while having fun (Hartanti, 2019).

Educandy is a web-based application that can be used to create fun online games within the context of learning, making the process engaging rather than tiresome (Fitriati *et al.,* 2021). In the Educandy online game, eight models of learning games can be created, including crosswords, multiple choice, word search (finding words among random letters), noughts & crosses (choosing the correct answer in a tic-tac-toe format), spell it (providing answers with letter-by-letter spelling), anagrams (rearranging letters in words to create new meanings), match up, and memory (choosing answers in a specified order).

In Educandy, if we choose to play a multiple-choice game, when we have finished playing the game, we can see how many scores we have gotten while answering questions in the game. In addition, in other games such as crossword, match up, and memory also displays how long it has taken us to run

the game. Thus, this Educandy game can be used as a foundation in seeing how much vocabulary students have and can be a benchmark for students in paying attention to their English vocabulary.

Vocabulary is the set of words known to a person or entity or it is also the part of a particular language that a person uses to construct sentences. Vocabulary can indeed refer to the set of words known by a person or a large group of people. For many, the word vocabulary is primarily associated with the number of words one knows; one either has a large vocabulary or a small one. But the word has many shades of meaning and represents well the nuanced and multicolored nature of so much of the English lexicon (Juliani, 2014).

Based on the pre-research conducted by the researcher by conducting direct observation and interview with the English teacher of MA Askhabul Kahfi Semarang, the researcher found a problem in learning English vocabulary. From the observation, the researcher saw that most of the students in class XI IPA MA Askhabul Kahfi Semarang seemed to have difficulty in understanding the material presented in English, they tend to consider English material as a difficult subject. Students also seem to lack mastery of many English vocabulary that they encounter or hear from the teacher. Meanwhile, based on the interview with the English teacher of MA Askhabul Kahfi Semarang, it was stated that students more often use the translator dictionary to translate or help them in doing English assignments, they do not try to practice independently without having to use the translator dictionary. In addition, the English teacher also said that there is no specific strategy that can

be used to improve students' vocabulary. This is the reason why students lack English vocabulary. If this continues, students may not have the interest to learn more about various things related to English.

Based on the research background and pre-research that has been carried out by researcher, the researcher conducted research at MA Askhabul Kahfi Semarang. MA Askhabul Kahfi Semarang is one of the best schools in Semarang which has a boarding school in it. The researcher decided to look for a school under the Ministry of Religious Affairs, because the researcher's campus was also under the Ministry of Religious Affairs. The researcher wanted to see if a school under the Ministry of Religious Affairs and not an international school was equivalent to the best favorite school in Semarang. MA Askhabul Kahfi Semarang fulfills these requirements. MA Askhabul Kahfi Semarang only has science majors in the institution. This is because the cottage has several institutions or school levels that are sheltered, including junior high school, MTs, MA and SMK. Therefore, the researcher decided to choose MA Askhabul Kahfi Semarang as the location of this research.

Researcher focused on eleventh grade students. Researcher chose eleventh graders as students transitioning from tenth to eleventh grade at high school level and who move up to twelfth grade who will face many exams to graduate to enter college. Class eleven have adapted well to the environment at the school. The researcher chose this research in eleventh grade because the researcher wanted to know their English vocabulary skills. Researcher want to see how much English vocabulary they have acquired and how much they

understand regarding teaching English material which is delivered using English.

The lack of students' vocabulary skills can also be attributed to their disinterest in English lessons, as the material presented by the teacher is often uninspiring. Consequently, students feel bored and uninterested in the topics discussed in class. Therefore, there is a need for new teaching methods or strategies to increase students' interest in English.

The study of Millati (2021) with the title "The Effectiveness of 'Big Describe' Online Game to Enhance Vocabulary Mastery", The learning problem experienced by students at MA Asy-Syarifah is the lack of vocabulary exposure from English teachers in class. Therefore, the researcher intends to help them overcome the problem by applying the online game 'Big Describer' as a learning strategy. To support this, another conventionally taught class was also used as a comparison. In the pre-test, the average score of the experimental class was 60, while the control class was 65. Based on the T-test measurement, the difference was not significant. Based on the results of the study, the researcher concluded that the online game 'Big Describer' made an effective contribution to the improvement of students' vocabulary acquisition and activeness in the teaching and learning process.

According of the study of Nuroh (2022) and the title of the research is "The Effectiveness of Using Duolingo Application in Improving Students' Vocabulary Mastery at the Seventh Grade of MTs Subulussalam Sriwangi".

The results of this research can be said that the Duolingo application can increase students' vocabulary mastery effectively. Another impact of this application is that it also provides a breath of fresh air for the education system in learning English in a fun and enjoyable way.

According of the Journal of Language Education conducted by Syukron (2022) with the title of the research is "The Effectiveness of Using Games Media to Improve Students Vocabulary Mastery". The results of this research show that from the statistical analysis, it is found that the students of the experimental group who were taught vocabulary by using Bingo Game gained better results than the students of the controlled group who were taught without using Bingo Game.

Based on the Journal (JINOTEPE) by Purnawan *et al.* (2022) with the reserach entitled "The Effect of Online Gamification Quiz Application on Vocabulary Mastery for Young English Learners". The results of this research are that the Kahoot has a positive effect on young English learners in vocabulary learning.

The study of Harahap (2023), the title of thesis is "The Effectiveness of Educandy Application on Students' Vocabulary Achievement (A Quasi-Experimental Study at the Fifth Grade Students of Madrasah Ibtidaiyah Pembangunan Jakarta)". In his research, he used a quasi-experimental research design. The result of this study is that there is a significant difference in the post-test between the experimental class and the control class. This means that Educandy App is effective on students' vocabulary achievement in the fifth

grade of Madrasah Pembangunan Jakarta in the 2022/2023 school year. However, other factors that influence the Educandy app cannot be ruled out. Therefore, this can be discussed in other studies.

The reason that encourage researcher to explore this topic because this topic is important for education, an important aspect of life. This research can also provide valuable insights for teachers and aspiring educators, helping them develop innovative strategies, media, and methods to improve student learning, especially in the future. The novelty of this research lies in the researcher's intention to apply a new strategy to increase students' vocabulary mastery using the online game Educandy for eleventh grade students at MA Askhabul Kahfi Semarang.

Based on the explanations above, the researcher is motivated to conduct a study titled "The Effectiveness of Using Educandy Online Game to Increase Vocabulary Mastery at the Eleventh Grade Students of MA Askhabul Kahfi Semarang in the Academic Year of 2023/2024".

B. Identification of Research Problems

Based on the research background, the following problems can be identified:

1. The students have difficulty understanding and remembering English vocabulary
2. The students feel that English is a difficult subject
3. Lack of teacher creativity in using English teaching techniques

4. Limited learning media in teaching English vocabulary

5. Lack of student interest and enthusiasm in learning English

6. Students who always use the dictionary to interpret every word or sentence in English

C. Limitation of the Problems

Based on the research focus above, the researcher limits this research as follows:

1. This research only focuses on the eleventh grade of MA Askhabul Kahfi Semarang to conduct academic research.

2. The research only used XI IPA 5 class as the research experimental group and XI IPA 3 as the control group. This was based on the lottery that was conducted when taking samples using cluster random sampling technique.

3. The research was only conducted in the odd semester of the 2023 academic year.

D. Formulation of the Problems

Based on the identification of the problems and problem limitations mentioned above, the researcher stated the problem to be researched as follows:

1. Is there any difference in vocabulary mastery of the students who are taught by using Educandy online game and those taught by using textbooks at the eleventh-grade students of MA Askhabul Kahfi Semarang in the academic year of 2023/2024?

2. Is using Educandy online game effective to increase vocabulary mastery at eleventh-grade students of MA Askhabul Kahfi Semarang in the academic year of 2023/2024?

E. Objectives of the Study

The objectives of the study are to find the data that can answer the problems above. The objective of the study as follows:

1. To find out the difference in vocabulary mastery of the students who are taught by using Educandy online game and those taught by using textbooks at the eleventh-grade students of MA Askhabul Kahfi Semarang in the academic year of 2023/2024.

2. To find out whether using the Educandy online game is effective to increase vocabulary mastery at eleventh-grade students of MA Askhabul Kahfi Semarang in the academic year of 2023/2024.

F. Benefits of the Study

From the results of this study is expected to provide useful information related to the effectiveness of using Educandy online game to increase vocabulary mastery at the eleventh grade student of MA Askhabul Kahfi Semarang in the academic year of 2023/2024. It is hoped that these findings may contribute to groups of people, including:

1. Theoretically

This research is expected to be used as a reference for educators in carrying out learning so that during the learning process it is not

monotonous and is able to provide a fun learning process and is able to improve students' mastery of English vocabulary, especially in using the online game Educandy.

2. Practically

   a. For the English teachers

      This research can be considered in making policies in selecting and using appropriate learning media for teaching English in the classroom.

   b. For the students

      Students can understand vocabulary more easily and be more attractive in the learning process in the classroom.

   c. For other researchers

      This research can be used as a reference in making a thesis for other researchers and as a reference for further research.

G. Definitions of Key Terms

To clarify the key terms used in this study, some of the definitions are as follows:

1. Effectiveness

      Effectiveness is a measure of success in achieving clearly stated objectives. The word Effectiveness can also be interpreted as the power to produce the desired result (Wilson et al., 2018).

2. Vocabulary Mastery

Vocabulary mastery is the ability in mastering good vocabulary that is not only memorized but also able to apply it widely. According to Kridalaksana (2001: 89) states that vocabulary is a wealth of words owned by a reader or writer of a language.

3. Educandy

Educandy is a digital game-based language learning website that can be used as a medium to create interactive games as exercises and practice teaching vocabulary in English (Kuddus, 2019).

CHAPTER II

LITERATURE REVIEW

A. Literature Review

1. Vocabulary

a. Definition of Vocabulary

Alqahtani (2015) defines vocabulary as the complete range of words required for expressing intentions and communicating concepts. Vocabulary refers to the set of words belonging to a language or a specific linguistic context that a person possesses. It includes both active and passive vocabulary- the words an individual uses actively in speech and writing and those they comprehend while hearing or reading. Vocabulary refers to the set of words belonging to a language or a specific linguistic context that a person possesses. Vocabulary refers to the set of words belonging to a language or a specific linguistic context that a person possesses.

Ulrich (2007:3) argues that "Words are the gateway to the world, words are a means to establish communication among humans, words are the possibility of humans thinking, words are the basis for communicating with each other". While the word itself according to Achmad and Abdullah (2012:61) in general linguistics is a language unit that has one meaning; or a word is a row of letters flanked by two spaces and h as one meaning.

In research conducted by Juliani (2014) said that the more vocabulary a person has, the better the language skills will be and of course it must be balanced by knowledge of grammar, phonetics and good spelling as well.

Vocabulary building is generally regarded as important, both in the process of learning a language and developing one's ability in the language one has already mastered. Many adults consider vocabulary building to be interesting and educational and in education, students are often taught new words as part of certain subjects. And it is not uncommon for educators to require students to memorize vocabulary in a particular subject, including English lessons.

Based on the above explanation, it can be asserted that a comprehensive vocabulary is important for acquiring language proficiency. Language proficiency is important and crucial in acquiring proficiency in a second language and achieving mastery in a foreign language. With inadequate vocabulary knowledge, students cannot convey their ideas correctly.

b. Definition of Vocabulary mastery

Alizadeh (2016) defines vocabulary mastery as a collection of words arranged in alphabetical order along with their meanings. Effective communication and expression of emotions, both verbally and in writing, require a sufficient vocabulary.

According to Rivers (1989), vocabulary mastery refers to the great skill in processing words of a language. It is an individual achievement and possession. By having a good vocabulary, we can convey our thoughts, feelings, and the meaning of the words which will then make it easier for us to communicate.

According to Hornby (2007:12), vocabulary mastery refers to the complete set of words that constitute a language. Vocabulary competence is the skill to learn and recognize a wide range of words accurately. Mastery of vocabulary is the ability to comprehend English words, which serve as a foundation for both oral and written communication, and convey the intended meaning accurately. It enables us to identify language accurately, thereby minimizing the risk of errors and facilitating our comprehension of different types and levels of meaning.

Based on the explanation above, it can be emphasized that vocabulary mastery refers to understanding the meaning of terms to create good language. Vocabulary mastery plays a crucial role in all areas of student learning and can significantly enhance students' English skills, including listening, speaking, writing and reading. Lack of vocabulary can impede students' ability to communicate effectively and understand written and oral instructions. Therefore, mastering vocabulary is essential to improve our English proficiency

and effectively interact with others. Additionally, it can facilitate us in achieving our goals in learning English.

c. Kinds of vocabulary

Vocabulary is a vital aspect of mastering language skills. It is a crucial component that connects the four key English skills - listening, speaking, reading, and writing (Baskarani, 2016). Based on Nation in Wero *et. al* (2021), vocabulary is separated into productive vocabulary and receptive vocabulary. Productive vocabulary is the vocabulary produced to communicate ideas through speaking and writing. Therefore, productive vocabulary is when students use words to convey their thoughts to others. Whereas receptive vocabulary is the language input received by students to be understood and recognized when listening and reading but not used in speaking and writing. Furthermore, according to Thornbury (2002), there are six vocabularies identified as follows:

Table 2. 1 Vocabularies Identified by Thornbury (2002)

1. Word Classes: are groups of words that are classified according to their form, function, and meaning in the	a. Noun (Noun is a term that identifies a person, location, or item. For example: Korean, card, person, car, cat, etc.) b. Pronouns (Pronouns are replacements for nouns and noun

grammatical system.	phrases. For example: they, she, etc.)
	c. Verbs (Verbs or groups of words express an action, an occurrence, or a state. For example: *play, cook, wash, etc.)*
	d. Adverbs (Adverbs offer additional information regarding place, time, method, cause, or degree to verbs, adjectives, phrases, and other adverbs. For example: *slowly, quickly, often,* etc.)
	e. Adjectives (An adjective describes a person or object. For example: amazing, *beautiful, handsome, black, large, sweet, etc.*)
	f. Prepositions (A preposition is a word or phrase before a noun or pronoun to indicate location, time, or technique. For example: *at*

	school, at home, *under the umbrella, etc.)* g. Conjunctions (A conjunction is a word that connects clauses or sentences or coordinates words within the same clauses: Fanboys. For example: *Jean **and Rea** are close friends*) h. Determiner (Determiners are words such as *the, some, and my* that occur before nouns to indicate their usage. For example: ***these** oranges are good, and **all your pen** is on the table)*
2. Word Families, consist of basic terms plus inflections and derivations.	a. Suffixes (A suffix consists of a letter or group of letters added to the end of a word to create a new one. For example: *-less for sugarless, -ness for sadness, -ly for slowly)* b. *P*refixes (A prefix is a letter or group of letters added to the beginning of a word to modify its

	meaning. For example: *dis- + like: dislike, miss- + communication: miscommunication, able- + suit: suitable)* c. Affixes (Affixes are letters or groups of letters applied to the beginning or end of a word to change its meaning. For example: re- + again: regain, etc.)
3. Word Formation: is forming new words by combining, separating, summarizing, and borrowing from existing words, modifying the original.	a. Compound (A compound describes the combination of two or more independent words. For example: *home + work: homework, butter + fly: butterfly)* b. Blending (Blending is the process of blending two separate forms into a single new word. For example: *motor + hotel: motel, breakfast + lunch: brunch)* c. Conversion (Conversion is the modification of the function of a

	word. For example: I always Google every piece of information. (Google is a noun and converted into a verb). d. Clipping (Clipping is the shortening of words with multiple syllables, for example: *Influenza (flue), and science fiction (sci-fi))*
4. Multi Words Units: is a lexical unit of two or more words that creates a new meaning.	a. Phrasal Verbs (Cambridge Dictionary defines "the phrasal verb as a phrase that consists of a verb with a preposition or adverb or both, the meaning of which is different from the meaning of its separate parts." For example: The postman **dropped off** a package) b. Idioms (Cambridge Dictionary defines "an idiom as a group of words in a fixed order that has a particular meaning that is different from the meaning of each word on its own." For

	example: a hot potato, break a leg)
5. Collocation: Collocation refers to the frequent pairing of certain words and phrases.	For example, Rose has been busy since a week ago. She needs to take a break, attract attention, and break the law.
6. Word Meaning	a. Synonym (a word with the same meaning as another. For example: **annoy** x **irritate, famous x famed**) b. Antonym (a word whose meanings are contradictory. For example: **always** x **never, bitter** x **sweet**) c. Homonyms (words with identical forms but distinct meanings. For example: I **can** do it; that **can** may be made of aluminum)

From the explanation above, it can be concluded that we must be able to recognize various kinds of vocabulary. Therefore, the more vocabulary knowledge a learner has, the easier it is for him

to understand the part of the language and the easier it is for him to understand the meaning conveyed.

d. The Importance of Learning Vocabulary

Vocabulary is the main capital that is very important and necessary in learning English because vocabulary is the basis for learning sentence structure and other language skills (Wida Sari, 2019). Vocabulary is the basis of the four skills that must be owned, mastered, and developed in mastering English. Vocabulary is one of the keys for students to understand what they hear and read at school.

Purwadaminta (1985) states that vocabulary refers to anything owned by a language. Mastery of vocabulary is a complex skill that involves the recognition, selection, and application of words. Vocabulary acquisition is a systematic process towards achieving good and precise vocabulary.

According to Alqahtani (2015:22) if a person cannot obtain the vocabulary used to convey what is meant, then there is no value even though the person can make sentences in accordance with the grammar. This is what needs to be considered in everyone who thinks that vocabulary is not very important.

The more vocabulary that is mastered, the more words that can be spoken. The more vocabulary we have, the more confidence we have in mastering the foreign language. However, a common mistake is to assume that vocabulary is not important. It can be

concluded that mastering vocabulary first make it easier for us to master grammar.

