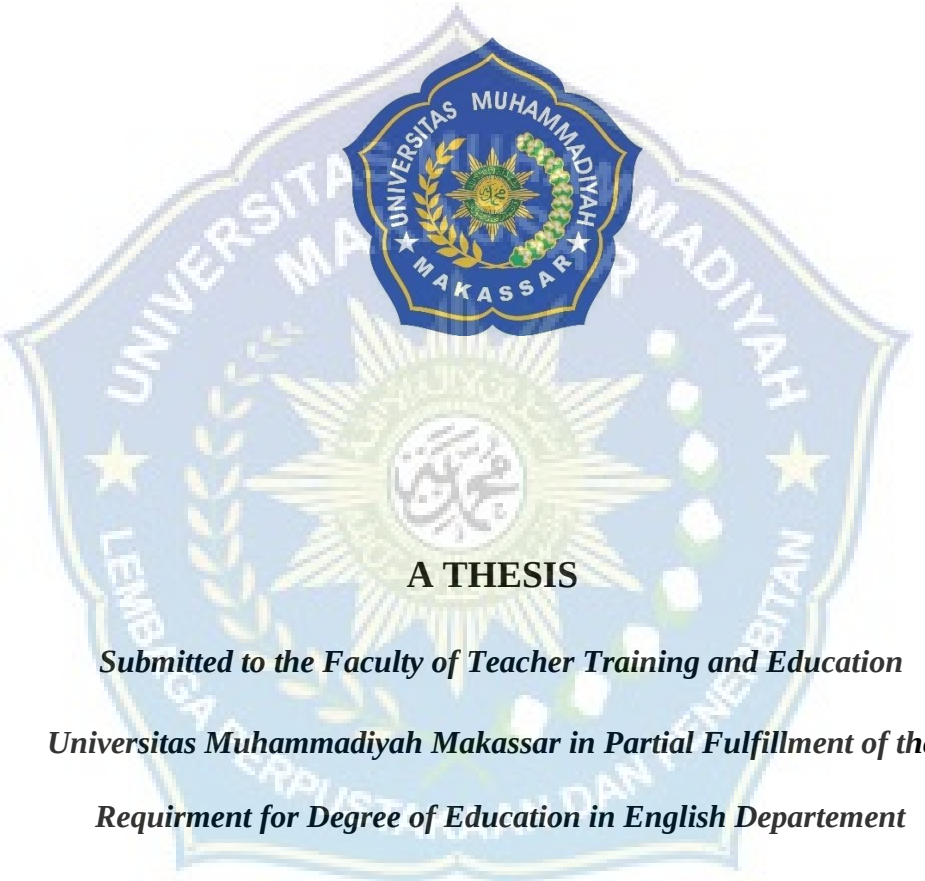
“THE INFLUENCE OF COMPUTER AIDED SYSTEM ON VOCABULARY LEARNING AT SMAN 2 GOWA”

(Pre Experimental)



A THESIS

Submitted to the Faculty of Teacher Training and Education

Universitas Muhammadiyah Makassar in Partial Fulfillment of the

Requirment for Degree of Education in English Departement

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ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
2023

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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16/10/2023	I-V	Abstract	
19/10/2023	I-III	Change typest tense form. Concept frame work.	
23/10/2023	IV	Table tidak boleh terpotong	
28/10/2023	IV	Revised for Findings and Conclusion	
02/11/2023	V	Revise suggestions	
6/11/2023		Attach the Government Research CV. Bibliography	

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09/10/2023	I	pay attention to your scope of the research.	
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21/10/2023	IV	Complete your chapter IV and appendix	
23/10/2023	V	pay attention to your conclusion	

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MOTTO

وَمَالَهُمْمِّنْدُوْنِهٖمِنْوَّالٍ ۚ۝اِنَّاللّٰهَلَايُغَيِّرُمَابِقَوْمٍحَتّٰىيُغَيِّرُوْامَابِاَنْفُسِهِمْۗوَاِذَآاَرَادَاللّٰهُبِقَوْمٍسُوْۗءًافَلَامَرَدَّلَهٗ

"Sesungguhnya Allah tidak akan mengubah nasib suatu kaum sehingga mereka mengubah keadaan yang ada pada diri mereka sendiri." (Q.S Ar-Ra'd: 11)".

~Susah tapi Bismillah~

DEDICATION

In the name of Allah, i dedicated my thesis for:

My beloved mom, Sahida. thank you for all the sacrifies,advice, and good prayers that you never stop giving me. I am existence as my mom

My beloved lectures cannot be mentioned one by one

My beloved campus, Universitas Muhammadiyah Makassar

And for myself, thank you for the efforts

ABSTRACT

Devita Hajaratul Aswad, 2023. *The Use Of Computer Aided System To Improve Vocabulary Learning At Sman 2 Gowa* (A Pre Experimental Research). A thesis of English Education Departement, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar, Supervised by Firman and Junaid.

This research aimed to know the vocabulary improvement students when use the Computer Aided System at class X II SMA Negeri 2 GOWA . This research utilized a pre-experimental research method with a quantitative approach which involved 38 samples of the students in the class X at SMA Negeri 2 GOWA.

The results of the research show that there is an increase in students' vocabulary after getting to know and using the computer aided system. This proves that the average post test score is more significant than the pre test (81.8>54.7). From the t-test findings, the t-test value is superior to the t-table (29.4>2.026) at a significance level of 0.05 with degrees of freedom (df) = 37, which means there is a significant difference regarding students' vocabulary. before and after implementing the Computer Aided System. it is also said that the null hypothesis (H0) is rejected, and the alternative hypothesis (H1) is accepted. The research results are effective in increasing students' vocabulary.