Based on the description above, it can be said that learning vocabulary is very important because it can be used as a basis for building good sentences. By mastering vocabulary, we can communicate with others and can convey our intentions orally and in writing appropriately.

2. Media

a. Definition of Media

The word media comes from the latin "medius" which means "middle". In general, all forms of media are an intermediary for spreading, carrying or conveying something to the recipient of messages and ideas. Learning media can be interpreted as any material that can be used by teachers to carry out teaching and learning activities and can support students in achieving learning objectives. This learning media refers to a physical means of communication that carries information between sources and receivers in both printed and audiovisual forms as well as devices that are manipulated to enrich the teaching and learning process.

According to Azikiwe (2007), media includes anything that the teacher uses by involving all five senses of sight, touch, smell and taste when presenting the lesson. Adegun (1997) also says that

learning media is something that is intended to help teachers teach more effectively and allow students to learn more easily.

The function of media is an integral part of the learning process and rests on learning objectives, materials, approaches, methods and evaluations (urgent for millennial children). Based on the explanation of Asyhar (2011:12), there are four rational reasons why learning media is important to use in learning, namely (1) improving the quality of learning, (2) the demands of the new paradigm, (3) market needs, (4) the vision of global education.

Thus, media is very important in language teaching, especially foreign languages. By using media, it will be facilitated by a direct relationship between sound and its symbols as well as words and the objects they represent. In addition, it can also help in clearly illustrating the meaning of things because they are related to the materials used by teachers to improve the quality of their teaching.

b. Types of Media

Based on Dzamara & Zain (2010:124), they divide learning media into three types, namely Audio, Visual Media, and Audiovisual.

1) Audio

Audio means media that can only be heard and cannot be seen, because this media only focuses on sound. Judging from the nature of the message received, audio media can convey verbal and non-verbal messages. Examples: radio, tape recorder, etc.

2) Visual media

In delivering messages, visual media is displayed with visual symbols. Its function is to attract attention, clarify the delivery of ideas, and describe facts so as not to forget easily.

In the teaching and learning process, visual media is widely used by teachers in conveying the content of the learning theme being studied.

There are some kinds of visual media, such as:

a) Silent visual that be projected (opaque projection, overhead projection, slides, filmstrips)

b) Visual that is not projected (picture, poster, photo, charts, graph, diagram)

c) Dynamic visual that projected (film, television, video)

d) Printed (text book, module, workbook)

e) Realia (model, specimen, manipulative (map, doll))

3) Audiovisual media

Audiovisual media is media that has sound and picture elements. This type of media has better capabilities because it includes types of audio and visual media. This media is a combination of audio and visual media. With its more complete characteristics, this media has the ability to overcome the shortcomings of audio media and visual media, the functions and abilities of audiovisual media will increase if it is equipped with motion characteristics so that it can convey more complicated messages more realistically (Utami, 2019).

Based on the explanation above, the Educandy online game belongs to the audio-visual media type. That's because the Educandy game has sound and image elements in it. therefore, as a learning media in education and teaching, it will provide many abilities for students including the ability to improve perception, the ability to improve retention, and the ability to provide reinforcement or knowledge of the results achieved.

3. **Educandy Online Game**

a. **Definition of Educandy Online Game**

Educandy is a web-based application that can be used to create game content, interactive learning quickly and has a display that is easy to understand for new users (Ardianti *et al*., 2022). With the Educandy application, teachers can design and create questions

related to the material taught at the time of learning by the user entering a list of vocabulary or questions and answers, then it will generate a unique code that the teacher can share with students, so that students can play the game on their own devices and can be accessed whenever and wherever students want.

There are many forms of games in Educandy that can be used to train vocabulary. To access this Educandy game is free but there are also premium ones. So that users do not need to worry about using it and more freely. By using this game, it is hoped that the teacher's goal in improving students' vocabulary can be achieved. Forms of play on words include:

1) Anagram is a type of wordplay in which the letters in the initial word are usually scrambled to form another word or sentence. Students are then asked to form words from the letters provided.

2) Hangman is a game to guess words by placing the letters on the underscore (underline) according to the order.

3) Word Search is a typical word search game in an arrangement of square boxes.

4) A multiple choice is a type of objective evaluation wherein students are required to select the accurate answer from a provided list of options.

5) Nought and Crosses is a circle and cross-game in 3 X 3 squares. Usually played by two people. One person plays the circle sign,

and the other plays the cross sign. Each tries to form three strokes in a straight line to prevent the opponent from making it in a straight line. The player who can make a straight line first is declared the winner. This game is often also called Tic Tac Toe, while Indonesians often call it a three-way game.

6) Crossword, which is a horizontal and descending crossword puzzle. There are question numbers and boxes for writing answers.

7) Match Up is a picture-matching game. In this matching game, the user has to match the pictures with the correct words. This is a great way to learn new information in a fun new way.

8) Memory is a game to remember. Some numbers contain words. Every word has a partner that must be found, a soul mate. As the name implies, students, when opening a number, must remember the other words contained in each number.

9) As for the Quiz Questions, in general, they are the same as multiple choice questions, which we can easily find in many book packages, test questions, PAS questions, PAT questions, etc.

b. **How to Use Educandy Online Game**

Educandy is a web-based application that can be played by connecting to the internet. Educandy has the slogan 'making learning sweeter' (Ulil & Suwarno, 2022). Educandy can be used to create

fun and varied games. The games are still in the context of learning but not boring. These games can be given during face-to-face learning in class or online, or for home assignments. This game can also be used for students to learn whenever they want. The existence of educational games makes learning more varied and exciting. Here is a guide to creating games in Educandy:

1) Go to the website https://www.educandy.com/ on Google or Chrome. Then the Educandy page will appear and click on the three lines in the top right corner, text will appear for your first activity, application and login.

Figure 2. 1 Log in Educandy
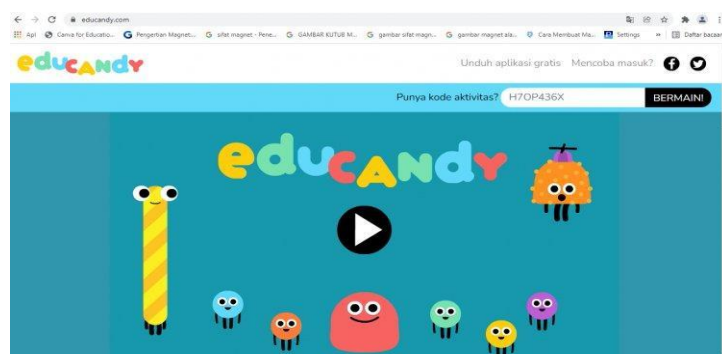
2) If this is your first visit to create a game on Educandy, then click "create your first activity" then the fields like: username, email, then click register. Next, open the email used to register for confirmation. For those who have registered, click sign in and enter the username or email used when registering, enter the password and click login.

Figure 2. 2 Register

3) There are 3 types of games that can be made, namely word games, matching pairs, and quiz questions. And for every game that will be made there will be an explanation of how to make it. Please click on the words.

Figure 2. 3 Home page
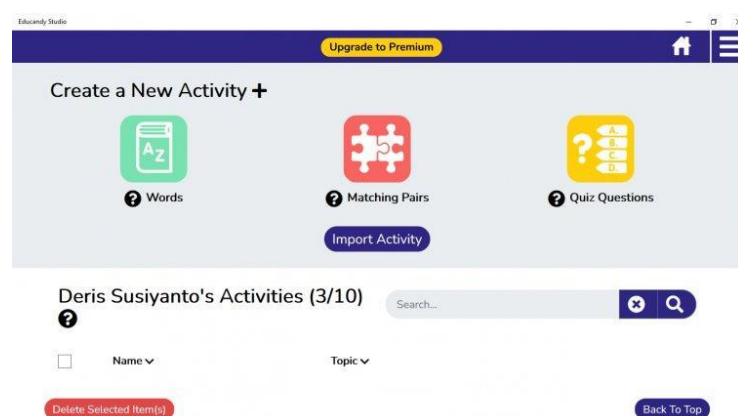
4) After clicking on the words, two empty boxes will appear saying Your Activity Name (fill in according to the learning material) then Your Activity Subject (fill in according to

subject), click create. Fill in the white box that says the word, click add word, do it repeatedly as many times as you want. When finished, scroll down until playing activity appears, then the words that have been created can be played with three events, namely word search, hangman and anagrams.

Figure 2. 4 Create New List of Words

5) To share this game with students, please scroll to the bottom until it says Share Activity then copy the URL in the URL or code box.

6) To make a game in pairs, click in pairs, and an empty box will appear such as make a word, fill in, click create. Fill in the white box that says word (question) with the question, and match (answer) with the answer, click add pair, repeat at least 9 pairs of questions and answers. When you have finished scrolling down until the playing activity text appears, then the questions and answer pairs that have been created can be

played in five ways, namely: noughts & crosses. Crosswords, match-ups, memory and multiple choices.

Figure 2. 5 Create a New List of Matching Pairs

7) To share the matching pairs game with students, scroll down until it says "Share Activity" then copy the URL in the URL or code box.

8) For quiz questions, you can click on the quiz question, then two empty boxes will appear such as create a word, fill in, click create. Fill in the white box that says question with a question, answer with the correct answer, red herrings 1, 2, & 3 for wrong answers or distractors, click the desired question. When you have finished scrolling down until the game activity text appears, then the quiz that has been created can be played.

9) Please share the activity then copy the URL in the URL box or code to students.

10) In word games and matching pairs, students are given the freedom to choose the game according to their wishes.

Figure 2. 6 Freedom to Choose the Game

11) Students can access the game link by clicking on the link that the teacher has given to students. And when students click on the URL they will immediately go to the game page without having to download the Educandy application.

c. **Advantages and Disadvantages of Educandy Online Game**

According to Prensky (2001), he stated that digital game-based learning can bring various approaches for different goals, content, audiences, and budgets. The utilization of Educandy as a quiz by educators is a fresh new variation. Since this kind of quiz utilization is rarely done by most educators, the learners will also enthusiastically respond to it. This Educandy online game can be played directly in the classroom or used during distance learning. Educandy can also be played individually, duel with the computer, or duel with friends, all of which can be adjusted according to needs and desires.

According to Ulya (2021), there are advantages and disadvantages found in the Educandy online game. The advantages

of this Educandy online game include having many types of rich games that can be played, making it easier for educators to create varied quizzes, effective for reviewing students' understanding, and making practice questions more fun.

While the disadvantages of this Educandy online game are that the platform can only be accessed using the internet network (online), so when you want to access this Educandy online game, network stability is one of the things that must be considered as well, Educandy online games cannot be applied to learning related to formulas or calculations such as math, can only be used as an exercise or cannot be used as a benchmark in assessing students.

Based on the explanation above, it can be concluded that in this Educandy game there can be advantages and disadventages. However, compared to the disadvantages, the advantages will be more influential when applied in classroom learning as a medium in increasing students' English vocabulary. therefore, English teachers can use this Educandy media as an appropriate strategy and alternative in increasing students' English vocabulary.

B. Previous Study

There has been a lot of research conducted regarding vocabulary mastery, especially English vocabulary. Are as follows:

1. The first researcher is Millati (2021) from UIN Walisongo Semarang, entitled "The Effectiveness of 'Big Describe' Online Game to Enhance Vocabulary Mastery". The results of this research show that the 'Big Describer' online game contributes effectively to students' vocabulary mastery improvement and activeness in the teaching and learning process.

2. The second researchers are Nuroh (2022) from IAIN Tulungagung. The title of the research is "The Effectiveness of Using Duolingo Application in Improving Students' Vocabulary Mastery at the Seventh Grade of MTs Subulussalam Sriwangi". The results of this research can be said that the Duolingo application can increase students' vocabulary mastery effectively. Another impact of this application is that it also provides a breath of fresh air for the education system in learning English in a fun and enjoyable way.

3. The third research is from the Journal of Language Education by Mohamad Farhan Syukron (2022) from Panca Sakti University Bekasi. The title of the research is "The Effectiveness of Using Games Media to Improve Students Vocabulary Mastery". The results of this research show that from the statistical analysis, it

is found that the students of the experimental group who were taught vocabulary by using Bingo Game gained better results than the students of the controlled group who were taught without using Bingo Game.

4. The fourth research is from the Learning Technology Innovation Journal (JINOTEPE) by Nyoman Adi Purnawan, Ni Nyoman Padmadewi, Luh Gd Rahayu Budiarta (2022) from Malang State University. His research is entitled "The Effect of Online Gamification Quiz Application on Vocabulary Mastery for Young English Learners". The results of this research are that the Kahoot has a positive effect on young English learners in vocabulary learning.

5. The study of Harahap (2023), the title of thesis is "The Effectiveness of Educandy Application on Students' Vocabulary Achievement (A Quasi-Experimental Study at the Fifth Grade Students of Madrasah Ibtidaiyah Pembangunan Jakarta)". The result of this study is that there is a significant difference in the post-test between the experimental class and the control class. This means that Educandy App is effective on students' vocabulary achievement in the fifth grade of Madrasah Pembangunan Jakarta in the 2022/2023 school year. However, other factors that influence the Educandy app cannot be ruled out. Therefore, this can be discussed in other studies.

Based on the explanation above, we can see the similarities and differences of the five previous studies in the table below:

Table 2. 2 Similarities and differences between previous studies and this study

No.	Title	Similarities	Differences
1.	"The Effectiveness of 'Big Describe' Online Game to Enhance Vocabulary Mastery"	Both use game media for their effectiveness and both are related to vocabulary mastery. The research uses a quantitative approach	Using the 'Big Describe' Online Game to see its effectiveness in increasing students' vocabulary
2.	"The Effectiveness of Using Duolingo Application in Improving Students' Vocabulary Mastery at the Seventh Grade of MTs Subulussalam Sriwangi"	Both use game media for their effectiveness and both are related to vocabulary mastery. The research uses a quantitative approach	Using the Duolingo Application to see its effectiveness in improving students' vocabulary

3.	"The Effectiveness of Using Games Media to Improve Students Vocabulary Mastery"	Both use game media for their effectiveness and both are related to vocabulary mastery. The research uses a quantitative approach	The game media used to see its effectiveness in increasing vocabulary is the Bingo game
4.	"The Effect of Online Gamification Quiz Application on Vocabulary Mastery for Young English Learners"	Both use game media for their effectiveness and both are related to vocabulary mastery. The research uses a quantitative approach	The media used to determine its effect in increasing vocabulary is Gamification Quiz (Kahoot)
5.	"The Effectiveness of Educandy Application on Students' Vocabulary Achievement (A Quasi-Experimental Study	Both use Educandy media and both are related to vocabulary mastery. The research uses a quantitative approach	The subject of the research is Madrasah Pembangunan Jakarta and focuses on fifth grade students

	at the Fifth Grade Students of Madrasah Ibtidaiyah Pembangunan Jakarta)"		

Based on the previous research listed above, it can be seen that what differentiates this research from previous research lies in the media used to see its effectiveness in increasing students' vocabulary. Researcher used the online game Educandy to see its effectiveness in improving students' vocabulary skills, with eleventh grade subjects at MA Askhabul Kahfi Semarang. So, the researcher's title regarding this research is "The Effectiveness of Using Educandy Online Game to Increase Vocabulary Mastery at the Eleventh Grade Students of MA Askhabul Kahfi Semarang in the Academic Year of 2023/2024".

C. Rationale

Teaching English using learning media such as games can help teachers create a context where the language is useful. Games are a medium that can arouse students' enthusiasm and motivation in the learning process. This game media will be one of the effective media that teachers must introduce to students in order to create more interactive learning and

students become more interested, active and do not feel bored during the learning process.

According to Mardiawati (2023), Educandy is a word game application that is easy to use and suitable to be used as a learning medium to improve students' English vocabulary skills in the classroom. Educandy has three main game features, namely words, matching pairs, and quiz questions. These three features can also be created into several other types of games, such as word search, hangman, anagrams, noughts & crosses (choosing the correct answer so that the answer is straight vertically or horizontally or ticked), crosswords (crosswords), match- up (matching questions and answers), memory (remembering the position of the question and the position of the answer, then choosing the order between questions and answers), and multiple.

There are several obstacles in teaching vocabulary using this Educandy online games, including: 1) students must be connected to an internet connection (online). 2) can only be used as training or cannot be used as a benchmark in assessing students. Apart from that, learning English vocabulary has also been proven to have advantages and effectiveness in learning vocabulary, namely by: 1) students can be active in learning English, especially in learning vocabulary. 2) students will be greatly helped in improving their English vocabulary.

Zakaria & Wahid (2020) stated that the results of the learning process using Educandy educational media will be very satisfying because

students are more active than usual and students can also be more independent in their work. This means that students can condition themselves to practice English vocabulary outside of learning hours by still being able to access the educational game link that the teacher has given to students as an exercise to improve their English vocabulary. In teaching English vocabulary using the Educandy online game, what the teacher has to do is: 1) The teacher downloads the Educandy application and then registers to be able to access it. 2) the teacher creates as many questions as the teacher wants and chooses the type of game. 3) the teacher shares links to the results of the questions the teacher has created with students. 4) the teacher provides instructions for use to students. 5) The teacher discusses the results of the Educandy online game exercise. 6) The teacher asks students to review what vocabulary they got from practicing Educandy online game questions.

English teachers must have techniques in teaching vocabulary. This technique is used to attract students' attention and create motivation for students in learning vocabulary. In this case, the technique that teachers can use to help students in teaching English vocabulary is by using educational games.