Keywords: *Computer Aided System, Vocabulary, Improvement*

ABSTRAK

Devita Hajaratul Aswad, 2023.*Penggunaan Computer Aided System Untuk Meningkatkan Pembelajaran Kosakata Di Sman 2 Gowa* (Penelitian Pra Eksperimental). Tesis Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar, Dibimbing oleh Firman dan Junaid.

Penelitian ini bertujuan untuk mengetahui peningkatan kosakata siswa ketika menggunakan Computer Aided System di kelas X II SMA Negeri 2 GOWA. Penelitian ini menggunakan metode penelitian pra-eksperimental dengan pendekatan kuantitatif yang melibatkan 38 sampel siswa kelas X SMA Negeri 2 GOWA.

Hasil penelitian menunjukkan adanya peningkatan kosa kata siswa setelah mengenal dan menggunakan Computer aided system. Hal ini membuktikan skor rata-rata post test lebih signifikan dibandingkan pre test (81,8>54,7). dari temuan uji-t tersebut, nilai uji-t lebih unggul dibandingkan dengan t-tabel (29,4>2,026) pada tingkat signifikansi 0,05 dengan derajat kebebasan (df) = 37, yang berarti terdapat perbedaan yang signifikan mengenai kosa kata siswa sebelum dan sesudah menerapkan Computer Aided System. juga dikatakan bahwa hipotesis nol (H0) ditolak, dan hipotesis alternatif (H1) diterima. Hasil penelitian efektif dalam peningkatan kosa kata siswa.

Kata Kunci: *Computer Aided Sytem, Kosa Kata, Peningkatan*

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CHAPTER 1

INTRODUCTION

A. Background of Research

In recent years, the rapid advancement of communication and technology has had a profound impact on society, affecting not only internationalization and communities but also the system of education. An important factor in the advancement of education has been the growing use of computers and internet resources in learning environments. These days, using computers to learn and teach languages is becoming more and more important, and instructional contexts are paying close attention to it.

As a component of the computer aided system, computer assisted language learning (CALL) is one of the essential tools and strategies that significantly improves students' language proficiency. The advantageous effect of CALL on language proficiency and learning. Actually, from many educational viewpoints, the use of this kind of technology in teaching and learning has increased. It has improved students' efficiency and innovation while also supporting their unique learning styles (Alahmadi, 2019).

A significant interactive component is typically included in CALL, a method of teaching and learning languages that uses computers to demonstrate, strengthen, and evaluate the material being taught (Hanafiah et al., 2022).

Speaking is a difficult skill for all language learners, but it can be improved for non-native EFL students in particular by using CALL. Speaking is an essential skill for learning the English language, and producing understandable phrases and sentences requires a lot of work (Rashid & Al-smadi, 2020). In speaking learning a foreign language, the first step that must be taken is to learn vocabulary. Vocabulary indicate to words from one language that intend to convey a specific purpose which can be either a single item or a phrase. The importance of vocabulary in the communication of English as a foreign language (EFL) learners cannot be understated, as a lack of vocabulary hinders students' ability to comprehend and articulate their own thoughts. A speaker cannot convey their intended meanings without words.

Ko and Goranson argue that limited vocabulary knowledge can reduceunderstanding of students and vocabulary is one of the most tedious and disliked lessons a language learner faces. Vocabulary difficult because two important reasons, the first is that there is most of the words that must be mastered, and the second is little attention gaven students' problems in terms of learning this vocabulary (Enayati & Gilakjani, 2020).

A conventional teachingvocabulary method that is still applied in almost every school and University in Indonesia. Students are required memorize vocabulary word lists and their translations.

It is preferable for teachers to engage in self-reflection as the controller of the learning process and discover additional opportunities to discover the best teaching methodology. Students learn English, particularly vocabulary, by

utilizing technology to support the in-class learning process. A study discovered that one of the things contributing to students' vocabulary deficit is the use of unreliable and boring teaching methods by educators, particularly when it comes to vocabulary instruction. as it is well known that how well teachers present the material to their students determines how successful their lessons are. The use of CALL (Computer Assisted Language Learning), an alternative approach to support traditional methods that are frequently used in the classroom, is one way that teachers may identify, create, and develop effective techniques to motivate students in acquiring knowledge and enhancing their vocabulary comprehension.

Based on the background above, researchers used the Memrise application as the application that will be used during classroom treatment. Memrise provides audiovisual facilities directly from native speakers. This makes it easier for you to know how to study foreign languages properly and correctly. You can also choose how many words you want to master per day.

Based on the background above, the researcher want to verify the Influence of Computer Aided System on Vocabulary students class X.II at SMA Negeri 2 GOWA.

B. Problem Statement

Based on the Background of the problems above, the researcher want to formulate research question based:

Does the Computer Aided System Can Influence Students' Vocabulary learning?

C. Objectives of the Research

Based On the research problem above, the objectives of this research as follow:

Related to the research question above, this research aimed to find out whether or not The Use Of Computer Aided System ToImprove Vocabulary Learning At SMA Negeri 2 GOWA.

D. Significant of the Research

a. Teacher, through this research, teacher can find the influence of using computer systemin teaching vocabulary

b.For the students, researcher hopes that theresult of this research was aid the students to acquiring vocabulary with computer aided system

c. Theresearcher hopes that the result of this research is expected to havecontribution of the teaching of English

E. Scope of the Research

To avoid misinterpretation to the problems. because vocabulary consist of several types of vocabulary, the researcher was limited and focus on noun, adjective and verb vocabulary.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Related Findings

Language learning tactics required specific acts, behaviors, and approaches to improve students' comprehension, assimilation, and utilization of the language of instruction. According to Hadi et al.'s research, varied language situations typically lead to distinct ways that language learners employ language acquisition strategies (Hadi, Raja, & Flora, 2017). Recent research suggests that teaching vocabulary may be challenging since many teachers lack confidence in optimal techniques for teaching vocabulary and occasionally don't know where to begin when it comes to emphasizing word learning in the classroom (Wahid, et al., 2009). Because children are naturally curious and independent in exploring their surroundings, student-centered methods and strategies should be used from an early age. In fact, student-centered instruction takes advantage of the genius of young kids to benefit both students and teachers in the teaching and learning process (Shabaneh & Farrah, 2019).

Dick et al (2005) state that learning is a series of activities carried out according to a plan and organized using one or more media for students to be able to achieve a specific competence as expected. Learning is also an effort that is intended and handled so that other people learn and relative changes appear on other people (Darling-Hammond et al., 2020). Someone or a team

that is qualified to design and provide the necessary learning resources is responsible for this activity.

Language learning strategies required particular behaviors, actions, and methods to enhance student understanding, internalization, and use of the target language. led them to the conclusion that different language contexts tend to result in different uses of language learning strategies (Hadi, Raja, & Flora, 2017). According to recent research, it may be difficult to teach vocabulary because many teachers lack confidence in vocabulary teaching best practices and, at times, are uncertain of how to start putting an instructional emphasis on word learning (Wahid, et.al, 2009). Because children are naturally curious and independent in exploring their surroundings, student-centered methods and strategies should be used from an early age. In fact, student-centered instruction takes advantage of the intelligence of young kids to benefit both students and teachers in the teaching-learning process (Shabaneh & Farrah, 2019).

CALL was widely utilized by English teachers, and several studies were done on its beneficial effects on performance and English learning. Since CALL programs gave students methods to learn English through computer games and animated images, they can inspire students and stimulate their interest in the subject matter (Ravichandran, 2000). CALL is said to have several benefits for learning other languages, according to many researchers. It promotes individualization, delivers rapid feedback, and makes learning time flexible. CALL has important roles as a teacher, tester, tool, and data

source in language classes. CALL is also seen as a communication facilitator, similar to the use of online collaborative English language learning (Mohamed et al.,2020).

Moreover (Lee, 2020) listed a lot of the advantages of using CALL in the classroom, including assisting students in gaining experience, enhancing their performance, and inspiring them to study. Moreover, he said that CALL offers genuine content, greater interactions, a wider range of information, and a more comprehensive comprehension.

A few experimental investigations were conducted to examine the impact of CALL on various English language skills and subskills. An empirical study was conducted by Pahlavanpoorfard and Soori to determine how using computers affected Iranian EFL learners' word knowledge. 40 participants 40 men and 40 women were chosen based on their performance on the OQPT. A control group and an experimental group were then formed from them. Two dissimilar methodologies, such as software-based and game-based methods, were used to instruct the experiment's participants. The participants in the control group were gaven a conventional lesson. According to the study's findings, students who used computers outperformed those who employed more traditional method.

The findings also showed that using a computer helped the students learn more vocabulary after the treatment.

After the researcher read from previous studies, the difference with this study was in the research location and research methods, namely the previous

research was conducted in junior high schools and usemixed methods research methods. And the difference in theory with previous research is According to Mousavi and Nemati (2017), CALL offers a fresh perspective on vocabulary learning and language education. The CALL programs offer a variety of learning opportunities. Technology integration into the teaching and learning process supports students as they work to improve their English. The effect of CALL on Iranian intermediate learners' vocabulary learning is investigated in this study. Iranian EFL students should be encouraged to continue learning on their own outside of class. Therefore, it's crucial to look into whether CALL is successful at the university level and whether students think it's helpful for learning English vocabulary.

B. Some Pertinent Ideas

1. Definition of Vocabulary

Without vocabulary, learning English cannot be understood. The vocabulary must be learned by means of English. Alqahtani (2015) argued that successful foreign language learning requires the development of a sufficient vocabulary.Language use because a language learner won't be able to employ the structures and functions they've acquired for clear communication without a large vocabulary. Learning vocabulary is essential for learning to speak, write, read, and listen. Without sufficient language, people find it difficult to communicate their emotions verbally or in writing.

Language terms, comprising single objects, phrases, and collections of several words with particular meanings, are referred to as vocabulary.For

those studying English as a second language or as a foreign language, vocabulary learning is crucial. It should be kept in mind that vocabulary mastery is one of the essential components of the language because it plays such a significant role in the four language skills (Susanto 2017). Our language develops alongside us as we keep learning and develop in order to better grasp the things we observe in the societies around us.

As building a vocabulary is a crucial part of learning a language, several researchers have attempted to create computer programs that can make acquiring a vocabulary easier (Boers, Eyckmans, & Stengers, 2004; Goodfellow, 1994; Groot, 2000). According to Kitajima (2001), vocabulary can be thought of as a component that is essential to language learning. He adds that speakers are unable to convey their intended meanings without knowledge of words because words serve to label concepts, objects, and actions.

2. The Importance of a Vocabulary

a. The importance of vocabulary in communication

Without the vocabulary, nothing can be accomplished. The foundation of communication is it. The claim made by Jamalipour and Farahani (2012) that the lexicon is widely acknowledged as the primary communication instrument bolstered their case. The vocabulary is an expression of the human mind that language users utilize to convey their thoughts, feelings, and opinions. More crucially, from a linguistic standpoint, the vocabulary appears to be more important and helpful than the grammatical function. Without grammar, very

little can be communicated; without vocabulary, nothing can, according to Sullivan and Alba (2010).