Researcher assume that teaching vocabulary using Educandy online game media can increase English vocabulary effectively. This game can help students to know and understand vocabulary. Students can remember or acquire vocabulary by taking quizzes on educational games that teachers

have created with various types of game options that can be played without time limits. For example, during the English learning process, students are allowed to do a quiz via the Educandy online game, the link of which the teacher has previously provided, then students choose the type of game, for example crosswords in the Educandy online game, then students must choose a question and then answer by choosing a choice of letters arranged to form one. the word that is the correct answer. And students will know the score after completing the game. At the end of the lesson the teacher provides feedback on the results of the students' work and suggests them to continue practicing using the Educandy online game link that has been provided. This Educandy online game makes vocabulary learning in the classroom interactive and attractive and makes students interested. So, researcher suggest using this Educandy online game as a medium to increase students' English vocabulary.

Based on the explanation above, it can be concluded that the use of game media is effective and interesting for increasing students' English vocabulary.

D. Hypothesis

Based on the rationale, the hypothesis can be formulated as follows:

1. Alternative Hypothesis (Ha): Using Educandy online games is effective to increase vocabulary mastery for eleventh grade students of MA Askhabul Kahfi Semarang in the academic year of 2023/2024.

2. Null hypothesis (Ho): Using Educandy online games is not effective to increase vocabulary mastery for eleventh grade students of MA Askhabul Kahfi Semarang in the academic year of 2023/2024.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, researcher used quantitative research methods by applying an experimental design. Creswell (2012:13) explains that quantitative research requires a researcher to explain how one variable influences others variable. Arikunto (2005:502) states that experimental research is research intended to prove the existence of a causal relationship between the independent variable (X) and the dependent variable (Y). The researcher decided to use a Quasi-Experimental design to explore the causal relationship between the dependent and independent variables. There are two types of tests given in the quasi-experimental design, namely pre-test and post-test. What is given before being given treatment is called a pre-test, while the post-test is given after being given treatment. There are two classes that take part in the learning, namely the experimental class and the control class. The two classes were selected by random sampling.

This research involved two groups of eleventh grade subjects at MA Askhabul Kahfi Semarang which differed between the experimental class and the control class. To obtain data on students' initial abilities, the researcher gave a pre-test for the experimental class and control class. At the next meeting the researcher gave them treatment. Students in the experimental class were taught using the Educandy online game media as a

teaching strategy, while students in the control class were taught using conventional methods (not using the Educandy online game media). The treatment for each class was carried out over three meetings with different vocabulary themes. In the end, the researcher gave a post-test to both groups to see the increase in their mastery of English vocabulary after receiving the treatment.

According to Sugiyono (2012), quasi-experimental designs can be illustrated as in the table below:

Table 3. 1 Quasi-Experimental design

Experimental Class	Pre-Test	Treatment (Using Educandy Online Game)	Post-Test
Control Class	Pre-Test	Treatment (Using Textbook)	Post-Test

B. Research Setting

1. The Place of the Research

This research has been conducted in class XI of MA Askhabul Kahfi Semarang. The school is located at Jalan Cangkiran-Gunungpati, Polaman, Mijen Sub-district, Semarang City, Central Java 50216. The researcher chose this school because this school is one of the best schools in Semarang and is a boarding school that houses schools ranging from junior high schools, MTs, MAs, and SMK. Askhabul Kahfi Foundation Semarang is a fairly large and well-known foundation in Semarang. Therefore, the researcher wants to know the extent of their mastery of English vocabulary, especially in MA class and wants to see

whether the use of Educandy online game media is effective or not if used as a learning media to improve vocabulary.

2. **The Time of the Research**

This research has been conducted from the time the researcher proposes the title until the Munaqosyah trial and when the results are collected at the library. The following is a timeline of the research:

Table 3. 2 Time of Research

No.	Activities	Jul	Aug	Sept	Okt	Nov	Des	Jan	Feb
	2023-2024								
1.	Title Submission and Approval	■							
2.	Pre-research		■						
3.	Writing Research Proposal			■	■				
4.	Seminar Proposal				■				
5.	Collecting data and Analyzing Data					■			
6.	Writing Thesis						■	■	
7.	Munaqosyah								■
8.	Submitting the Document								■

C. Population, Sampling, and Sample

1. Population

According to Donald Ary (1985:138), population is all members of a well-defined class of people, events or objects. Meanwhile, according to Sugiyono (2017:215), he explains that population is a generalized area consisting of objects or subjects that have certain qualities and characteristics determined by researcher to be studied and then drawn conclusions. The population here is not only humans but also objects and other objects. According to Suryani and Hendryadi (2015: 190-191), population is a group of people, events or objects that have certain characteristics and are used as research objects. The population in this study were eleventh grade students of MA Askhabul Kahfi Semarang in the academic year of 2023 which consisted of 5 classes from class XI IPA 1 - XI IPA 5. The total population was 146 students. The total class can be seen in the table below:

Table 3. 3 The population of eleventh grade students

Class	Male	Female	Total
XI IPA 1	25	0	25
XI IPA 2	25	0	25
XI IPA 3	0	30	30
XI IPA 4	0	34	34
XI IPA 5	0	32	32
Total amount			146

2. **Research Sampling**

Sugiyono (2017: 217-218) explains that to determine the sample to be used in research, there are several sampling techniques used. In this study, researcher used a cluster random sampling technique in which each class or unit has the same opportunity to be selected as a sample from the list. The cluster random sampling technique is a technique that takes sample members from a population group randomly without paying attention to the strata in the population (Sandu Siyoto & Sodik, 2015). In obtaining the sample, the researcher used a lottery to select two classes as samples.

Researcher took two classes among 5 classes randomly. Researcher get class XI IPA 3 and XI IPA 5 as a small research room. Sampling by lottery and the procedure is as follows:

a. Researcher prepared 5 small pieces of paper

b. Each paper is written with the class code from XI IPA 1 to XI IPA 5, then roll it until the class code is invisible

c. Take one roll randomly which will be the experimental class. Then the researcher took back the second roll to be used as a control class

d. The class that becomes the experimental group is class XI IPA 5

e. And, the class that becomes the control group is class XI IPA 3

3. **Sample**

Sample is part of the population used for research. According to Sugiyono (2017:215), the sample is part of the number and

characteristics of the population. In this study, researcher chose students in eleventh grade of MA Askhabul Kahfi Semarang. The first class as the experimental group is XI IPA 5 which consists of 32 students consisting of 0 male students and 32 female students, given treatment through Educandy online game media. While the other class as the control group is XI IPA 3 with 30 students consisting of 0 male students and 30 female students, given the material with conventional methods by only using textbook material. Both were taught the same material which was related to vocabulary.

D. Technique of Collecting the Data

In this research, researcher used documentation and tests as data collection techniques.

1. Test

According to Arikunto (2006:150), a test is a series of questions or exercises as well as other tools used to measure intelligence knowledge skills. Meanwhile, according to Rahman (2016), a test is a measuring tool that show competency or not and determine a person's abilities and weaknesses, which can determine a person's scale in positions such as failed, passed, average, satisfactory, good, and very good. In this study, the researcher has used the written test technique by answering the question sheet that will be given to find out the students' ability regarding English vocabulary. In this case, the test is conducted to test and find out the level of students' vocabulary mastery from the

question sheets they have done. Therefore, the researcher uses several activities in the teaching and learning process in conducting this research as follows:

a. **Pre-test**

The pre-test is the first activity that researcher gave to students. Tests to fill in questions related to vocabulary are given to students before the teaching and learning process to measure their initial abilities. In this study, researcher used multiple choice questions totaling 20 questions obtained from try-out questions that had been validated. At this stage the researcher intended to find out whether the students' vocabulary mastery abilities in the two groups, namely the control class and the experimental class, were at the same level.

b. **Post-test**

Post-test is the last activity carried out by researcher on students. This test has the same type of questions as the pre-test, namely in the form of multiple choice, totaling 20 questions obtained from try-out questions and then the vocabulary is slightly differentiated. The aim is to see whether there is a significant increase in students' vocabulary mastery after receiving treatment.

After obtaining scores from the students' pre-test and post-test, researcher used the SPSS application to measure the validity

and reliability of the test. The data is expected to be valid and reliable before being analyzed further for subsequent research purposes.

E. Research Instrument

In research, research instruments have many variations so they must be designed according to the researcher's needs precisely. According to Arikunto (2006), research instruments are tools used by researcher to collect data so that it is easier and the results are better. The selection of research instruments must also be carried out in accordance with the form of research being conducted. In this research, because the researcher wanted to see the effectiveness of the Educandy online game on students' vocabulary mastery, the research instrument of the researcher used was a test.

In this study, the data collection instrument used a test in the form of multiple choices. Try out was carried out on classes outside the experimental and control classes before the pre-test and post-test. try out questions in the form of multiple choices totaling 30 questions. Then the pre-test and post-test were carried out on the experimental group and the control group with multiple choice questions totaling 20 items from the results of the validity test of the try-out questions that had been carried out previously. So that each pre-test and post-test question for the experimental and control groups totaled 20 items and were multiple choice questions.

F. Data Validation

   1. Validity Test

        According to Brown (1988), "A test's validity is the extent to which it measures what it claims to measure". As expressed by Arikunto (2006:168) who said that "Valid an instrument means that the instrument is suitable for measuring the object to be measured". The validity test in this research uses a multiple-choice question validity test or what is known as a biserial point validity test.

        The validity test conducted by researcher in this study is by conducting a try-out. This try-out was conducted to determine the level of validity and reliability of the research instrument. Try-out in this study is by using multiple choice questions totaling 30 questions and then tested on students of class XI MA Askhabul Kahfi Semarang who are outside the experimental class and control class. This try-out activity was carried out before the research was conducted on November 15, 2023. The try-out subjects in this study were students of class XI IPA 4 MA Askhabul Kahfi Semarang which amounted to 34 students and was not an experimental class or control class.

        To determine the validity of the instrument in the data, researcher used Pearson Product Moment using SPSS 24. The criterion for testing the validity of biserial items is that if the calculated r value is > r table then it can be concluded that the item is declared valid. If the

calculated r value < r table then it can be concluded that the item is
declared valid.

Table 3. 4 Validity of students' Try-out

Item	r-obtained	r-table	Results
1.	0.338	0.329	Valid
2.	0.050	0.329	Valid
3.	-0.069	0.329	Invalid
4.	0.688	0.329	Valid
5.	0.290	0.329	Invalid
6.	0.584	0.329	Valid
7.	0.510	0.329	Valid
8.	0.290	0.329	Invalid
9.	-0.416	0.329	Invalid
10.	-0.739	0.329	Invalid
11.	0.562	0.329	Valid
12.	0.000	0.329	Invalid
13.	0.434	0.329	Valid
14.	0.596	0.329	Valid
15.	-0.237	0.329	Invalid
16.	0.791	0.329	Valid
17.	-0.100	0.329	Invalid
18.	0.030	0.329	Valid

19.	0.456	0.329	Valid
20.	0.305	0.329	<mark>Invalid</mark>
21.	0.411	0.329	Valid
22.	0.531	0.329	Valid
23.	0.687	0.329	Valid
24.	0.723	0.329	Valid
25.	0.496	0.329	Valid
26.	0.373	0.329	Valid
27.	0.464	0.329	Valid
28.	0.511	0.329	Valid
29.	0.429	0.329	Valid
30.	0.000	0.329	<mark>Invalid</mark>

In the multiple-choice questions that were tried out, there were 30 questions. As in the table above, the researcher used a perfect product moment r table of 0.05 and N = 34. So, the significance level was obtained at 0.329. The items tested are considered valid if the correlation coefficient is at least the same as r table. Then the researcher found the instrument was invalid. There are 10 invalid questions, namely numbers 3,5,8,9,10,12,15,17,20,10. This can happen because r count < r table. Meanwhile, there are 20 valid questions.

2. Reliability test

The criteria for a good test include instruments that must at least be valid and reliable. According to Arikunto (2006:178), "The reliability coefficient shows the extent to which the results on a scale can be considered internally consistent or reliable". According to Notoatmojo (2005) in Widi R (2011), reliability is an index that shows the extent to which a measuring instrument can be trusted or relied upon. So, the reliability test can be used to determine the consistency of the measuring instrument, whether it remains consistent if the measurement is repeated. A measuring instrument is said to be reliable if it produces the same results even if measurements are taken many times.

Usually before a data reliability test is carried out, a data validity test is carried out first. This is because the data to be measured must be valid, and then proceed with data reliability testing. However, if the data measured is invalid, there is no need to carry out a data reliability test.

In this study, the reliability test for try-outs that have been carried out in class IX IPA 4 is by using Cronbach's Alpha with the help of the SPSS 24 program. According to Sujarweni (2016) a questionnaire can be said to be reliable if it has a Cronbach's Alpha value > 0.6.

Table 3. 5 The Cronbach's Alpha from Try-out Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.748	30

Based on the calculation of the reliability of the student try-out using the Alpha Cronbach formula with the SPSS 24 program, it procedures a calculation of 0.748. From these results it can be concluded that the instrument is reliable because it has a value of more than > 0.6 $(0.748 > 0.6)$.

G. Technique of Analyzing the Data

1. Data Description

Data description is used to analyze data using frequency distributions: mean, median, mode, standard deviation.

a. Means

Means is the arithmetic average of all scores. Calculated by adding up all the scores then dividing the total by the total score (McMillan and Schumacher, 2001:215).

Figure 3. 1 Means Formula

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i}$$

Information :
$\bar{x}$: Searched mean
$f_i x_i$: The sum of the existing scores (values)
f_i : The sum of the existing scores (values)

b. Median

The median is the point that divides the rank order distribution into distributions that have the same number of scores (McMillan and Schumacher, 2001:216).

Figure 3. 2 Median Formula

$$(Me) = b + p \left(\frac{n/2 - F}{f}\right)$$

Information :
Me   : Median
b   : The lower bound of the class containing the median
p   : Class interval
F   : Cumulative frequency of the class below it
f   : The frequency of the class containing the median
n   : Number of classes

c. Mode

The mode is the value of a group of data that has the highest frequency or the value that occurs the most (appears) in a group of values (Supranto, 2000).

Figure 3. 3 Mode Formula

$$Modus = b + p \left[\frac{b_1}{b_1 + b_2} \right]$$

Information :
b   : The lower bound of the class containing the mode
p   : Class interval
b_1 : The difference in frequency that lies above the interval containing the mode
b_2 : The difference in frequency that lies below the interval containing the mode

d. Standard deviation

Standard deviation is a numerical index that shows the variability of the average score, in other words it tells us about the distance between the average score and the mean (McMillan and Schumacher, 2001:221).

According to Ghozali (2016), standard deviation is the best measure of spread, because it describes the magnitude of the spread of each observation unit. Standard deviation of data that has been compiled in a frequency table. The standard deviation value is a value used to determine the distribution of data in a sample and see how close the data is to the mean value (Sekaran & Bougie, 2016).

The researcher used the SPSS 24 version program to analyze the data description, the steps of the SPSS program are:

1) Open the SPSS program 24 version for windows

2) Make variable by clicking tab variable view

3) Write the name of column in first line

4) Change the column of decimals column becomes 0

5) Write the label column. As follows:

Figure 3.4 Label Column
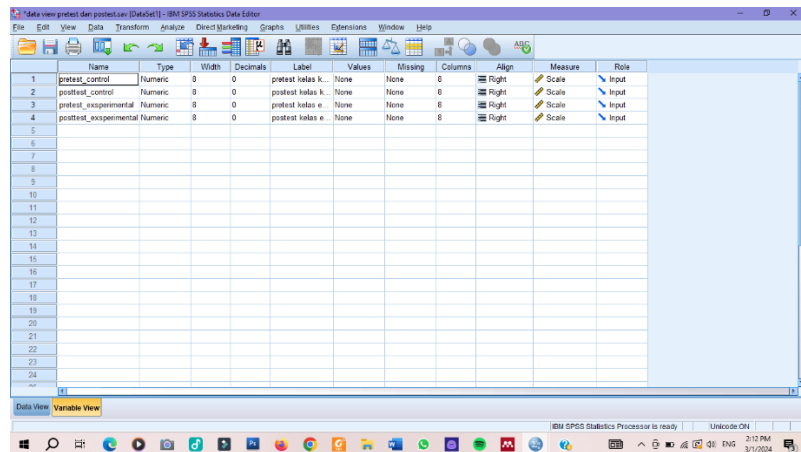
6) Open data view, input the data in the variable. As follow:

Figure 3.5 Input the data in the Variable
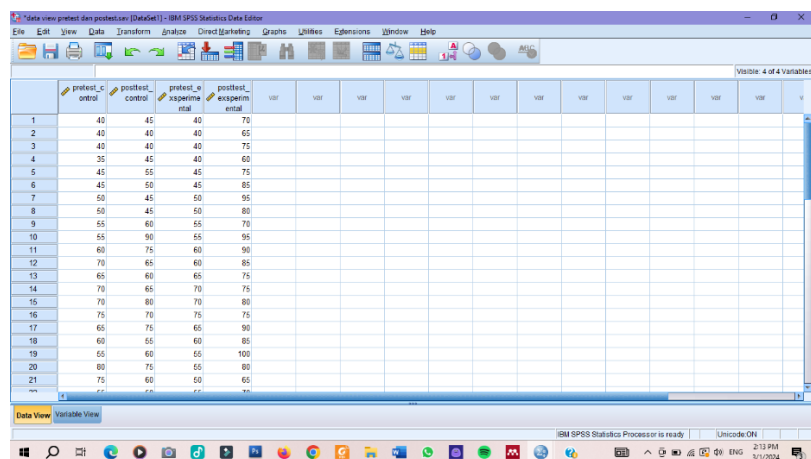
7) Click Analyze Description Statistics Frequencies, for each experimental and control, as the picture below:

Figure 3.6 Analyze Description Statistics Frequencies
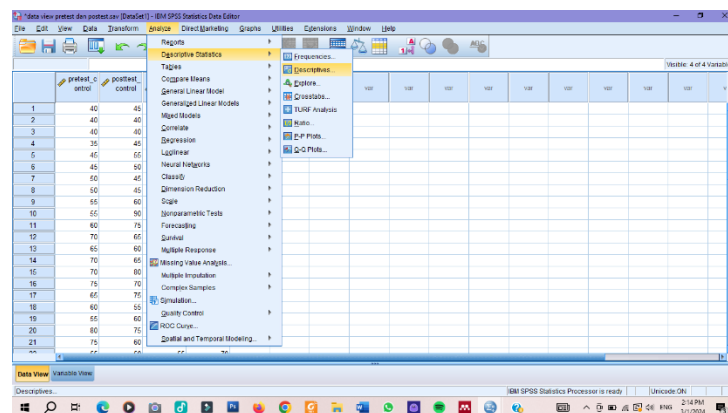
8) Pick the pretest_experimental and posttest_experimental variable from the left box to the right box, then checklist frequencies box, as picture below:

Figure 3.7 Frequencies box
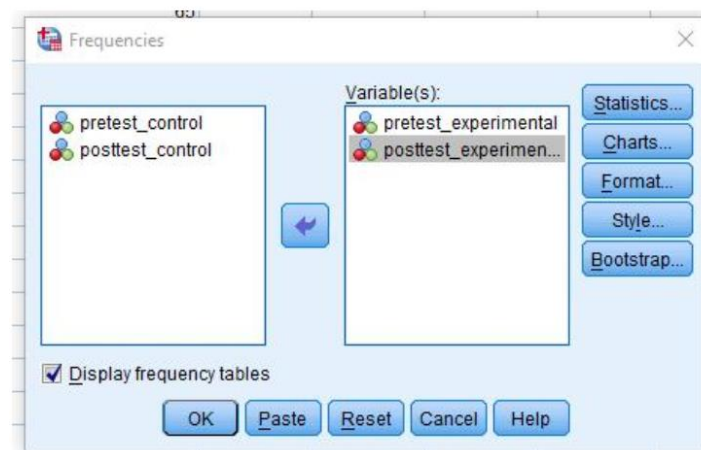
9) Click statistics, then checklist Mean, Median, Mode, Sum, Std. Deviation, Minimum, Maximum. As follow:

Figure 3.8 Frequencies Statistics
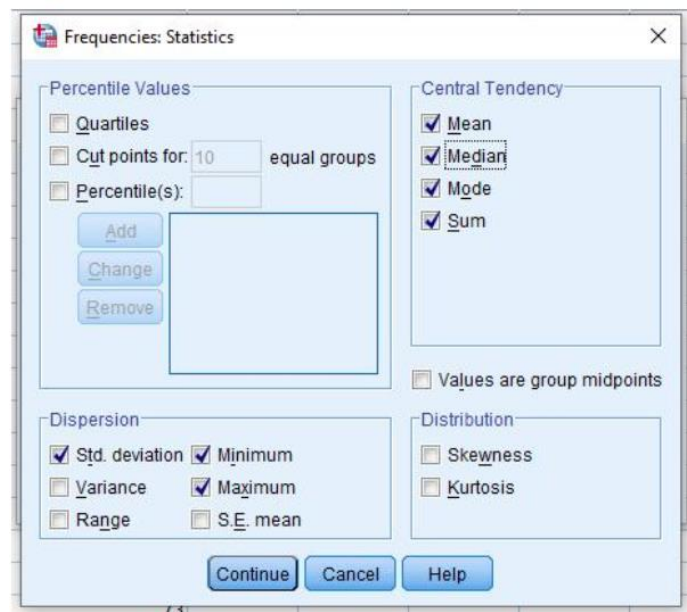
10) Click continue Charts Checklist Histograms, then click continue. As follow:

Figure 3.9 Frequencies Charts
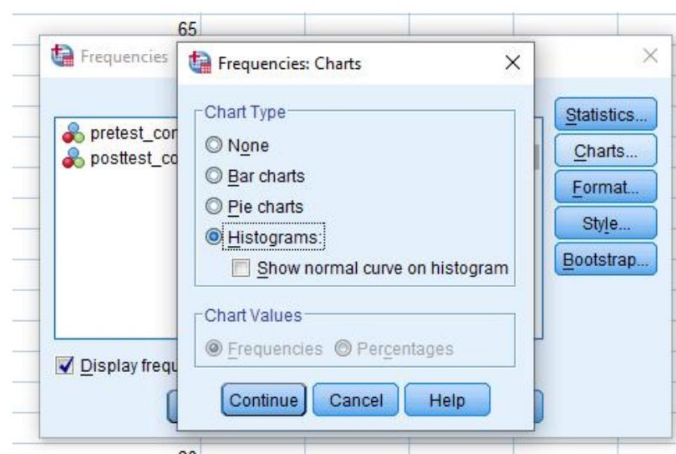
11) Click OK. The result of mean, median, mode, standard deviation, and frequencies shown in the output page. Same procedure for the Control Class.

2. **Prerequisite test**

   a. **Normality test**

   According to Brown (2004), the normality test is used to find out whether the distribution of data is normal in terms of population size or distribution. The normality test is used to determine whether the experimental and control group data comes from a normal distribution or not. The normality test aims to test whether in the regression model the confounding variables or residuals have a normal distribution. In this study, researchers used the SPSS program to analyze the normality test using Kolmogorov-Smirnov.

   b. **Homogeneity test**

   According to Sugiyono (2015:145), one of the requirements for sampling is that the sample must be representative, meaning it represents the population. If the population is the same, the sample also has the same characteristics and there is no variation between one sample group and another. The homogeneity test is intended to show that two or more groups of data samples come from populations that have the same variance. The homogeneity test is used to determine whether the data is homogeneous or not. Researcher used the SPSS program and Levels Test to analyze homogeneity. Data is declared as the variance of two or more data being the same if the significant value is more than 0.05 (Prayitno, 2010:90).

3. Hypothesis Testing (T-test)

According to Prayitno (2010:92), the t-test is used to determine whether or not there is a difference in the average between two unrelated sample groups. The T-test technique is a statistical technique used to test the significance of the difference between two means from two distributions.

According to Sugiyono (2015:251), the significance level is 0.05. Nazir (2011:403) said that for decision making analysis is carried out if the significance is > 0.05 then Ho is rejected and Ha is accepted indicating there is a difference between the two. On the other hand, if Ho is accepted and Ha is rejected, it indicates that there is no difference in influence between the two.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Finding

The purpose of this study is to determine whether or not there is a significant difference between students who are taught by using Educandy online game media and students who are taught by using only textbooks, at MA Askhabul Kahfi Semarang.

This study chose two classes as research samples. The first class was XI IPA 5 class as the experimental group, and the other class was XI IPA 3 class as the control group. Both classes will be taught the same material. The experimental group was taught using Educandy online game media, while the control group was taught using a regular textbook with conventional methods.

After conducting research experiments, researcher obtained the desired data. The data analyzed in this study were scores from both experimental and control groups. The pre-test and post-test scores of the two groups will be compared using the t-test. The data description of each group is as follows:

1. **Data Descriptions**

The aim of this research is to find out whether there is a significant difference in the English vocabulary mastery of students who are taught using the online game Educandy and those who are taught only using textbooks. This research was conducted in class XI MA Askhabul Kahfi Semarang in the 2023/2024 academic year. The researcher chose two classes as samples and one more class as a test class. There is XI IPA 5 as the experimental group and XI IPA 3 as the control group. Where in the experimental group students were taught using the online game media Educandy and in the control group students were taught using textbooks. Researcher provided treatment to each group in 3 meetings. However, before carrying out treatment in the experimental group and control group, the researcher conducted a trial first.

The try-out was carried out on November 15, 2023. This try-out was carried out on students outside the experimental group and the control group, namely in class XI IPA 4, totaling 34 female students. The try-out questions given are 30 questions and are in multiple choice form. Then the results of the trial were tested for validity and then used as pre-test and post-test questions.

Next, pre-test questions were given to the experimental class and control class. Based on the results of the validity test on the try-out, 20 valid questions were obtained which could be used as a pre-test. The

pre-test in the experimental and control classes will be held on November 20, 2023.

In the first treatment in the experimental group, the researcher used Educandy media and explained how the game worked, then together they tried to create questions related to English vocabulary in the game. While in the control group the researchers only asked simple vocabulary by referring to the material book.

In the second treatment, in the experimental class, the researcher invited students to practice doing the quizzes that had been created in the first treatment. The quiz in the Educandy online game is in the form of multiple choices but the design in it seems more interesting so it makes students more interested. In the multiple-choice game there is also a time and score so it will increase students' enthusiasm and enthusiasm when doing it. Meanwhile, in the control group, students were only given additional vocabulary and discussed material related to descriptive text in the textbook.

In the third treatment, the researcher left it up to students to freely choose which game they would play, there were noughts & crosses, crosswords, anagrams, match-ups, and memory. Each game has a different form and students are free to be as creative as they like. The scoring technique in this game is only based on time. The less time they spend, the better their memory of English vocabulary will be.

Meanwhile, in the control class, researcher only asked students to read material books and study using conventional methods as usual.

After the treatment was carried out, the researcher conducted a post-test on the experimental class and control class. The questions on the post-test are made slightly different but still match the blueprint of the pre-test questions. This aims to ensure that students really work on it and are not fixated on the pre-test questions that students have worked on.

After being given a pre-test and post-test, the researcher obtained the data. Next, the researchers analyzed the data and tested for significant differences in scores before and after being taught using the online game Educandy using an independent sample test.

The aim of this research is also to find out whether the use of the Educandy online game media is effective in increasing students' English vocabulary. To find out whether the Educandy online game was effective or not, researcher conducted a pre-test on both groups, then gave treatment using different media. In the experimental group, researchers used the online game Educandy, while the control group used textbooks or conventional learning. After the treatment was finished, the researcher gave a post-test to both groups to get scores related to vocabulary. The data in this study were taken from the pre-test and post-test scores of the experimental and control groups. Data descriptions include mean, median, mode, standard deviation, and

frequency distribution. Researcher obtained data from the pre-test which was taken before the treatment was given to students and the post-test which was taken after the treatment was given to students.

a. **Data of the Students Pre-test and Post-test of the Experimental Class**

This table shows the results of the pre-test and post-test in the experimental class. In this class, treatment was given using the Educandy online game media after a pretest was carried out.

Table 4. 1 Pre-test and Post-test Results in the Experiment Class (XI IPA 5)

Class XI IPA 5 (Experiment)					
Name	Pre-test	Post-test	Name	Pre-test	Post-test
ARQ	40	70	NFR	65	90
AR	40	65	OKN	60	85
AIKS	40	75	PAR	55	100
DM	40	60	RA	55	80
DNS	45	75	RAS	50	65
EIA	45	85	RDA	55	70
HAS	50	95	SSF	55	90
HN	50	80	SNA	50	95
INA	55	70	SLCF	45	85
KN	55	95	SIA	60	60
LAN	60	90	SR	60	70

LI	60	85	SK	55	75
MKF	65	75	SAT	40	80
NHP	70	75	UA	40	70
NAF	70	80	VR	60	85
NW	75	75	ZAT	65	90

In the table above was carried out on the pre-test and post-test in the experimental class, namely class XI IPA 5, totaling 32 female students. In this table it can be seen that the lowest score for students in the experimental class pre-test was 40 while the highest score was 75, while in the post-test the lowest score was 60 and the highest score was 100.

b. **Data of the Students Pre-test and Post-test of the Control Class**

The pre-test and post-test in the control class were carried out on class XI IPA 3 students, totaling 30 female students. In this class, the treatment used when learning English is only using book material taught using conventional methods which is carried out after the pretest. The results of the pre-test and post-test in the control class will be listed in the table below.

Table 4. 2 Pre-test and Post-test Results in the Control Class (XI IPA 3)

Class XI IPA 3 (Control)					
Name	Pre-test	Post-test	Name	Pre-test	Post-test
ASU	40	45	NAR	75	70
AVBA	40	40	NAS	65	75
ADR	40	40	NF	60	55
APR	35	45	NN	55	60
DAM	45	55	NRZ	80	75
DFS	45	50	RFA	75	60
FM	50	45	SA	55	50
FER	50	45	SNK	55	60
FP	55	60	SR	80	65
JNL	55	90	TM	45	50
KZA	60	75	UN	60	65
LM	70	65	UR	60	85
LSY	65	60	VAPR	80	65
NA	70	65	VIPR	80	75
NKP	70	80	WNZ	80	75

Based on the table above which shows the results of the pre-test and post-test of the control class. In the control class pre-test, it showed that the lowest score was 35 and the highest score was 80.

Meanwhile in the control class post-test the lowest score was 40 and the highest score was 90.

Descriptive statistics (mean, median, mode, etc) for experimental and control class are shown in the table below:

Table 4. 3 Descriptive Statistics Experiment Class and Control Class

Descriptive Statistics									
	N	Range	Min	Max	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
pretest kelas control	30	45	35	80	1795	59.83	2.543	13.926	193.937
postest kelas control	30	50	40	90	1845	61.50	2.458	13.465	181.293
pretest kelas eksperimen	32	35	40	75	1730	54.06	1.745	9.873	97.480
postest kelas eksperimen	32	40	60	100	2540	79.38	1.875	10.607	112.500
Valid N (listwise)	30								

Based on Table 4.3, we can see that the minimum score in the control class pre-test is 35 and the minimum score in the experimental class is 40. Meanwhile, the minimum score in the control class post-test is 40 and the minimum post-test score in the experimental class is 60. The maximum score for the control class

pre-test is 80 and for the experimental class it is 75. Meanwhile the maximum post-test score for the control class is 90 and the maximum post-test score for the experimental class is 100. Standard deviation for the control class pre-test was 13.926 and the standard deviation in the control class post-test was 13.465, while the standard deviation in the experimental class pre-test was 9.873 and the standard deviation in the experimental class post-test was 10.607.

Table 4. 4 Descriptive Statistics Experiment Class and Control Class

Statistics					
		Pre-test Control	Post-test Control	Pre-test Experiment	Post-test Experiment
N	Valid	30	30	32	32
	Missing	2	2	0	0
Mean		59.83	61.50	54.06	79.38
Median		60.00	60.00	55.00	80.00
Mode		55[a]	60[a]	55	75
Std. Deviation		13.926	13.465	9.873	10.607
Sum		1795	1845	1730	2540
a. Multiple modes exist. The smallest value is shown					

From the statistical table above, the pretest value of the control class from a total of 30 students, the mean value is 59.83, the median is 60.00, the mode is 55 and the std deviation value is 13.926 and the total value is 1795. From the statistical table above the post-test value of the control class is from a total of 30 students, the mean

value 61.50, median 60.00, mode 60 and standard deviation 13.465

and the total score is 1845. From the statistical table above the

experimental class pre-test score of 32 students, the mean score is

54.06, median 55.00, mode 55 and standard deviation 9.873 and the

total score is 1730 Meanwhile, the statistical table of the

experimental class post-test scores from a total of 32 students, the

mean score is 79.38, the median is 80.00, the mode is 75 and the

standard deviation is 10.607 and the total score is 2540.

2. Pre-Requisite Test

a. Normality Test

In this study, the Kolmogorov-Smirnov Normality Test

was used, where the basis for decision making is determined if

the significant value is < 0.05 then the data is not normally

distributed. And if the significant value is > 0.05 then the data is

Normally distributed.

Table 4. 5 One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test		Pretest Control	Post-test Control	Pre-test Experiment	Post-test Experiment
N		30	30	32	32
Normal Parameters[a,b]	Mean	59.83	61.50	54.06	79.38
	Std. Deviation	13.926	13.465	9.873	10.607
Most Extreme Differences	Absolute	.102	.109	.132	.129
	Positive	.102	.103	.110	.129
	Negative	-.101	-.109	-.132	-.108

Test Statistic	.102	.109	.132	.129
Asymp. Sig. (2-tailed)	.200[c,d]	.200[c,d]	.171[c]	.193[c]
a. Test distribution is Normal.				
b. Calculated from data.				
c. Lilliefors Significance Correction.				
d. This is a lower bound of the true significance.				

In the pre-test in the control class, the significant value was 0.200, which means > 0.05, so the data is normally distributed. Meanwhile, the post-test in the control class was 0.200, which means > 0.05, so the data is normally distributed. In the pre-test in the Experiment class, the significant value was 0.171, which means > 0.05, so the data is normally distributed. Meanwhile, the post-test in the experimental class was 0.193, which means > 0.05, so the data is normally distributed.

Table 4. 6 Pre-test of Control and Experiment Class

Tests of Normality							
		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest	Control	.117	30	.200[*]	.957	30	.265
	Experiment	.132	32	.171	.941	32	.082
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

The Shapiro Wilk test is also called the goodness of fit test to predict the distribution of data. The condition for data to be normally distributed is if the significance value is above 5% (> 0.05).

Based on table 4.5, it can be seen that the data distribution in this study is normal with a significance value (above $\alpha = 0.05$ (> 0.05), with a pretest value in the control class of 0.265 and a pre-test value in the experimental class of 0.082.

Table 4. 7 Post-test of Control and Experiment Class

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Post-test	Control	.133	30	.186	.954	30	.212
	Experiment	.129	32	.193	.966	32	.405
a. Lilliefors Significance Correction							

Based on table 4.7, it can be seen that the data distribution in this study is normal with a significance value (above $\alpha = 0.05$ (> 0.05), with a post-test value in the control class of 0.212 and a post-test value in the experimental class of 0.405.

b. Homogeneity Test

In this study, researcher used the Homogeneity Test. This homogeneity test aims to show that two or more groups of data samples taken from the population have the same variance, to test the homogeneity of the data. The homogeneity test is a test that is a requirement for the Independent Sample T-test.

Table 4. 8 Homogeneity of Pre-test

Test of Homogeneity of Variances			
Pre- test			
Levene Statistic	df1	df2	Sig.
.124	1	60	.726

The homogeneity test was carried out using the Levene Statistics Test. The provisions of this test are that the data can be declared appropriate if it exceeds the value $\alpha = 0.05$. Based on Table 4.8, it is known that the pretest value has a homogeneous data distribution with a significance value of $0.726 > 0.05$. Levene statistics in the table is 0.124.

Table 4. 9 Homogeneity of Post-test

Test of Homogeneity of Variances			
Post-test			
Levene Statistic	df1	df2	Sig.
.894	1	60	.348

Based on Table 4.9, it is known that the pretest value has a homogeneous data distribution with a significance value of 0.348 > 0.05. Levene statistics in the table is 0.894.

c. Hypothesis Testing (T-Test)

1. Paired Samples Test

    The T test or Paired Samples Test is a test used to compare the difference between two means of two paired samples with the assumption that the data has a normal distribution. Paired samples come from the same subject. Each variable is taken during different situations and circumstances

2. Decision making

    When making decisions, there are two rules that influence the significance of the two variables. Among them are:

    a. The significance value (2-tailed) < 0.05 indicates that there is a significant difference between the initial variable and the final variable. This shows that there is a significant influence on the differences in treatment given to each variable.

    b. The significance value (2-tailed) > 0.05 indicates that there is no significant difference between the initial variable and the final variable. This indicates that there is

no significant influence on the differences in treatment given to each variable.

Table 4. 10 Paired Samples Test of Pre-test and Post-Test Control Class

		Paired Differences							
Paired Samples Test									
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	Sig. (2-tailed)
Pair 1	Pre-test control class – Post-test control class	-1.667	11.012	2.011	-5.779	2.445	-.829	29	.414

Based on the table of paired samples test, pre-test and post-test scores for the control class, the sig value shows 0.414, which means > 0.05, indicating that there is no significant influence on the differences in treatment given to each of these variables.

Table 4. 11 Paired Samples Test of Pre-test and Post-Test Experimetal Class

			Paired Differences						Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	Df	
Pair 1	Pre-test experiment class- Post-test experiment class	-25.313	12.822	2.267	-29.935	-20.690	-11.167	31	.000

Based on the table of paired samples test, pre-test and post-test for the experimental class, the sig value shows 0.000, which means < 0.05, indicating that there is a significant influence on the differences in treatment given to each of these variables.

The conclusion is that based on the paired samples test table, the significance value is < 0.05, indicating that there is a significant influence on the differences in treatment given to each of these variables.

The thing that needs to be noted is that a decision can be made regarding the influence of treatment on each variable, not just from the increase in the average pretest to

posttest score, but rather the decision can be taken based on the significance of the 2 tailed.

B. Discussion

Based on the statistical analysis that has been carried out, it appears that treatment using the online game media Educandy as a teaching tool in increasing mastery of English vocabulary has had a positive impact on class XI IPA 5 students as an experimental class, which can be seen from the increase in scores from pre-test to post -test. The increase in scores in the experimental class can be seen from the increase in the average score from the pre-test 54.06 to 79.34 at the post-test. There was also an increase in the lowest and highest scores from the lowest pre-test score of 40 to 60 at the post-test. The highest score also increased from 70 during the pre-test to 100 during the post-test. Post-test mode increases to 75, while pre-test mode becomes 55.

The data distribution of experimental class students' scores (XI IPA 5) has met the requirements of the Kolmogorov – Smirnov normality test, with significance values in the pre-test and post-test greater than the α value of 0.05, namely 0.171, which means > 0.05, so the data normally distributed. Meanwhile, the post-test in the experimental class was 0.193, which means > 0.05, so the data is normally distributed.

The control class (XI IPA 3) had a lower average pre-test and post-test score than the experimental class (XI IPA 5), namely 59.83 in the control class pre-test to 61.50 in the control class post-test. The lowest score

in the control class was 35, increasing to 40 in the experimental class. The highest pre-test score for the control class was 80, while the pre-test for the instrumental class was 70, for the post-test the control class got the highest score of 90, while the post-test for the experimental class had the highest score of 100. The data distribution in this study was normal with a significance value (above $\alpha = 0.05$ (> 0.05), with a post-test value in the control class of 0.212 and a post-test value in the experimental class of 0.405.

Meanwhile, hypothesis testing was carried out in the pre-test and post-test of the experimental class, the sig value showed 0.000, meaning <0.05, indicating that there was a significant influence on the differences in treatment given to each of these variables. This means that English language skills. The learning method using the Educandy online game media succeeded in increasing the average score in the experimental class, resulting in a significance greater than 0.05. This means that Ha has proven that the use of the Educandy online game to increase students' English vocabulary skills in class XI IPA 5 MA Askhabul Kahfi Semarang is effective.

Based on this analysis, researcher can conclude that the use of the Educandy online game has a significant influence. The effect can be seen in the results of the post-test scores between students in the experimental group and the control group at MA Askhabul Kahfi Semarang. In the experimental group, the teaching and learning process was more enjoyable and made

students' interest in English vocabulary increase. Apart from that, the students also felt happy and enthusiastic during the teaching and learning process. This is because they really enjoy the Educandy game in class and feel that there is still a fun learning medium to increase students' mastery of English vocabulary.

Different things were seen in the different conditions of the teaching and learning process that occurred in the control group. The situation is boring and monotonous. Students also become passive in class and pay less attention to the teacher. This is because the media used by teachers in the control group is only textbooks using conventional methods. As a result, students feel bored and less enthusiastic when attending class and students' attention to the learning material becomes low.

Based on the discussion above, it can be concluded that the results of this research show a significant difference in the learning achievement of students in improving their mastery of vocabulary who are taught using the Educandy online game media and those who are taught only using textbooks. The online game Educandy is effectively used in teaching to increase mastery of English vocabulary in class XI IPA MA Askhabul Kahfi Semarang in the academic year of 2023/2024.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

The aim of this research is to find out whether there is a significant difference in students' ability to master English vocabulary between students taught using the Educandy online game media and students taught using textbooks and to find out whether using the Educandy online game is effective for increasing vocabulary. To achieve research objectives, researchers conducted experimental research. This research was conducted in class XI IPA MA Askhabul Kahfi Semarang in the academic year of 2023/2024.

After had conducted the research, the researcher got several results, those are follows:

1. First, there is a significant difference in mastery of English vocabulary between students taught using the online game Educandy and those taught using textbooks in class XI IPA MA Askhabul Kahfi Semarang in the 2023/2024 academic year. This can be proven by the sig value showing 0.000, which means < 0.05, indicating that there is a significant influence on the differences in treatment given to each of these variables. This shows that students who are taught using the Educandy online game have better learning achievements in vocabulary mastery than students who are taught using textbooks.

2. Second, the online game Educandy is effectively used in increase English vocabulary mastery in class XI IPA MA Askhabul Kahfi Semarang Academic Year 2023/2024. This is proven by the average score of class XI IPA 5 as the experimental group of 79.38 (post-test) which is higher than the average score of class. This shows that students who are taught using the Educandy online game will get high scores in vocabulary mastery and they can be more active, confident and enthusiastic in the teaching and learning process.

B. Suggestions

Based on the research finding, discussion and conclusions above, the researcher provides the following suggestions:

1. For English teachers

   a. It is recommended to apply more interesting learning media such as the online game Educandy in class to increase students' enthusiasm in increasing their English vocabulary.

   b. Teachers can make questions as creatively as possible in educational games so they don't get stuck on the same questions and can add vocabulary with a wider range.

2. For students

   a. Students can independently improve their ability to master English vocabulary by using the link from the Educandy game that has been provided by the teacher, with or without teacher guidance anywhere and anytime.

b. It is recommended for students to play the Educandy game repeatedly, so that students can remember most of the vocabulary contained in the Educandy game.

c. Active participation, collaboration, and enthusiasm in class are essential to achieving learning goals.

3. For other researchers

a. Further research can be conducted to explore the application of Educandy online game media in teaching languages other than English, and teaching other than vocabulary or by considering additional variables.

b. This research can be used as a reference regarding sources of data, information and references for further research.

c. The findings of this research can be a complementary reference for similar research involving different variables and diverse populations.

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APPENDICES

Appendix 1

STUDENTS NAME

NO	NAMA SISWA	NO	NAMA SISWA
1	Alifa Syafaatul Udzma	1	Ade Rachma Qirana
2	Alif Vian Bunga Anggraini	2	Annisaur Risyda
3	Anggun Dwi Rahayu	3	Azmi Isnaini Kumala Sari
4	Anindya Putri Rahmawati	4	Dela Muarifah
5	Dhavina Adelia Moza	5	Diva Nadya Shafwah
6	Difa Fatia Sani	6	Elma Irsya Almaida
7	Faizah Mu'asafah	7	Hasna Salsabila Az-Zahra
8	Fazahra Eisnaprilya Rosyaline	8	Hilda Nurmarleta
9	Firly Prenanda	9	Ivana Nabila Anggraeni
10	Jihan Naila Labibah	10	Khoirun Nisak
11	Keysha Zulfi Ariani	11	Launa Aulan Nisa
12	Latifatul Maela	12	Listia Idamatussilmy
13	Lutfiatul Shifa Yafiah	13	Marsha Kalyca Fakhrunnisa
14	Nafissakinatul Aulia	14	Nadia Hardianing Prastiti
15	Naila Kaysha Putri	15	Nadya Ayu Fathonah
16	Namira Aulia Rahma	16	Nia Wasiati
17	Nayla Aninda Salwa	17	Novia Fitri Rahmalia
18	Nidaa Febriani	18	Olivia Khairun Nisa
19	Niswatun Nadhifah	19	Putri Alifia Romadhoni
20	Nova Rara Zuliana	20	Raifa Arditalistya
21	Rieke Farichatul Aulia	21	Revalina Akma Sahira
22	Safrina Amalia	22	Risma Dwi Astuti
23	Salsabila Ni'mah Kamaliyya	23	Safina Syava Felisha

24	Siti Rohani	24	Salsabila Nathania Amarsa
25	Tazkiyatul Munna	25	Salwa Luthfi Chaila Fahra
26	Ulfa Najia	26	Shofi Indri Atha
27	Ulya Rosyida	27	Siti Rahmadhani
28	Vani Putri Ramadani	28	Suci Khoirunnisa
29	Vira Putri Ramadani	29	Syahda Alodia Tsani
30	Widya Nafilatuz Zahwa	30	Untsa Akmaliah
		31	Vika Rahmawati
		32	Zahra Adzubillaan Tomagola

Control Class (XI IPA 3)   **Experimental Class (XI IPA 5)**

Appendix 2

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Experimental Class

Mata pelajaran   : Bahasa Inggris

Kelas/Semester   : XI IPA 5/1

Materi Pokok   : Descriptive Text

Alokasi Waktu   : 2 x 45 menit

Sekolah   : MA Askhabul kahfi Semarang

A. Kompetensi Inti

KI 1   : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2   : Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif, dan pro-aktif dan   menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3   : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, rosedural, dan meta kognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI 4   : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah

secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi dasar dan Indikator

NO	Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi
3.8	Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat lamaran kerja, dengan memberi dan meminta informasi terkait jati diri, latar belakang pendidikan/pengalaman kerja, sesuai dengan konteks penggunaannya.	• Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat lamaran kerja, dengan memberi dan meminta informasi terkait jati diri, latar belakang pendidikan/pengalaman kerja, sesuai dengan konteks penggunaannya. • Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat lamaran kerja, yang memberikan informasi antara lain jati diri, latar belakang pendidikan/pengalaman kerja
4.8.1	Menyusun teks khusus surat lamaran kerja, yang memberikan informasi antara lain jati diri, latar belakang pendidikan/pengalaman kerja, dengan	• Menyusun teks khusus surat lamaran kerja, yang memberikan informasi antara lain jati diri, latar belakang pendidikan/pengalaman kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur

	memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	kebahasaan, secara benar dan sesuai konteks
4.9	Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	• Mampu menyunting yang teks *deskriptif* lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan berupa adjectives, verbs, nouns, adverbs, and pronouns,secara benar dan sesuai konteks.

C. **Tujuan pembelajaran**

1. Siswa mampu mengidentifikasikan makna, fungsi sosial, struktur teks, dan unsur kebahasaan pada descriptive text

2. Siswa mampu megidentifikasikan informasi rinci yang terdapat pada teks descriptive tulis

3. Siswa mampu mengidentifikasi informasi tersirat yang terdapat pada teks descriptive tulis

4. Siswa mampu menangkap makna dalam teks descriptive lisan dan teks descriptive tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan berupa adjectives, verbs, nouns, adverbs, and pronouns, secara benar dan sesuai konteks

5. Siswa mampu menyunting teks descriptive lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal dengan memperhatikan fungsi sosial, struktur teks, dan unsur

kebahasaan berupa adjectives, verbs, nouns, adverbs, and pronouns, secara benar dan sesuai konteks.

D. Materi Pembelajaran

1. Structure text

Title	Borobudur Temple
Identification (Pengenalan: What, Who,Where, dll)	Borobudur is a Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.
Descriptions (Penjelasan/ penggambaran tentang hal / seseorang)	Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 meter high and consists of eight steps like stone terrace. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas- relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire upper structure is crowned by a large stupa at the centre of the top circle. The way to the summit extends through some 4.8 km of passage and stairways. The design of Borobudur symbolizes the conception of universe in Buddhist cosmology. It is believed that the universe is divided into three spiritual spheres, kamadhatu, rupadhatu, and arupadhatu. The first sphere, kamadhatu, represents respectively the sphere of desires where we

	are bound to our desires; the second sphere, rupadhatu, represents forms where we abandon our desires but are still bound to name and form; and the last sphere, arupadhatu, represents formlessness where there is no longer either name or form. Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people. With its magnificent size and architecture,no wonder that Borobudur Temple includes 7 wonders of the world.

E. Struktur Materi

1. Definition: A text which is used to describe an object, person, place, event or idea.

2. Social function: To describe a person, place, or thing in such vivid detail that the reader can easily form a precise mental picture of what being written about, or can feel that they are part of the experience.

3. Characteristics: Uses adjectives, uses action verbs, describe specific characteristics (size, shape, location, colour, etc.)

4. Generic structure:

   a. Identification

      This part gives introduction about the subject.

b. Description

This part gives details characteristic of the subject. It may describe about part, qualities, size, physical appearance, ability, habit, and daily life of the subject

5. Language Feature

a. Adjectives, verbs, nouns, adverbs, and pronouns

F. Media Belajar dan sumber belajar

1. Media dan alat belajar:

a. Aplikasi Educandy

b. Textbook

c. Handphone

d. Papan tulis

2. Sumber belajar

a. Buku ajar

b. Ahmad Fatoni (2017). Contoh Descriptive Singkat Candi Borobudur. http://www.belajarbahasainggris.us/2012/02/contoh-descriptive-text-borobudur-temple.html.

G. Langkah-langkah Pembelajaran

➢ **Pertemuan Pertama**

Kegiatan Pembelajaran	Deskripsi Kegiatan Pembelajaran	Waktu
Pendahuluan	1. Guru mengucapkan salam dan berdoa. 2. Guru memperkenalkan diri dan menyampaikan maksud dari melakukan pembelajaran tersebut 3. Guru mengecek kehadiran siswa 4. Guru memeriksa kesiapan siswa sebelum belajar 5. Guru memberikan persepsi awal kepada peserta didik tentang materi yang akan	(20 menit)

	diajarkan dengan mengkaitkan penggunaan descriptive text terkait tempat wisata atau bersejarah yang pernah mereka kunjungi. 6. Guru menyampaikan indikator pembelajaran	
Kegiatan Inti	1. Guru mengenalkan sebuah aplikasi bernama "Educandy" kepada siswa dan meminta siswa untuk mendownload serta mengisi identitas dalam aplikasi tersebut 2. Guru meminta siswa untuk mengoperqasikan aplikasi Educandy dengan cara belajar membuat soal berdasarkan vocabulary dari teks descriptive yang telah di siapkan dengan dimasukkan kedalam aplikasi Educandy 3. Guru memberi kesempatan bagi siswa untuk bertanya terkait dengan soal-soal yang akan dibuat pada aplikasi Educandy 4. Guru meminta siswa untuk menyampaikan kesulitan dan hal-hal yang dirasakan siswa dalam menggunakan aplikasi Duolingo 5. Guru meminta siswa untuk mencatat hasil dari keseluruhan soal-soal yang di buat dalam aplikasi Educandy 6. Guru meminta siswa untuk menjawab soal synonym di papan tulis dari apa yang telah siswa catat di buku 7. Guru bersama siswa menganalisis soal dan menjawabnya sesuai apa yang mereka	(70 menit)

	dapatkan dalam kamus	
	8. Guru bertanya pemahaman siswa mengenai pembelajaran yang telah dilakukan dan menanyakan kesulitan apa yang dihadapi siswa selama pembelajaran	
	9. Guru menyampaikan tentang kegiatan pembelajaran untuk pertemuan berikutnya	
	10. Guru berdoa bersama siswa	
	11. Guru mengucapkan salam penutup	

➢ **Pertemuan Kedua**

Kegiatan Pembelajaran	Deskripsi Kegiatan Pembelajaran	Waktu
Pendahuluan	1. Guru mengucapkan salam dan berdoa. 2. Guru mengecek kehadiran siswa 3. Guru memeriksa kesiapan siswa sebelum belajar 4. Guru menyampaikan indikator pembelajaran	(15 menit)
Kegiatan Inti	1. Guru meminta siswa untuk membuka aplikasi Educandy 2. Guru meminta siswa untuk mengoperasikan aplikasi Educandy dengan cara menjalankan permainan Educandy sesuai dengan keinginan mereka (crosswords, multiple choice, dll), berdasarkan soal yang telah siswa buat pada pertemuan sebelumnya di aplikasi Educandy 3. Guru memberi kesempatan bagi siswa	(75 menit)

	untuk bertanya terkait dengan kesuliatan-kesulitan yang siswa rasakan ketika mengoperasikan permainan Educandy	
	4. Guru meminta siswa untuk mencatat hasil atau score dari permainan yang terdapat pada Educandy yang telah siswa lakukan	
	5. Guru meminta siswa untuk menuliskan soal pertanyaan yang paling sering dijawab salah oleh siswa pada saat melakukan permainan Educandy	
	6. Guru bersama siswa menganalisis soal danmenjawabnya sesuai apayang mereka dapatkan dalam kamus	
	7. Guru bertanya pemahaman siswa mengenai pembelajaran yang telah dilakukan dan menanyakan kesulitan apa yang dihadapi siswa selama pembelajaran	
	8. Guru menyampaikan tentang kegiatan pembelajaran untuk pertemuan berikutnya	
	9. Guru berdoa bersama siswa	
	10. Guru mengucapkan salam penutup	