Speaking, reading, writing, and listening. It contributest more favorably to reading and writing capabilities, but only modestly to speaking and listening abilities. According to Staehr (2008), the receptive vocabulary size of the learners was found to be substantially related to the reading and writing skills and marginally significant to the speaking and listening performances. To sum up, it appears that a good interaction that adheres to the principles of communication, namely the maxim of quantity, quality, relevance, and manner, is correlated with vocabulary size and depth in communication (Grice, 1975). When the message being provided is undoubtedly informative and contains the intended phrases, the maxim of amount is typically attained. When the speakers' word is sincere, the quality maxim is realized.

b. The role of vocabulary in reflecting social reality

There are four fundamental justifications for using language as a tool for social interaction in general. These four theories were put forth by Richards (2001, p. 161): (1) Language is a system for the expression of meaning; (2) The primary purpose of language is to enable interaction and communication; (3) The structure of language reflects its functional and communicative uses; and (4) The primary units of language are not only its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

The meaning thereality of the human thought seems to be only understood through language, despite the belief that language is made up of symbols that represent human thoughts and feelings. Such statement is in line with Can's (2008) opinion about reality \sand the symbols. It was said that symbols are the only way to access reality. The symbols correspond to the words of language, and its choice is an accumulation of human social background and sentiments when they are speaking. This shows that our experience clearly influences the words we choose to use in our communication. Youngsters with limited experience wasl have restricted number of vocabularies expressing his or her thought. As a consequence, a politician's diction wasl be always associated with political difficulties and social issues.

3. Computer Aided System

a. Computer-Assisted Language Learning (CALL)

All facets of computer implementations in language classrooms fall under the broad umbrella of CALL. Hewer (Citation 2007) contends that CALL encompasses the use of computer technology, including software and the Internet. The definition of CALL that takes into account its evolving character, according to Beatty (Citation 2003), is "any procedure in which a learner uses a computer and, as a result, enhances his or her language skills" (p. 7). Computer technologies can improve interpersonal and communication skills and offer opportunities for cooperative learning, according to studies by Afshari (2009). (p. 86).

b. The characteristics of the Computer Assisted Language Learning

According to Naeni, the CALL method has the following qualities: it is simple to use, has clear goals, is enjoyable, can be used for autonomous learning, and is founded on learning theory. The application of CALL can gave students a genuine learning experience, improve learning outcomes, boost motivation, present more authentic learning materials, boost engagement, promote autonomous learning, offer alternate sources of knowledge, and present a global learning experience. Computer use in language learning can be advantageous. Teachers must be encouraged to use creativity in designing the instructional materials that Arishi wasl provide while using the CALL method. Also, it is crucial to prevent learning boredom in pupils because, in general, they seek out novel experiences.

c. Computer-assisted language learning advantages

According to Warschauer, there are benefits to learning through the CALL method, including increased standardization of the message and material being communicated, more engaging presentation of the message and material, improved message and material quality, and the ability for individual learning processes. As a result of the high level of curiosity that all students possess and the potential impact that their curiosity can have on the acceptance of information or knowledge beyond the confines of the classroom, it is important to encourage students to take an active role in their own learning. Additionally, the global marketplace requires that students be

able to use technology for learning, which can boost interest and student learning outcomes in learning English.

The use of CALL when teaching vocabulary wasl effectively enhance vocabulary acquisition, according to Khoshnoud and Karbalaei (Citation2015). Participants who were elementary EFL learners outperformed those who underwent the conventional method of teaching vocabulary on the retention testt because they learned language through real-life experience and actively engaged in the learning process. In a different study, Ghorbani and Jahandar (Citation 2015) discovered that computer-assisted vocabulary education had a substantial impact on the word retention of Iranian EFL learners.

As for the application that wasl be used on the computer to assist the teaching and learning process for learning vocabulary students is the Memrise application.

C. Memrise

Memrise is a program for learning languages that differs from textbook instruction in a positive and enjoyable way. Memrise was developed in 2005 and launched in 2013 by Ed Cooke, a Grand Master of Memory, Ben Whately, and Greg Detre, a Princeton neuroscientist who specializes in the science of memory and forgetting, according to Karjo and Andriani (2018: 225). Memrise's online learning platform offers a variety of tools for

increasing vocabulary. We can choose from a wide variety of languages on the website for our training.

Memrise is a good website to use to expand kids' vocabulary and encourage them to learn as many languages as they can. The students can then enter the twenty-first century as modern individuals who are adept at studying technology and possess a variety of fascinating traits. Memrise incorporates a variety of methods to make online learning appealing (Affandi and Syafi'I, 2018: 34). Memrise's learning techniques include:

1. Recurrence

Memrise employs a drill method in the form of repeated questions. Depending on how well the user responds, questions regarding a word are asked anywhere from five to eight times. The Flower icon, which begins with the seed icon and ends with the blooming flower icon, denotes the repeated effect. This icon represents users who were successful in answering 80% of a total of 20 repeated questions with the same word.

2. Multiple choice

The drill method on Memrise uses multiple-choice questions. There are four to eight possible answers for each multiple-choice question. Each answer option includes words that were learned in the previous session as well as terms that wasl be learned in the current session. Students should select the right response from the available options to try and guess the proper response.