➤ **Penggunaan aplikasi Educandy online game sebagai media pembelajaran**

➤ **Pertemuan Ketiga**

Kegiatan Pembelajaran	Deskripsi Kegiatan Pembelajaran	Waktu
Pendahuluan	1. Guru mengucapkan salam dan berdoa 2. Guru mengecek kehadiran siswa 3. Guru memeriksa kesiapan siswa sebelum belajar 4. Guru me-review terkait kosakata dari pertemuan sebelumnya	(10 menit)

Kegiatan Inti	1. Guru meminta siswa untuk mempersiapkan diri dalm menyiapkan aplikasi Educandy	(80 menit)
	2. Guru memberikan link dari game Educandy yang soalnya telah guru buat sebelumnya	
	3. Guru meminta siswa untuk mengerjakan game yang terdapat pada Educandy dan membiarkan siswa untuk memilih satu macam permainan saja dari game Educandy	
	4. Guru meminta siswa untuk mengingat dan mencatat hasil atau score dari game yang telah siswa lakukan	
	5. Guru memberi kesempatan bagi siswa untuk bertanya terkait dengan kesuliatan-kesulitan yang siswa rasakan ketika mengerjakan permainan dalam aplikasi Educandy	
	6. Guru bersama siswa menganalisis kesulitan-kesulitan ketika mengerjakan soal dari permainan Educandy	
	7. Guru bertanya pemahaman siswa mengenai pembelajaran yang telah dilakukan dan menanyakan kesulitan apa yang dihadapi siswa selama proses pembelajaran	
	8. Guru memerikan saran dan motivasi-	

	motivasi untuk siswa	
	9. Guru melakukan perpisahan terhadap siswa	
	10. Guru berdoa bersama siswa	
	11. Guru mengucapkan salam penutup	

> **Penggunaan aplikasi Educandy online game sebagai media pembelajaran:**
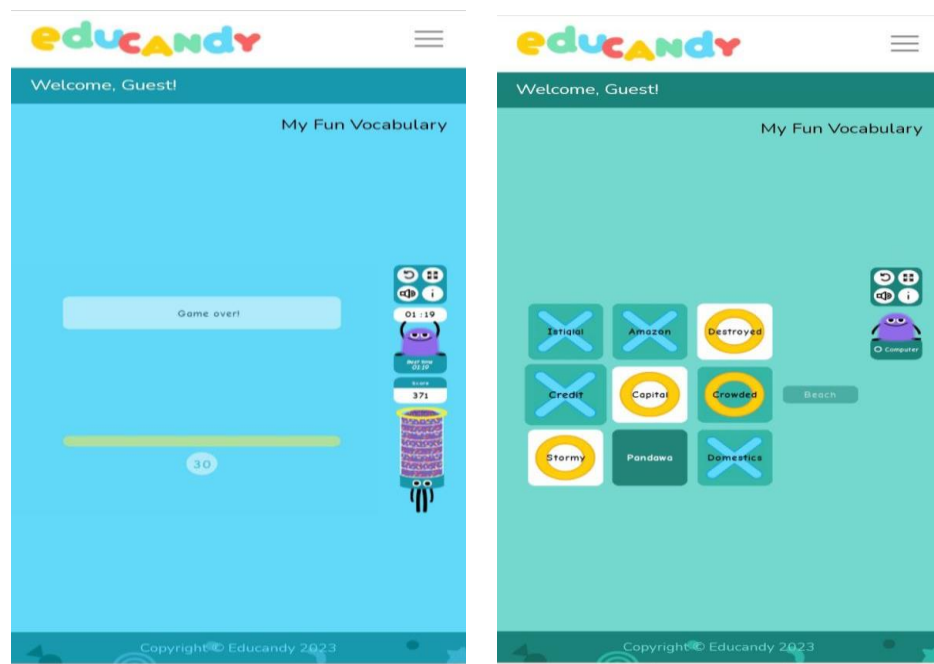
H. Penilaian

   a. Nilai karakter

      1. Dapat dipercaya (Trustworthiness)

      2. Rasa hormat dan perhatian (Respect)

      3. Tekun (Diligence)

4. Tanggung Jawab (Responsibility)

5. Berani (Courage)

Mengetahui,

Guru Kelas Bahasa Inggris   **Guru Penelitian**

Ibu Anggun Rahmawai, M.Pd   **Mila Alimah Kholifatul Umah**

Appendix 3

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Control Class

Mata pelajaran	: Bahasa Inggris
Kelas/Semester	: XI IPA 3/1
Materi Pokok	: Descriptive Text
Alokasi Waktu	: 2 x 45 menit
Sekolah	: MA Askhabul kahfi Semarang

A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif, dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, rosedural, dan meta kognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah

secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi dasar dan Indikator

NO	Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi
3.8	Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat lamaran kerja, dengan memberi dan meminta informasi terkait jati diri, latar belakang pendidikan/pengalaman kerja, sesuai dengan konteks penggunaannya.	• Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat lamaran kerja, dengan memberi dan meminta informasi terkait jati diri, latar belakang pendidikan/pengalaman kerja, sesuai dengan konteks penggunaannya. • Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat lamaran kerja, yang memberikan informasi antara lain jati diri, latar belakang pendidikan/pengalaman kerja
4.8.1	Menyusun teks khusus surat lamaran kerja, yang memberikan informasi antara lain jati diri, latar belakang pendidikan/pengalaman kerja, dengan memperhatikan fungsi sosial, struktur teks,	• Menyusun teks khusus surat lamaran kerja, yang memberikan informasi antara lain jati diri, latar belakang pendidikan/pengalaman kerja, dengan memperhatikan fungsi sosial,

	dan unsur kebahasaan, secara benar dan sesuai konteks.	struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks
4.9	Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	• Mampu menyunting yang teks *deskriptif* lisan dan tulis, pendek dan sederhana,terkait tempat wisata dan bangunan bersejarah terkenal dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan berupa adjectives, verbs, nouns, adverbs, and pronouns,secara benar dan sesuai konteks.

C. Tujuan pembelajaran

1. Siswa mampu mengidentifikasikan makna, fungsi sosial, struktur teks, dan unsur kebahasaan pada descriptive text

2. Siswa mampu megidentifikasikan informasi rinci yang terdapat pada teks descriptive tulis

3. Siswa mampu mengidentifikasi informasi tersirat yang terdapat pada teks descriptive tulis

4. Siswa mampu menangkap makna dalam teks descriptive lisan dan teks descriptive tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan berupa adjectives, verbs, nouns, adverbs, and pronouns, secara benar dan sesuai konteks

5. Siswa mampu menyunting teks descriptive lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal dengan memperhatikan fungsi sosial, struktur teks, dan unsur

kebahasaan berupa adjectives, verbs, nouns, adverbs, and pronouns, secara benar dan sesuai konteks.

D. Materi Pembelajaran

2. Structure text

Title	Borobudur Temple
Identification (Pengenalan: What, Who,Where, dll)	Borobudur is a Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.
Descriptions (Penjelasan/penggambar antentang hal / seseorang)	Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The templeis constructed on a hill 46 meter high and consists of eight steps like stone terrace. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas- relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire upper structure is crowned by a large stupa at the centre of the top circle. The way to the summit extends through some 4.8 km of passage and stairways. The design of Borobudur symbolizes the conception of universe in Buddhist cosmology. It is believed that the universe is divided into three spiritual spheres, kamadhatu, rupadhatu, and arupadhatu. The first sphere, kamadhatu, represents respectively the sphere of desires where we are bound to our desires; the second sphere, rupadhatu, represents forms where we

	abandon our desires but are still bound to name and form; and the last sphere, arupadhatu, represents formlessness where there is no longer either name or form. Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people. With its magnificent size and architecture, no wonder that Borobudur Temple includes 7 wonders of the world.

E. Struktur Materi

1. Definition: A text which is used to describe an object, person, place, event or idea.

2. Social function: To describe a person, place, or thing in such vividdetail that the reader can easily form a precise mental picture of what being written about, or can feel that they are part of the experience.

3. Characteristics: Uses adjectives, uses action verbs, describe specific characteristics (size, shape, location, colour, etc.)

4. Generic structure:

   a. Identification

      This part gives introduction about the subject.

   b. Description

      This part gives details characteristic of the subject. It may describe about part, qualities, size, physical appearance, ability, habit, and daily life of the subject

5. Language Feature

    b. Adjectives, verbs, nouns, adverbs, and pronouns

F. Media Belajar dan sumber belajar

1. Media dan alat belajar:

    a. Textbook

    b. Handphone

    c. Papan tulis

2. Sumber belajar

    a. Buku ajar

    b. Ahmad Fatoni (2017). Contoh Descriptive Singkat Candi Borobudur. http://www.belajarbahasainggris.us/2012/02/contoh-descriptive-text-borobudur-temple.html.

G. Langkah-langkah Pembelajaran

    ➢ **Pertemuan Pertama**

Kegiatan Pembelajaran	Deskripsi Kegiatan Pembelajaran	Waktu
Pendahuluan	1. Guru mengucapkan salam dan berdoa. 2. Guru memperkenalkan diri dan menyampaikan maksud dari melakukan pembelajaran tersebut 3. Guru mengecek kehadiran siswa 4. Guru memeriksa kesiapan siswa sebelum belajar 5. Guru memberikan persepsi awal kepada peserta didik tentang materi yang akan diajarkan dengan mengkaitkan penggunaan descriptive text terkait tempat wisata atau bersejarah yang pernah mereka kunjungi. 6. Guru menyampaikan indikator	(20 menit)

	pembelajaran	
Kegiatan Inti	1. Guru meminta siswa untuk menyebutkan nama-nama tempat wisata dengan menggunakan bahasa inggris	(70 menit)
	2. Guru meminta siswa untuk menebak nama-nama tempat wisata yang telah guru tampilkan pada slide show power-point	
	3. Guru memberi kesempatan bagi siswa untuk bertanya terkait gambar-gambar yang sudah di tebak oleh siswa sebelumnya	
	4. Guru meminta siswa untuk menyampaikan kesulitan dan hal-hal yang dirasakan siswa saat mengingat kosakata mengenai nama-nama tempat wisata dll	
	5. Guru bertanya pemahaman siswa mengenai pembelajaran yang telah dilakukan dan menanyakan kesulitan apa yang dihadapi siswa selama pembelajaran	
	6. Guru menyampaikan tentang kegiatan pembelajaran untuk pertemuan berikutnya	
	7. Guru berdoa bersama siswa	
	8. Guru mengucapkan salam penutup	

> ➤ **Pertemuan Kedua**

Kegiatan Pembelajaran	Deskripsi Kegiatan Pembelajaran	Waktu
Pendahuluan	1. Guru mengucapkan salam dan berdoa. 2. Guru mengecek kehadiran siswa 3. Guru memeriksa kesiapan siswa sebelum belajar 4. Guru menyampaikan indikator pembelajaran	(15 menit)
Kegiatan Inti	1. Guru meminta siswa untuk membuka buku pelajaran bahasa inggris tentang materi descriptive text 2. Guru menjelaskan terhadap siswa mengenai materi yang terdapat pada teks tersebut dan sedikit memantik siswa mengenai kosakata-kosakata baru terkait tempat wisata dll 3. Guru memberi kesempatan bagi siswa untuk bertanya terkait dengan kesuliatan-kesulitan yang siswa rasakan ketika mempelajari kosakata tersebut 4. Guru meminta siswa untuk mencatat kosakata-kosakata yang telah siswa dapatkan kedalam buku tulis 5. Guru bertanya pemahaman siswa mengenai pembelajaran yang telah	(75 menit)

| | dilakukan dan menanyakan kesulitan apa yang dihadapi siswa selama proses pembelajaran 6. Guru menyampaikan tentang kegiatan pembelajaran untuk pertemuan berikutnya 7. Guru berdoa bersama siswa 8. Guru mengucapkan salam penutup | |

➤ **Pertemuan Ketiga**

Kegiatan Pembelajaran	Deskripsi Kegiatan Pembelajaran	Waktu
Pendahuluan	1. Guru mengucapkan salam dan berdoa 2. Guru mengecek kehadiran siswa 3. Guru memeriksa kesiapan siswa sebelum belajar 4. Guru mereview kosakata siswa terkait materi pada pertemuan sebelumnya	(10 menit)

Kegiatan Inti	1. Guru meminta siswa untuk mempersiapkan buku tulis dan buku materi	(80 menit)
	2. Guru meminta siswa untuk membuka exercise pada buku pelajaran bahasa inggris	
	3. Guru meminta siswa untuk mengerjakan exercise dalam batas waktu yang ditentukan	
	4. Guru meminta siswa untuk mengumpulkan pekerjaan mereka	
	5. Guru memberikesempatan bagi siswa untuk bertanya terkait dengan kesuliatan-kesulitan yang siswa rasakan ketika mengerjakan soal	
	6. Guru bertanya pemahaman siswa mengenai pembelajaran yang telah dilakukan dan menanyakan kesulitan apa yang dihadapi siswa selama proses pembelajaran	
	7. Guru memerikan saran dan motivasi-motivasi untuk siswa	
	8. Guru melakukan perpisahan terhadap siswa	
	9. Guru berdoa bersama siswa	
	10. Guru mengucapkan salam penutup	

H. Penilaian

    a. Nilai karakter

        1. Dapat dipercaya (Trustworthiness)

        2. Rasa hormat dan perhatian (Respect)

        3. Tekun (Diligence)

        4. Tanggung Jawab (Responsibility)

        5. Berani (Courage)

Mengetahui,

Guru Kelas Bahasa Inggris   **Guru Penelitian**

Ibu Anggun Rahmawati, M.Pd   **Mila Alimah Kholifatul Umah**

Appendix 4

BLUE PRINT

TRY OUT

No.	Basic Competencies	Material	Indicator	Questions form	Level cognitive domain			Learning material
					C1	C2	C3	
1.	Identify the vocabularies of adjectives, verbs, nouns, adverbs, and pronouns about historical place and tourism object	Information about historical places and tourism object	Students are able to identify the vocabularies of adjectives, verbs, nouns, adverbs, and pronouns about historical place and tourism object	Multiple choice	1,2,5,6,8,12,13,16,17,20			1. A short story entitled "Paris" 2. A short story entitled "Losari Beach" 3. A short story entitled "Masjid Sultan Suriansyah" 4. A short story entitled "Petruk Cave" 5. A short story entitled "The Suramadu Bridge" 6. A short story entitled "Borobudur Temple"
2.	Understand the text structures and elements of vocabularies of adjectives, verbs, nouns, adverbs, and pronouns about historical place and tourism object	Information about historical places and tourism object	Students are able to Understand the text structures and elements of vocabularies of adjectives, verbs, nouns, adverbs, and	Multiple choice		3,4,7,9,10,11,14,15,18,19		

			pronouns about historical place and tourism object					
3.	Use the vocabularies of adjectives, verbs, and pronouns about historical places and tourism object to complete the descriptive text	Informat ion about historical places and tourism object	Students are able to use the vocabulari es of adjectives, verbs, and pronouns about historical places and tourism object to complete the descriptive text	Multiple choice			21-30	

Appendix 5

TRY OUT INSTRUMENT

Appendix 5 Try Out Instrument

Text 1 is for questions no. 1 — 5

     Paris is the capital city of France. It is one of the most beautiful cities in the world. It is also one of the world's most crowded cities. Lovely gardens and parks are found throughout Paris. At night, many palaces and statues are lit up. For this reason, Paris is often called the city of light. Every year, millions of people visit Paris. The most popular place to visit is the Eiffel Tower. This huge structure has become the symbol of Paris. D'Louvre, one of the world's largest art museums draws many visitors. The Cathedral Notre Dame, a famous church, is another favorite place to visit. Source : https://englishadmin.com/2018

1. Paris is often called as the city of light, because it is....

a. Crowded   b. Popular

c. Lit Up   d. Huge

2. Besides the Eiffel Tower, Paris also has another place to visit. What is the name of place which is save the historical arts?

a. The Cathedral Notre Dame   b. Lovely gardens and parks

c. Eiffel Tower   d. D'Louvre

3. It is one of the most beautiful cities in the world. What is the synonym of the underlined word?

a. Attractive   b. Nasty

c. Bad   d. Ugly

4. It is also one of the world's most crowded cities. What is the antonym of the underlined word?

a. Busy   b. Empty

c. Full   d. Load

5. The Eiffel Tower is the ….. structures which has become the symbol of Paris.

a. Popular   b. Beautiful

c. Huge   d. Crowded

Text 2 is for questions no. 6 — 10

Losari beach is a beautiful beach and located on the edge city of Makassar. It is located only about 3 km from the center of Makassar (Karebosi Park). The beach used to be the longest café in Asia, because many cafes stand in along the beach, but now the cafes are collected in a special place so it does not spread along the coast. Charm of the beach is mainly seen in the evening when the sunset stands out. This is a major attraction of people's coming to the Losari beach. Every evening hundreds of people come to witness the panorama of red as the sun will disappear into the ocean, so do not miss the sunset at the Losari beach. If the sky is sunny, the scenery is absolutely perfect. Because of its location in a bay, the water of Losari is even often quiet as usual pool water. Source : https://englishadmin.com/2018