3. Short essay

Students are gaven terms in their original language and asked to fill in the blanks in short essays as a teaching strategy. A method of translating a word from the mother tongue is to use a blank word. You can complete this quick essay by typing or by picking each help letter one at a time from the list at the foot of the typing column.

4. Listening

A different strategy is listening. The audio must be listened to by "clicking the audio icon" for students to participate in listening. In accordance with the sound that is produced, the pupils must select the right response. The first sound played is intended to be guessed, and the second sound is played to match the word in the question.

Figure 2.1

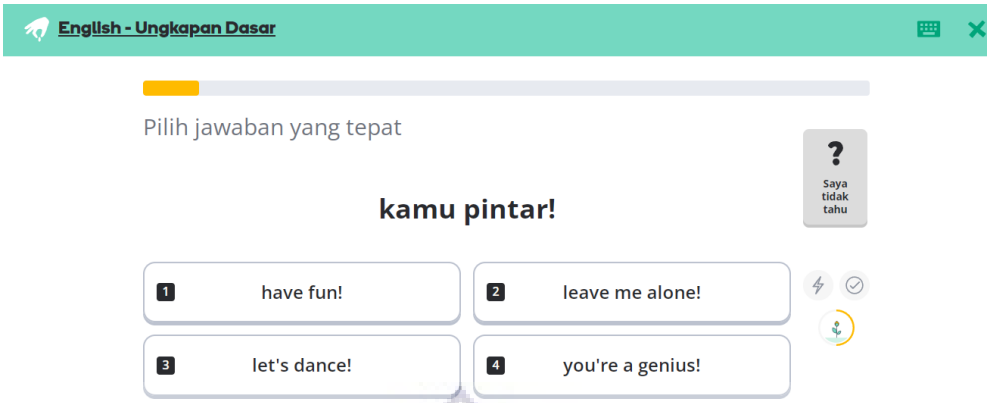

Figure 2.2

Figure 2.3

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D. How To Use The Memrise App

The steps to begin using Memrise Application are:

1. Students must visit to website Memrise or www.memrise.com on a computer or download Memrise Application on smartphone.
2. Next step, students create a Memrise account by signing with google account or facebook account.
3. Students can log in after their account is available. Students can begin using Memrise Application by selectiong one of the existing courses published by Memrise users.
4. Students can choose one or more course to learn and then start to learn by click the course.
5. The course is containing audio and listening test to help students improve their listening and vocabulary skill.

Here are over 200 language courses to choose. To find a course, go to "courses" and then choose sort by language or popularity. You can also conduct a keyword search. Click the "start learning" button once you've been discovered the course you want.

E. Conceptual Frameworks

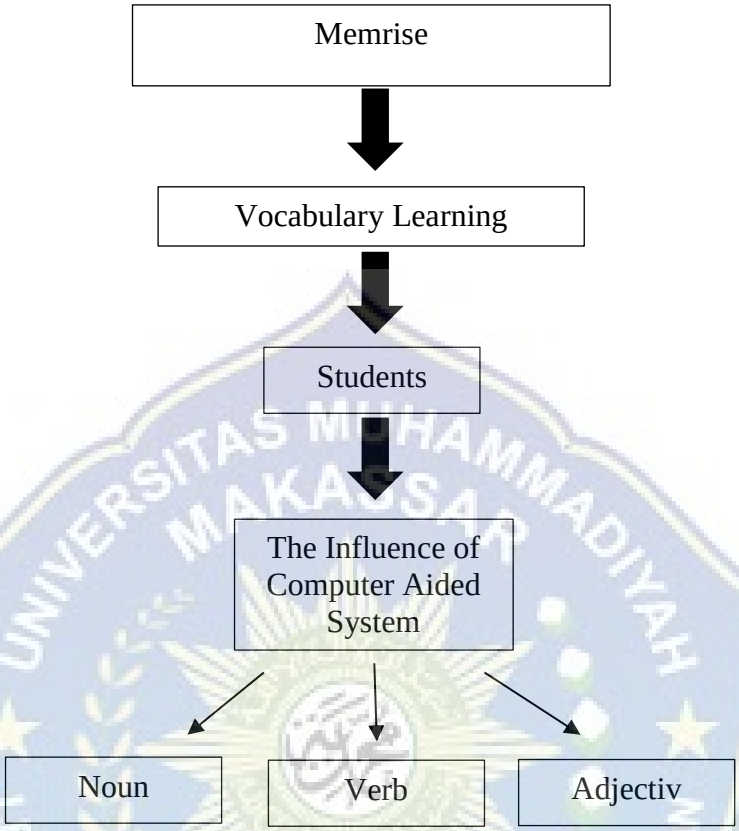

Figure 2.4 Conceptual Framework

This concept explains the influence of computer-assisted systems used in the learning process aimed at students in learning vocabulary.

By using a computer aided system students was be able to interact with available interactive learning programs so that they can learn according to the abilities of each student and can also repeat lesson topics that they do not understand gradually.

E. Hypothesis

1. H0: There is no discernible difference between means of pre checking and reviewing students abilty perfomance through a call
2. H1: The vocabulary performance of the students significantly differed between the pretest and posttest means following treatment.

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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The primary criterion is that the design should be suitable for verifying the specific study hypothesis"Descriptive quantitative research includes gathering numerical data to test hypotheses or answer questions concerning current status," Gay (2005:208) states.

a. Research Variable and Indicators

1. Independent Variable

An independent variable is one that has the ability to affect or react to a dependent variable. This independent variable makes use of a computer-aided system.

2. Dependent Variable

A dependent variable is one that is caused by or influenced by another. Students' vocabulary learning is one of the dependent variables in this research.

3. Research Indicators

Students can say the word according to the word conveyed.

C. Population

Students in class X at SMA Negeri 2 GOWA are part of the research population. According to information from the school's administration, there are 431 students in class X overall, divided up into 12 classes.

Table 3.1 the numbers of students

Class	Number of students
X 1	36
X 2	36
X 3	35
X 4	36
X 5	36
X 6	37
X 7	36
X 8	36
X 9	36
X 10	35
X 11	38
X 12	34

Source: administration SMA NEGERI 2 GOWA

D. Sample

Purposive sampling was the method the researcher applied. According to Sugiyono (2007:117), purposive sampling is a sample strategy that applies particular criteria to increase the representativeness of the data collected through an expert research process in their field. The researcher came to the conclusion that the class's vocabulary knowledge was inferior to that of the other classes. In order to enable the researcher to more quickly, easily, and successfully analyze the necessary data, samples were taken for this study. The 38 students in class X II are the research sample.

E. Research Instrument

Vocabulary test is carried out as an evaluation to determine the level of vocabulary mastery of students with the strategies applied.

F. Data Collection

1. Pre-test

Before beginning a research treatment, the students are gaven a pre test in the form of a question. The material that was be covered in the research treatment is the subject of test questions. It is provided with the goal of determining whether any of the students are familiar with the subject matter that wasl be taught. Pre-testing can also be seen as a way to evaluate how knowledgeable students are in the subject matter that wasl be covered.

2. Treatment

After a pre-test, the researcher gaves the students four sessions of treatment using computer-assisted instruction to help them practice and improve their vocabulary.

1. The firstly treatment

a. Open the meeting with greetings, prayer and checking student attendance

b. Researcher provide an explanation of the application that will be used during treatment, namely the Memrise application.

c. The researcher gave instructions to students to use the computer and open the Memrise website

d. After logging in, the researcher gave instructions for students to open the "aktivitas" feature that would be studied

e. After students have studied what the researcher has shown, students are given time to study the vocabulary they have acquired, after that students are appointed one by one to present the vocabulary they know.

f. the researcher closed the meeting

2. The second treatment

a. Open the meeting with greetings, prayer and checking student attendance

b. Researcher provide an explanation of the application that will be used during treatment, namely the Memrise application.

c. The researcher gave instructions to students to use the computer and open the Memrise website

d. After logging in, the researcher gave instructions for students to open the "deskripsi orang" feature that would be studied

e. After students have studied what the researcher has shown, students are given time to study the vocabulary they have acquired, after that students are appointed one by one to present the vocabulary they know.

f. the researcher closed the meeting

3. The third treatment

a. Open the meeting with greetings, prayer and checking student attendance

b. Researchers provide an explanation of the application that will be used during treatment, namely the Memrise application.

c. The researcher gave instructions to students to use the computer and open the Memrise website

d. After logging in, the researcher gave instructions for students to open the "hubungan keluarga" feature that would be studied

e. After students have studied what the researcher has shown, students are given time to study the vocabulary they have acquired, after that students are appointed one by one to present the vocabulary they know.

f. the researcher closed the meeting

4. The fourth treatment

a. Open the meeting with greetings, prayer and checking student attendance

b. Researcher provide an explanation of the application that will be used during treatment, namely the Memrise application.

c. The researcher gave instructions to students to use the computer and open the Memrise website

d. After logging in, the researcher gave instructions for students to open the "kesehatan" feature that would be studied

e. After students have studied what the researcher has shown, students are given time to study the vocabulary they have acquired, after that students are appointed one by one to present the vocabulary they know.

f. the researcher closed the meeting

3. Post-test

Following the students' administration of the a pre-test the researcher used the same procedures to administer the vocabulary test to the students once more.

Finding out if the students' post-test results were better than their pre-test results was the aim of this.

G. Data Analysis

SPSS 26 is used in data analysis procedures in quantitative research. Thus, inference in SPSS 26 is used in this study. A statistical inference is a component of a statistic that examines how to interpret the available data and derive generalizable conclusions from it. Data analysis in quantitative research is a step that comes after gathering data from all respondents or other sources of data. Classifying data based on variables and respondent types, accumuating data provided by each respondent based on respendent, data presentation for every variable being studied, and running computations to verify the hypotheses put forth are all examples of data analysis activities.

BAB IV

FINDINGS AND DISCUSION

A. Findings

Quantitative data was used for data analysis. The quantitative data was computer using the average scores of the students from the takin pre- and post-test. 38 students from class X.II at SMA Negeri 2 Gowa participated in the research.

1.Quantitative Data

The test results of the students were used to generate the quantitative data. The test was still related to the subject that was being taught and discussed in class each treatment

This research was carried out in four meetings and a test was gaven at the end of each meeting. The results of student test scores are shown in the table.

a. The Pre-Test Frequency Distribution and Percentage Score Distribution

Table 4.1

No	Score	Classification	Frequency	Percentage
1	90-100	Excellent	0	0%
2	75-89	Good	0	0%
3	60-74	Fair	0	0%
4	50-59	Less	35	93%
5	0-49	Poor	3	7%
		Total	38	100%

Table 4.1 demonstrates the rate percentage and vocabulary test results of the 38 students who took the pre-test; none of the students received an excellent or good score, none of students achieve the fair score, 35(93%) students achieved less score,3(7%) obtained a low score.