6. The cafes are not stand in along beach now. The cafes has ....

a. The coast

b. The special place

c. The longest cafe

d. The beach

7. The beach used to be the <u>longest</u> café in Asia. What is the synonym of the underlined words?

a. The shortest

b. The most lengthy

c. The lowest

d. The curtest

8. In the evening when the sunset stands out, people are coming to see this ….. attraction.

a. Beautifull

b. Charm

c. Popular

d. Major

9. If the sky is <u>sunny</u>, the scenery is absolutely perfect. What is the antonym of the underlined word?

a. Bright

b. Stormy

c. Cloudless

d. Clear

10. Because of its location in a bay, the water of Losari is even often <u>quiet</u> as usual pool water. What is the antonym of the underlined word?

a. Peaceful

b. Calm

c. Roaring

d. Serene

Text 3 is for questions no. 11 — 15

Masjid Sultan Suriansyah is a historical mosque. Built 300 years ago, this building is the oldest mosque in South Kalimantan. The mosque is located in the North Kuin Village of Banjarmasin. It was built in the reign of Sultan Suriansyah known as Pangeran Samudera. He was the first Banjarnese King who converted into Islam. This mosque was found on the bank of the Kuin River, near Kampung Kraton, which was destroyed by the Dutch colonial. The construction of Masjid

Sultan Suriansyah was unique. The roof is layered. It took the Banjar's past architecture before Islam came. Different from any other old mosques in Banjar, the mihrab has its own roof, separated from the main building. Source: https://englishadmin.com/2018

11. Masjid Sultan Suriansyah is a *historical* mosque. What is the Italic word means?

a. Fictional

b. Non factual

c. Factual

d. Fictitious

12. The mosque is built 300 years ago, it makes this mosque as ….. in Banjarmasin.

a. The newest mosque

b. The oldest mosque

c. The second mosque

d. The last mosque

13. How is the construction of Masjid Sultan Suriansyah?

a. Bad

b. Ugly

c. Beautiful

d. Unique

14. …. which was <u>destroyed</u> by the Dutch colonial. What is the synonym of the underlined word?

a. Built

b. Constructed

c. Annihilated

d. Set up

15. …..the mihrab has its own roof, <u>separated</u> from the main building. What is the antonym of the underlined word?

a. Parted

b. Fused

c. Divided

d. Isolated

Text 4 is for questions no. 16 — 20

Petruk cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in the dukuh Mandayana Candirenggo Village, Ayah District, Kebumen regency. In the Petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that Petruk cave is very dark to be entered. Petruk cave's name is taken from the Punokawan of puppet characters that is Petruk. The cave named Petruk cave because the length of cave is as long as Petruk's nose. In the cave there are 3 floors that are the first is a basic cave, Hindu cave and Petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach and waterfall located near at the end of the cave. Source : https://englishadmin.com/2018

16. What is the characteristic of the Petruk cave which can indicate that the cave is still natural?

a. The lighting

b. The darknes

c. The lenght

d. The floors

17. In the Petruk cave there are three floors. Which part of the cave that usually used for visitor?

a. Petruk cave

b. Hindu cave

c. Base cave

d. Lenght cave

18. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. What is the synonym of the underlined word?

a. Unity

b. Whole

c. Total

d. Piece

19. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. What is the antonym of the underlined word?

a. Weak

b. Beautiful

c. Amazing

d. Wonderful

20. At the end of the cave, you can see.....

a. Stalactites and Stalagmites

b. Mountain and Waterfall

c. Hindu cave and Petruk cave

d. Beach and Waterfall

Text 5 is for questions no. 21 — 25

The Suramadu Bridge (Indonesian: JembatanSuramadu), also known as the Surabaya– Madura (21) ..., is a bridge with three cable-stayed sections (22) ... between Surabaya on the island of Java and the town of Bangkalan on the island of Madura in Indonesia. Opened on June 10, 2009, the 5.4-km bridge is the (23) ... in Indonesia and the first bridge to cross the Madura Strait. The cable-stayed portion has three spans with lengths 192 m, 434 m and 192 m. The bridge has two lanes in each direction plus an emergency lane and a dedicated lane for motorcycles. The first toll bridge in Indonesia, fares have been initially set at Rp. 30,000 (US$3 in 2009) for four-wheeled vehicles and Rp. 3,000 (US$0.30) for two-wheelers. The bridge was (24) ... by a consortium of Indonesian companies PT Adhi Karya and PT Waskita Karya working with China Road and Bridge Corp. and China Harbor Engineering Co. LtD. The total cost of the project, including connecting roads, has been estimated at 4.5 trillion rupiah (US$445 million). Construction was (25) ... on August 20, 2003. In July 2004, a girder collapsed, killing one worker and injuring nine others. Work on the bridge halted at the end of 2004 due to lack of funds, but was restarted in November 2005. The main span of the bridge was connected on March 31, 2009, and the bridge was opened to the public in June 10, 2009.Within

a week of the opening, it was discovered that nuts and bolts as well as maintenance lamps had been stolen and that there was evidence of vandalism of cables supporting the main span. Source : https://englishadmin.com/2018

21. a. Cave b. Tower c. Temple d. Bridge

22. a. Constructed b. Destroyed c. Opened d. Closed

23. a. Shortest b. Biggest c. Longest d. Smallest

24. a. Rebuilt b. Designed c. Destroy d. Built

25. a. Started b. Built c. Finished d. Constructed

Text 6 is for questions no. 26 — 30

Borobudur temple is one of the most beautiful tourist resorts in Indonesia. It is (26) ... in Central Java. Borobudur temple is one of the seven wonders of the world which needs to be preserved its circumstances. The people all over the world know that Borobudur is one of the greatest art works that ever known since long time ago. Borobudur temple was built by Syailendra Dynasty during the eighth century. It needed more than two million river stones. It is the (27) ... temple in the world. After going into some restorations, Borobudur is (28) ... by more and more tourists, both domestic and foreign tourists. Most of them admire Borobudur temple because of its beauty, its elegance and the story of the relief on its walls. Domestic tourists usually go there by bus or (29) ... cars, while foreign tourists like to join travel bureau because they don't need to think of the transportation, accommodation, and itinerary. There are some money (30) ... around the location. It makes them easier to change their money. But some of them like to bring credit cards and checks. Source: https://jagoanbahasainggris.com/201

26. a. Found b. Located c. Built d. Needed

27. a. Shortest b. Smallest c. Longest d. Biggest

28. a. Come b. Go c. Visited d. Join

29. a. General b. Public c. Private d. Common

30. a. Bank b. Currency c. Cash d. Changer

KEY ANSWERS OF TRY OUT INSTRUMENT

1. C	11. C	21. D
2. D	12. B	22. A
3. A	13. D	23. C
4. B	14. C	24. D
5. C	15. B	25. A
6. B	16. B	26. B
7. B	17. C	27. D
8. D	18. D	28. C
9. B	19. A	29. C
10. A	20. D	30. D

Appendix 6

PRE-TEST INSTRUMENT

Text 1 is for questions no. 1 — 3

Paris is the capital city of France. It is one of the most beautiful cities in the world. It is also one of the world's most crowded cities. Lovely gardens and parks are found throughout Paris. At night, many palaces and statues are lit up. For this reason, Paris is often called the city of light. Every year, millions of people visit Paris. The most popular place to visit is the Eiffel Tower. This huge structure has become the symbol of Paris. D'Louvre, one of the world's largest art museums draws many visitors. The Cathedral Notre Dame, a famous church, is another favorite place to visit. Source : https://englishadmin.com/2018

1. Paris is often called as the city of light, because it is....

a. Crowded   b. Popular   c. Lit Up   d. Huge

2. Besides the Eiffel Tower, Paris also has another place to visit. What is the name of place which is save the historical arts?

a. The Cathedral Notre Dame   b. Lovely gardens and parks c. Eiffel Tower   d. D'Louvre

3. It is also one of the world's most crowded cities. What is the antonym of the underlined word?

a. Busy   b. Empty   c. Full   d. Load

Text 2 is for questions no. 4 — 5

Losari beach is a beautiful beach and located on the edge city of Makassar. It is located only about 3 km from the center of Makassar (Karebosi Park). The beach used to be the longest café in Asia, because many cafes stand in along the beach, but now the cafes are collected in a special place so it does not spread along the coast. Charm of the beach is mainly seen in the evening when the sunset stands out. This is a major attraction of people's coming to the Losari beach. Every evening hundreds of people come to witness the panorama of red as the sun will disappear into the ocean, so do not miss the sunset at the Losari beach. If the sky is sunny, the scenery is absolutely perfect. Because of its location in a bay, the water of Losari is even often quiet as usual pool water. Source : https://englishadmin.com/2018

4. The cafes are not stand in along beach now. The cafes has ....

a. The coast   b. The special place   c. The longest cafe   d. The beach

5. The beach used to be the longest café in Asia. What is the synonym of the underlined words?

a. The shortest   b. The most lengthy   c. The lowest   d. The curtest

Text 3 is for questions no. 6 — 8

     Masjid Sultan Suriansyah is a historical mosque. Built 300 years ago, this building is the oldest mosque in South Kalimantan. The mosque is located in the North Kuin Village of Banjarmasin. It was built in the reign of Sultan Suriansyah known as Pangeran Samudera. He was the first Banjarnese King who converted into Islam. This mosque was found on the bank of the Kuin River, near Kampung Kraton, which was destroyed by the Dutch colonial. The construction of Masjid Sultan Suriansyah was unique. The roof is layered. It took the Banjar's past architecture before Islam came. Different from any other old mosques in Banjar, the mihrab has its own roof, separated from the main building. Source: https://englishadmin.com/2018

6. Masjid Sultan Suriansyah is a *historical* mosque. What is the Italic word means?

a. Fictional   b. Non factual   c. Factual   d. Fictitious

7. How is the construction of Masjid Sultan Suriansyah?

a. Bad   b. Ugly   c. Beautiful   d. Unique

8. …. which was destroyed by the Dutch colonial. What is the synonym of the underlined word?

a. Built   b. Constructed   c. Annihilated   d. Set up

Text 4 is for questions no. 9 — 11

     Petruk cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in the dukuh Mandayana Candirenggo Village, Ayah District, Kebumen regency. In the Petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that Petruk cave is very dark to be entered. Petruk cave's name is taken from the Punokawan of puppet characters that is Petruk. The cave named Petruk cave because the length of cave is as long as Petruk's nose. In the cave there are 3 floors that are the first is a basic cave, Hindu cave and Petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach and waterfall located near at the end of the cave. Source : https://englishadmin.com/2018

9. What is the characteristic of the Petruk cave which can indicate that the cave is still natural?

a. The lighting   b. The darkness   c. The lenght   d. The floors

10. Hindu cave is <u>part</u> of the cave that is usually used to put offerings to the ancestor. What is the synonym of the underlined word?

a. Unity   b. Whole   c. Total   d. Piece

11. Inside Petruk cave there are so many stalactites and stalagmites which are really <u>awesome</u>. What is the antonym of the underlined word?

a. Weak   b. Beautiful   c. Amazing   d. Wonderful

Text 5 is for questions no. 12 — 16

The Suramadu Bridge (Indonesian: JembatanSuramadu), also known as the Surabaya– Madura (12) ..., is a bridge with three cable-stayed sections (13) ... between Surabaya on the island of Java and the town of Bangkalan on the island of Madura in Indonesia. Opened on June 10, 2009, the 5.4-km bridge is the (14) ... in Indonesia and the first bridge to cross the Madura Strait. The cable-stayed portion has three spans with lengths 192 m, 434 m and 192 m. The bridge has two lanes in each direction plus an emergency lane and a dedicated lane for motorcycles. The first toll bridge in Indonesia, fares have been initially set at Rp. 30,000 (US$3 in 2009) for four-wheeled vehicles and Rp. 3,000 (US$0.30) for two-wheelers. The bridge was (15) ... by a consortium of Indonesian companies PT Adhi Karya and PT Waskita Karya working with China Road and Bridge Corp. and China Harbor Engineering Co. LtD. The total cost of the project, including connecting roads, has been estimated at 4.5 trillion rupiah (US$445 million). Construction was (16) ... on August 20, 2003. In July 2004, a girder collapsed, killing one worker and injuring nine others. Work on the bridge halted at the end of 2004 due to lack of funds, but was restarted in November 2005. The main span of the bridge was connected on March 31, 2009, and the bridge was opened to the public in June 10, 2009.Within a week of the opening, it was discovered that nuts and bolts as well as maintenance lamps had been stolen and that there was evidence of vandalism of cables supporting the main span. Source : https://englishadmin.com/2018

12. a. Cave b. Tower c. Temple d. Bridge

13. a. Constructed b. Destroyed c. Opened d. Closed

14. a. Shortest b. Biggest c. Longest d. Smallest

15. a. Rebuilt b. Designed c. Destroy d. Built

16. a. Started b. Built c. Finished d. Constructed

Text 6 is for questions no. 17 — 20

Borobudur temple is one of the most beautiful tourist resorts in Indonesia. It is (17) ... in Central Java. Borobudur temple is one of the seven wonders of the world which needs to be preserved its circumstances. The people all over the world know that Borobudur is one of the greatest art works that ever known since long time ago. Borobudur temple was built by Syailendra Dynasty during the eighth century. It needed more than two million river stones. It is the (18) ... temple in the

world. After going into some restorations, Borobudur is (19) ... by more and more tourists, both domestic and foreign tourists. Most of them admire Borobudur temple because of its beauty, its elegance and the story of the relief on its walls. Domestic tourists usually go there by bus or (20) ... cars, while foreign tourists like to join travel bureau because they don't need to think of the transportation, accommodation, and itinerary. There are some money changer around the location. It makes them easier to change their money. But some of them like to bring credit cards and checks. Source: https://jagoanbahasainggris.com/201

17. a. Found b. Located c. Built d. Needed

18. a. Shortest b. Smallest c. Longest d. Biggest

19. a. Come b. Go c. Visited d. Join

20. a. General b. Public c. Private d. Common

KEY ANSWER PRE-TEST INSTRUMENT

1.	C	11.	A
2.	D	12.	D
3.	B	13.	A
4.	B	14.	C
5.	B	15.	D
6.	C	16.	A
7.	D	17.	B
8.	C	18.	D
9.	B	19.	C
10.	D	20.	C

Appendix 7

POST-TEST INSTRUMENT

Text 1 is for questions no. 1 — 3

Paris is the capital city of France. It is one of the most beautiful cities in the world. It is also one of the world's most crowded cities. Lovely gardens and parks are found throughout Paris. At night, many palaces and statues are lit up. For this reason, Paris is often called the city of light. Every year, millions of people visit Paris. The most popular place to visit is the Eiffel Tower. This huge structure has become the symbol of Paris. D'Louvre, one of the world's largest art museums draws many visitors. The Cathedral Notre Dame, a famous church, is another favorite place to visit. Source : https://englishadmin.com/2018

1. Paris is often called as the city of light, because it is....

a. Crowded   b. Popular   c. Lit Up   d. Huge

2. It is also one of the world's most <u>crowded</u> cities. What is the antonym of the underlined word?

a. Busy   b. Empty   c. Full   d. Load

3. Besides the Eiffel Tower, Paris also has another place to visit. What is the name of place which is save the historical arts?

a. The Cathedral Notre Dame   b. Lovely gardens and parks c. Eiffel Tower   d. D'Louvre

Text 2 is for questions no. 4 — 5

Losari beach is a beautiful beach and located on the edge city of Makassar. It is located only about 3 km from the center of Makassar (Karebosi Park). The beach used to be the longest café in Asia, because many cafes stand in along the beach, but now the cafes are collected in a special place so it does not spread along the coast. Charm of the beach is mainly seen in the evening when the sunset stands out. This is a major attraction of people's coming to the Losari beach. Every evening hundreds of people come to witness the panorama of red as the sun will disappear into the ocean, so do not miss the sunset at the Losari beach. If the sky is sunny, the scenery is absolutely perfect. Because of its location in a bay, the water of Losari is even often quiet as usual pool water. Source : https://englishadmin.com/2018

4. The cafes are not stand in along beach now. The cafes has ....

a. The coast   b. The beach   c. The longest cafe   d. The special place

5. The beach used to be <u>the longest</u> café in Asia. What is the synonym of the underlined words?

a. The most lengthy   b. The shortest   c. The lowest   d. The curtest

Text 3 is for questions no. 6 — 8

      Masjid Sultan Suriansyah is a historical mosque. Built 300 years ago, this building is the oldest mosque in South Kalimantan. The mosque is located in the North Kuin Village of Banjarmasin. It was built in the reign of Sultan Suriansyah known as Pangeran Samudera. He was the first Banjarnese King who converted into Islam. This mosque was found on the bank of the Kuin River, near Kampung Kraton, which was destroyed by the Dutch colonial. The construction of Masjid Sultan Suriansyah was unique. The roof is layered. It took the Banjar's past architecture before Islam came. Different from any other old mosques in Banjar, the mihrab has its own roof, separated from the main building. Source: https://englishadmin.com/2018

6. …. which was <u>destroyed</u> by the Dutch colonial. What is the synonym of the underlined word?

a. Built   b. Constructed   c. Annihilated   d. Set up

7. Masjid Sultan Suriansyah is a <u>historical</u> mosque. What is the Italic word means?

a. Factual   b. Non factual   c. Fictional   d. Fictitious

8. How is the construction of Masjid Sultan Suriansyah?

a. Bad   b. Skewed   c. Beautiful   d. Unique

Text 4 is for questions no. 9 — 11

      Petruk cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in the dukuh Mandayana Candirenggo Village, Ayah District, Kebumen regency. In the Petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that Petruk cave is very dark to be entered. Petruk cave's name is taken from the Punokawan of puppet characters that is Petruk. The cave named Petruk cave because the length of cave is as long as Petruk's nose. In the cave there are 3 floors that are the first is a basic cave, Hindu cave and Petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach and waterfall located near at the end of the cave. Source : https://englishadmin.com/2018

9. What is the characteristic of the Petruk cave which can indicate that the cave is still natural?

a. The darkness   b. The lighting   c. The length   d. The floors

10. Inside Petruk cave there are so many stalactites and stalagmites which are really <u>awesome</u>. What is the antonym of the underlined word?

a. Weak b. Beautiful   c. Amazing   d. Wonderful

11. Hindu cave is <u>part</u> of the cave that is usually used to put offerings to the ancestor. What is the synonym of the underlined word?