b. The Distribution of Frequency and Percentage Score of Post test

Table 4.2

No	Score	Classification	Frequency	Percentage
1	90-100	Excellent	10	26%
2	75-89	Good	16	43%
3	60-74	Fair	12	31%
4	50-59	Less	0	0%
5	0-49	Poor	0	
Total			38	100%

As can be seen from Table 4.2, 10 (or 26%) of the students who took the post-test had excellent scores. A total of 16 students (43%) received good scores, 12 students (31%) received fair scores, and 0 students (0%), received less and poor scores. It is clear from the above resulting in the fact that a distinction among the pre- and post-test rate percentages.

c. Mean Score

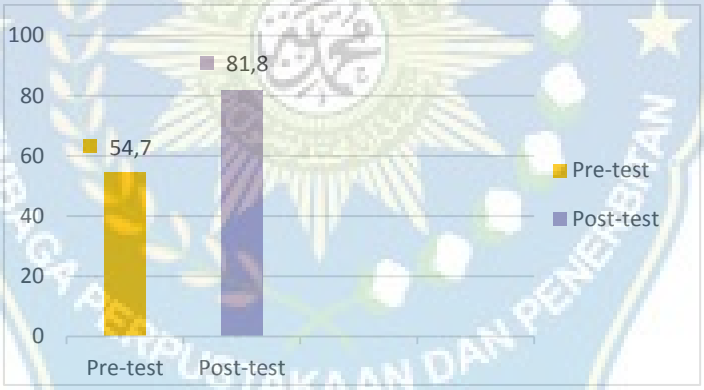
The following table shows how the mean vocabulary score of the students has improved:

Table 4.3 The average vocabulary score of students on the pretest and posttest

Indicator	Pre Test	Post Test	Improvement
Students Vocabulary	54,7	81,8	27,1%

The average noun scores of the students are displayed in Table 4.3 above. The students vocabulary score of nouns in the pre test was 54,7 while their score of post test was 81,8 after use Call. As a result, it can be concluded that thevocbulary of nouns increased by About 27,1% after gaven the treatment.

Figure 4.1 Noun



d. The Significant Differences of T-Test and T-Table

Distribution the value of t-test value and t-table value

Table 4.4

Indicator	t-test value	t-table value
Vocabulary Improvement	29,45	2.026

The researcher discovered that student mastery is rising from the aforementioned data. The pre-test and post-test mean values of the test could be seen to be increasing.

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e. Hypothesis Testing

Considering the results above, can be concluded that while the null hypothesis (Ho) was rejected, the other hypothesis (H1) was accepted.. This indicates that the Call technique was effectively used to teach vocabulary at SMA Negeri 2 Gowa. Therefore, using the Call technique to teach vocabulary to students was successful in increasing their vocabulary proficiency.

Table 4.5
Quantitative Analysis of the Students Score in Pre-Test and Post-Test

Descriptive Statistics

	N	Minimum	Maximum	Mean
pretest	38	40	60	54.74
posttest	38	70	90	81.84
Valid N (listwise)	38			

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wask		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	.335	38	.076	.725	38	.098
posttest	.296	38	.067	.785	38	.052

a. Lilliefors Significance Correction

Information :

Using the Shapiro-Wask test model, the sig value in the normality test results table for both data groups is greater than 0.05. The idea that the data is normally distributed is supported by these results.

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-27.105	9.560	1.551	-30.248	-23.963	-17.478	37	.000

Information :
The results table's sig value for the paired t test is 0.000 < 0.05. It is possible to conclude that there is a significant difference between the pretest and posttest groups based on these results, which also state that Ho is rejected.

B. Discussion

It is widely believed that vocabulary is necessary for the development of the productive skills of writing and communication as well as for the acquisition of knowledge through receptive skills like reading and listening. The intended meaning cannot be fully understood in the absence of vocabulary items.

Different methods of teaching items are now acknowledged. One tool that can help with teaching methods is Computer-Assisted Language Learning (CALL). The main goal of employing visual support when teaching vocabulary materials, according to Hsieh (2020), is to aid students in comprehending and remembering new words. Visual aids are helpful because they make it easier for students to access and share their knowledge and because they can make new vocabulary that would otherwise be difficult to understand.

Based on the result of research using Memrise Application combined with Computer Aided System is effective to apply in classroom for students' vocabulary improvement.

Therefore, in conclusion the used Memrise Application combined with Computer Aided System SMA Negeri 2 GOWA is effective for students' vocabulary improvement.

BAB V

CONCLUSSION AND SUGGESTION

Two points are made in this chapter: a conclusion and a suggestion. The researcher findings from the previous chapter are the basis for the conclusion. Then, suggestions are provided for the further application of computer-assisted systems for improving vocabulary acquisition.

A. Conclusion

Call is implemented through the subject with SMA Negeri 2 Gowa second grade pupils. After implementation in the treatment, results are: Call can help students learn English, particularly vocabulary, and can also inspire them to do so. Thus, it may be concluded that successful vocabulary instruction improves students' vocabulary, as evidenced by their good .

B. Suggestion

Following the completion of the study, the researcher made the following recommendations for the English teacher and upcoming researchers:

1. To the English teacher

   To help the students in the class expand their vocabulary, the teacher could employ the computer-assisted system method. Using this approach could involve students in the process of teaching and acquiring knowledge.

2. To the upcoming researcher

   The researcher the expectation that the results of this research will serve as a guide for upcoming researcher to develop more effective methods of teaching and learning English. This research may also explore the use of

computer-aided systems that will enhance other skills, such as speaking, writing, listening, and reading.

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Appendix 1. Pre-test questions

Fill in the blank with suitable answer!