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Text 5 is for questions no. 12 — 16

  The Suramadu Bridge (Indonesian: JembatanSuramadu), also known as the Surabaya– Madura (12) ..., is a bridge with three cable-stayed sections (13) ... between Surabaya on the island of Java and the town of Bangkalan on the island of Madura in Indonesia. Opened on June 10, 2009, the 5.4-km bridge is the (14) ... in Indonesia and the first bridge to cross the Madura Strait. The cable-stayed portion has three spans with lengths 192 m, 434 m and 192 m. The bridge has two lanes in each direction plus an emergency lane and a dedicated lane for motorcycles. The first toll bridge in Indonesia, fares have been initially set at Rp. 30,000 (US$3 in 2009) for four-wheeled vehicles and Rp. 3,000 (US$0.30) for two-wheelers. The bridge was (15) ... by a consortium of Indonesian companies PT Adhi Karya and PT Waskita Karya working with China Road and Bridge Corp. and China Harbor Engineering Co. LtD. The total cost of the project, including connecting roads, has been estimated at 4.5 trillion rupiah (US$445 million). Construction was (16) ... on August 20, 2003. In July 2004, a girder collapsed, killing one worker and injuring nine others. Work on the bridge halted at the end of 2004 due to lack of funds, but was restarted in November 2005. The main span of the bridge was connected on March 31, 2009, and the bridge was opened to the public in June 10, 2009.Within a week of the opening, it was discovered that nuts and bolts as well as maintenance lamps had been stolen and that there was evidence of vandalism of cables supporting the main span. Source : https://englishadmin.com/2018

12. a. Cave b. Tower c. Temple d. Bridge

13. a. Constructed b. Destroyed c. Opened d. Closed

14. a. Shortest b. Biggest c. Longest d. Smallest

15. a. Rebuilt b. Designed c. Destroy d. Built

16. a. Started b. Built c. Finished d. Constructed

Text 6 is for questions no. 17 — 20

  Borobudur temple is one of the most beautiful tourist resorts in Indonesia. It is (17) ... in Central Java. Borobudur temple is one of the seven wonders of the world which needs to be preserved its circumstances. The people all over the world know that Borobudur is one of the greatest art works that ever known since long time ago. Borobudur temple was built by Syailendra Dynasty during the eighth century. It needed more than two million river stones. It is the (18) ... temple in the

world. After going into some restorations, Borobudur is (19) ... by more and more tourists, both domestic and foreign tourists. Most of them admire Borobudur temple because of its beauty, its elegance and the story of the relief on its walls. Domestic tourists usually go there by bus or (20) ... cars, while foreign tourists like to join travel bureau because they don't need to think of the transportation, accommodation, and itinerary. There are some money changer around the location. It makes them easier to change their money. But some of them like to bring credit cards and checks. Source: https://jagoanbahasainggris.com/201

17. a. Found b. Located c. Built d. Needed

18. a. Shortest b. Smallest c. Longest d. Biggest

19. a. Come b. Go c. Visited d. Join

20. a. General b. Public c. Private d. Common

KEY ANSWER POST-TEST INSTRUMENT

1. C		11. D
2. B		12. D
3. D		13. A
4. D		14. C
5. A		15. D
6. C		16. A
7. A		17. B
8. D		18. D
9. A		19. C
10. A		20. C

Appendix 8

THE SCORE OF PRE-TEST AND POST-TEST

Experimental Class

Class XI IPA 5 (Experiment)					
Name	Pre-test	Post-test	Name	Pre-test	Post-test
ARQ	40	70	NFR	65	90
AR	40	65	OKN	60	85
AIKS	40	75	PAR	55	100
DM	40	60	RA	55	80
DNS	45	75	RAS	50	65
EIA	45	85	RDA	55	70
HAS	50	95	SSF	55	90
HN	50	80	SNA	50	95
INA	55	70	SLCF	45	85
KN	55	95	SIA	60	60
LAN	60	90	SR	60	70
LI	60	85	SK	55	75
MKF	65	75	SAT	40	80
NHP	70	75	UA	40	70
NAF	70	80	VR	60	85
NW	75	75	ZAT	65	90

Control Class

Class XI IPA 3 (Control)					
Name	Pre-test	Post-test	Name	Pre-test	Post-test
ASU	40	45	NAR	75	70
AVBA	40	40	NAS	65	75
ADR	40	40	NF	60	55
APR	35	45	NN	55	60
DAM	45	55	NRZ	80	75
DFS	45	50	RFA	75	60
FM	50	45	SA	55	50
FER	50	45	SNK	55	60
FP	55	60	SR	80	65
JNL	55	90	TM	45	50
KZA	60	75	UN	60	65
LM	70	65	UR	60	85
LSY	65	60	VAPR	80	65
NA	70	65	VIPR	80	75
NKP	70	80	WNZ	80	75

Appendix 9

DATA VALIDATION

1. **Validity Test**

Item	r-obtained	r-table	Results
1.	0.338	0.329	Valid
2.	0.050	0.329	Valid
3.	-0.069	0.329	Invalid
4.	0.688	0.329	Valid
5.	0.290	0.329	Invalid
6.	0.584	0.329	Valid
7.	0.510	0.329	Valid
8.	0.290	0.329	Invalid
9.	-0.416	0.329	Invalid
10.	-0.739	0.329	Invalid
11.	0.562	0.329	Valid
12.	0.000	0.329	Invalid
13.	0.434	0.329	Valid
14.	0.596	0.329	Valid
15.	-0.237	0.329	Invalid
16.	0.791	0.329	Valid
17.	-0.100	0.329	Invalid

18.	0.030	0.329	Valid
19.	0.456	0.329	Valid
20.	0.305	0.329	<mark>Invalid</mark>
21.	0.411	0.329	Valid
22.	0.531	0.329	Valid
23.	0.687	0.329	Valid
24.	0.723	0.329	Valid
25.	0.496	0.329	Valid
26.	0.373	0.329	Valid
27.	0.464	0.329	Valid
28.	0.511	0.329	Valid
29.	0.429	0.329	Valid
30.	0.000	0.329	<mark>Invalid</mark>

2. Reliability Test

Notes		
Output Created		23-NOV-2023 20:14:27
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	34
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.

Syntax		RELIABILITY
		/VARIABLES=Item01 Item02 Item03
		Item04 Item05 Item06 Item07 Item08
		Item09 Item10 Item11 Item12
		Item13 Item14 Item15 Item16 Item17
		Item18 Item19 Item20 Item21 Item22
		Item23 Item24 Item25 Item26
		Item27 Item28 Item29 Item30
		/SCALE('ALL VARIABLES') ALL
		/MODEL=ALPHA.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.05

Warnings
Scale has zero variance items.

Scale: ALL VARIABLES

Case Processing Summary			
		N	%
Cases	Valid	34	100.0
	Excluded^a	0	.0
	Total	34	100.0
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics	
Cronbach's Alpha	N of Items
.748	30

```
GET
  FILE='D:\SEMESTER 6 MILA\SKRIPSI MILA\Data Validasi.sav'.
DATASET NAME DataSet1 WINDOW=FRONT.
```

Appendix 10

THE SCORE OF STUDENTS TRY OUT

Resp	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	1	0	0	1	1	1	0	1	0	0	1	1	1	1	0
2	1	0	0	1	1	1	1	1	0	0	1	1	1	1	0
3	0	1	1	1	0	1	1	0	1	0	1	1	0	1	0
4	0	0	0	1	1	1	1	1	1	0	1	1	1	1	0
5	0	0	0	0	1	0	1	1	1	1	1	1	1	0	1
6	1	1	0	0	0	0	1	0	1	1	1	1	1	0	0
7	0	0	0	0	0	1	0	0	1	1	1	1	1	0	0
8	0	1	1	1	1	0	1	1	0	1	0	1	0	0	0
9	0	0	0	0	1	0	0	1	1	1	1	1	1	1	0
10	0	1	0	1	1	1	1	1	0	0	0	1	1	0	0
11	1	0	0	0	1	0	1	1	1	1	1	1	1	1	0
12	0	0	0	1	0	1	0	0	0	0	1	1	0	0	0
13	0	0	0	0	1	1	0	1	0	1	1	1	1	1	0
14	0	1	0	1	1	0	0	1	1	0	1	1	1	1	0
15	0	0	0	1	0	1	0	0	1	0	1	1	1	1	1
16	0	0	0	1	1	1	1	1	1	0	1	1	1	0	0
17	0	0	0	1	1	1	0	1	0	0	1	1	1	0	0
18	0	0	0	1	1	1	0	1	0	0	1	1	1	1	0
19	0	1	0	1	1	1	1	1	0	0	1	1	1	1	0
20	0	1	0	1	1	1	1	1	1	0	1	1	1	1	0
21	1	1	0	1	1	1	1	1	1	0	0	1	1	1	0
22	1	0	0	1	1	1	1	1	0	0	1	1	1	1	0
23	0	0	0	1	1	1	1	1	1	0	1	1	1	1	0
24	0	1	0	1	1	1	1	1	0	0	1	1	1	1	0
25	0	0	0	0	1	0	1	1	0	0	1	1	1	0	1
26	0	1	0	1	1	1	0	1	0	1	1	1	1	1	0
27	0	0	0	1	1	1	1	1	1	0	1	1	1	0	0
28	0	0	0	1	1	1	1	1	0	0	1	1	1	1	1
29	1	1	0	0	1	1	1	1	0	0	1	1	1	1	0
30	1	1	0	0	1	1	0	1	0	0	1	1	1	1	0
31	0	1	0	1	1	1	0	1	1	0	1	1	1	1	0
32	1	1	0	1	1	1	1	1	1	0	1	1	1	1	0
33	0	1	0	1	1	1	1	1	1	0	1	1	1	1	0
34	0	1	0	1	1	1	1	1	0	0	1	1	1	1	0

	Total	22	23	17	16	12	17	12	18	9	22	13	18	13	17	15	17	17	17	20	23	23	23	24	22	22	12	19	21	23	19	19	23	23	22
30		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
29		1	1	0	1	1	1	1	0	1	1	0	1	0	1	1	0	0	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1
28		1	1	1	0	0	1	1	0	0	1	1	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
27		1	1	0	0	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
26		1	1	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1
25		1	1	1	0	0	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1
24		1	1	0	0	0	1	0	0	0	1	0	1	0	0	1	0	0	0	0	1	1	1	1	1	1	0	0	1	1	0	0	1	1	1
23		1	1	1	1	0	0	0	0	1	0	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1
22		1	1	1	1	0	0	0	0	0	1	1	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1
21		1	1	0	0	0	1	0	1	0	0	0	0	1	1	0	0	1	0	1	1	1	1	0	0	0	0	1	0	0	0	1	1	1	1
20		1	1	0	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
19		1	1	1	0	0	0	1	1	1	1	0	1	1	1	0	1	0	0	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1
18		1	1	1	1	0	0	0	1	0	1	0	0	0	0	0	1	1	1	0	0	0	1	1	1	1	0	0	1	1	1	1	0	0	0
17		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
16		1	1	1	1	0	1	0	1	0	1	0	1	0	0	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1

Appendix 11

CALCULATIONS OF DATA

1. **Data Descriptions**

   a. **Descriptive Statistics Experiment Class and Control Class**

	N	Range	Min	Max	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
pretest kelas control	30	45	35	80	1795	59.83	2.543	13.926	193.937
postest kelas control	30	50	40	90	1845	61.50	2.458	13.465	181.293
pretest kelas eksperimen	32	35	40	75	1730	54.06	1.745	9.873	97.480
postest kelas eksperimen	32	40	60	100	2540	79.38	1.875	10.607	112.500
Valid N (listwise)	30								

b. Descriptive Statistics Experiment Class and Control Class

Statistics					
		Pre-test Control	Post-test Control	Pre-test Experiment	Post-test Experiment
N	Valid	30	30	32	32
	Missing	2	2	0	0
Mean		59.83	61.50	54.06	79.38
Median		60.00	60.00	55.00	80.00
Mode		55[a]	60[a]	55	75
Std. Deviation		13.926	13.465	9.873	10.607
Sum		1795	1845	1730	2540
a. Multiple modes exist. The smallest value is shown					

2. Pre-requisite Test

a. Normality

One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test					
		Pretest Control	Post-test Control	Pre-test Experiment	Post-test Experiment
N		30	30	32	32
Normal Parameters[a,b]	Mean	59.83	61.50	54.06	79.38
	Std. Deviation	13.926	13.465	9.873	10.607
Most Extreme Differences	Absolute	.102	.109	.132	.129
	Positive	.102	.103	.110	.129
	Negative	-.101	-.109	-.132	-.108
Test Statistic		.102	.109	.132	.129
Asymp. Sig. (2-tailed)		.200[c,d]	.200[c,d]	.171[c]	.193[c]
a. Test distribution is Normal.					
b. Calculated from data.					
c. Lilliefors Significance Correction.					
d. This is a lower bound of the true significance.					

Pre-test of Control and Experiment Class

Tests of Normality							
		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest	Control	.117	30	.200[*]	.957	30	.265
	Experiment	.132	32	.171	.941	32	.082
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Post-test of Control and Experiment Class

Tests of Normality							
		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Post-test	Control	.133	30	.186	.954	30	.212
	Experiment	.129	32	.193	.966	32	.405
a. Lilliefors Significance Correction							

b. **Homogeneity**

Homogeneity of Pre-test

Test of Homogeneity of Variances			
Pre- test			
Levene Statistic	df1	df2	Sig.
.124	1	60	.726

Homogeneity of Post-test

Test of Homogeneity of Variances			
Post-test			
Levene Statistic	df1	df2	Sig.
.894	1	60	.348

3. **Hypothesis Testing (T-Test)**

   a. **Paired Samples Test of Pre-test and Post-Test Control Class**

			Paired Differences						
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	
Pair 1	Pre-test control class – Post-test control class	-1.667	11.012	2.011	-5.779	2.445	-.829	29	.414

Paired Samples Test

   b. **Paired Samples Test of Pre-test and Post-test Experiment Class**

Paired Samples Test

			Paired Differences						Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	Df	
Pair 1	Pre-test experiment class- Post-test experiment class	-25.313	12.822	2.267	-29.935	-20.690	-11.167	31	.000

Appendix 12

STUDENTS RESULT

Control Class (XI IPA 3)

Experimental Class

Launa Aulan Hisak
XI MA'S

No.:	PRE-TEST	POST-TEST Date:
1.	C. Lit up	1.) c.) Lit up
2.	d. O'Louvre.	2.) b.) Empty
3	B. Empty.	3.) d.) O'Louvre
4.	B. special place.	4.) b. d.) Special place
5.	D. the Curtest	5.) d.) The Curtest
6.	C. factual	6.) ~~a.) Built~~ c.) Annihilated.
7.	D. unique	7.) a.) factual
8.	a. Built	8.) d.) unique.
9.	B. The darkness ⟨70⟩	9.) a.) The darkness
10.	D. piece.	10.) a.) weak
11.	a. weak	11.) d.) piece
12.	D. Bridge.	12.) d.) Bridge
13.	~~b. destroyed~~ a.) constructed	13.) a.) Constructed
14.	C. longest	14.) c.) longest ⟨100⟩
15.	C ~~destroy~~ d.) Built.	15.) d.) built
16.	a. Started.	16.) a.) started.
17.	b. located.	17.) b.) located.
18.	d. Biggest.	18.) d.) Biggest
19.	C. Visited.	19.) c.) Visited.
20.	c. privvate	20.) b c.) private.

KKY   Tomorrow will be better

Appendix 13

DOCUMENTATIONS

1. **Documentations during giving the treatment (Experimental Class)**

2. **Documentations during giving the treatment (Control Class)**

Appendix 14

<div align="center">

SURAT KETERANGAN

TELAH MELAKSANAKAN PENELITIAN

</div>

المؤسسة نور الإتفاق سمارانج
YAYASAN NURUL ITTIFAQ SEMARANG
SK. MENHUM & HAM : AHU-3651.AH.01.02 TAHUN 2008
MA ASKHABUL KAHFI
Jl. Cangkiran-Gunungpati km.3 Kel. Karangmalang, Kec. Mijen, Kota Semarang, 50216
Phone (024) 76680585, e-mail : ma.askhabulkahfi@gmail.com , website: www.ponpesaska.blogspot.com

SURAT KETERANGAN
Nomor : 311/MA-ASKA/XII/2023

Yang bertanda tangan di bawah ini,

Nama : H. Nadlirin, M.Pd.

Jabatan : Kepala MA Askhabul Kahfi

Menerangkan dengan sesungguhnya bahwa,

Nama : MILA ALIMAH KHOLIFATUL UMAH

NIM : 206121334

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Adab dan Bahasa

Instansi : Universitas Islam Negeri Raden Mas Said Surakarta

Mahasiswa tersebut benar-benar telah melaksanakan penelitian di MA Askhabul Kahfi, untuk pengumpulan data sesuai masalah yang dikaji dalam skripsi yang bersangkutan dengan judul **"THE EFFECTIVENESS OF USING EDUCANDY ONLINE GAME TO INCREASE VOCABULARY MASTERY AT THE ELEVENTH GRADE STUDENTS OF MA ASKHABUL KAHFI SEMARANG IN THE ACADEMIC YEAR OF 2023/2024"**. Penelitian tersebut dilaksanakan pada tanggal 15 s/d 30 November 2023.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Semarang, 4 Desember 2023
Kepala Madrasah

H. Nadlirin, M.Pd.