I have a pet. It is a dog and I (1) __ it snowy. Snowy is a Chinese breed. It is (2) _, fluffy, and cute. It has (3) __ white fur. When I cuddle it, the fur feels (4) __. Snowy does not like bones. Every day it eats soft (5) __ like steamed rice, fish, or bread. When I am at school, Snowy plays with my cat. They get along well and never fight, maybe because Snowy does not (6) __ a lot. It treats the other animals in our house gently, and it never (7) ___ shoes. We always (8) __ time together at home. We do many activities; playing balls, hide and seek, or racing in the backyard. In the afternoon, I usually (9) __ her for a walk. People love to see Snowy. Snowy is really a sweet and (10) __ pet.

Key Answers:

1.Call 6.Thick

2.Bark 7.Bites

3.Take 8.Small

4.Soft 9.Spend

5.Food 10.friendly

(The text wasl taken from Connect book 4, Cambridge University Press 2004, by Jack C. Richards and Carlos Barbisan with Chuck Sandy.)

Appendix 3 Pos-test

Fill in the blank with suitable answer!

1.Does 2.look 3. spends 4. walks 5. is
6. Is 7. has 8. have 9. enjoys 10. Does

My Cat

Grely ____ (1)my beautiful gray Persian cat. He _____ (2)with pride and grace, performing a dance of disdain as he slowly lifts and lowers each paw with the delicacy of a ballet dancer. His pride, however, _____ (3) not extend to his appearance, for he _____ (4) most of his time indoors watching television and growing fat.

He _____ (5) TV commercials, especially those for Meow Mix and 9 Lives. His familiarity with cat food commercials _____ (6) led him to reject generic brands of cat food in favor of only the most expensive brands.

Gregory is as finicky about visitors as he _____ (7) about what he eats, befriending some and repelling others. He may snuggle up against your ankle, begging to be petted, or he may imitate a skunk and

stain your favorite trousers. Gregory _____ (8) not do this to establish his territory, as many cat experts think, but to humiliate me because he is jealous of my friends.
After my guests _____ (9) fled, I _____ (10) at the old fleabag snoozing and smiling to himself in front of the television set, and I have to forgave him for his obnoxious, but endearing, habits.

(Posted on May 21, 2015 by dewiyulianti)

Key Answer :

1.Is
2.Walks
3.Does
4.Spends
5.Enjoys
6.Has
7.Is
8.Does
9.Have
10.Look

Observation Checklist

No	Activity	Level			
		1	2	3	4
1	Students pay attention to material about vocab when studying			✓	
2	Students record new material	✓			
3	Students discuss to get conclusions		✓		
4	Students are diligent in answering questions from the teacher		✓		

5	Students repeat the material in order to add vocabulary			✓	
6	Tries to finish assignment even when they are difficult		✓		
7	Asks questions to get more information				✓
8	Works well with other students			✓	
9	Students active exchange of idea		✓		
10	Participates actively in discussion			✓	
11	Attempts to do his/her task throughly and well rather rhan just trying to get by		✓		
12	Raises his/her hand to answer the question from the teacher				✓

"https://www.researchgate.net/figure/Observation-checklist-evaluating-problem-solving-and-creativity-for-Project-Based_tbl1_342867955"

MODUL AJAR

Nama	Devita Hajaratul Aswad	**Jenjang/Kelas**	X
Nama Sekolah	SMA Negeri 2 GOWA	**Mapel**	BahasaInggris
AlokasiWaktu	2 JPx4 pertemuan	**JumlahSiswa**	38
Profil PelajarPancasila	Beriman, bertakwakepada TuhanYME,danBerakhlak Mulia,Berkebhinekaan Global, Bergotong-royong,Mandiri, Bernalar Kritis,Kreatif	**ModelPembelajaran**	Paduan Tatap Muka
Fase	E	**DomainMapel**	Menyimak-berbicaraMenulis

TujuanPembelajaran	Mengidentifikasi konteks, gagasan utama,dan informasi terperinci dari ragam tekslisan/tulisanyangdisajikandalamben tuk multimodadalamlingkupkeluargadankelas.
Kata Kunci	Mengidentifikasi konteks, gagasan utama,dan informasi terperinci, lingkup keluargadan kelas.
DeskripsiUmumKegiatan	Fokus pembelajaran secara umum adalahmengidentifikasi konteks, gagasan utama,daninformasiterperinci,lingkupke luarga dan kelas.
MateriAjar,AlatdanBahanAjar	1. 2. MateriAjar - Watching or observing thepicture/videotoexplainthecontext. - Listen to spoken informative text toidentify the main idea and specificInformation with two or more keyfacts. - Ask and answer questions toexchangedetailedinformation. 3. Alat Lembarkerja
Sarana dan Prasarana	- Sarana: Komputer,jaringaninternet - Prasarana:Lingkungankelas

Kegiatan Pembelajaran utama/Pengaturan

Individu

MetodePembelajaran

Diskusi

PersiapanPembelajaran

Guru menyiapkan sarana,prasarana,media,bahan ajar dengan baik

Langkah-LangkahPembelajaran

AktivitasPertemuanKe1

KegiatanAwal	KegiatanInti	KegiatanPenutup
- Guru bersama muridsaling memberi danmenjawab salamserta menyampaikankabarnya masing-masing. - Bersama murid, gurumengawali kegiatanbelajar denganberdoa - Guru mengecekkehadiran pesetadidik - Siswa menyimakapersepsi dari gurutentang pelajaransebelumnya danmengaitkan denganpengalamannyasebagai bekalpelajaran berikutnya.Mengajukan pertanyaan yang adakaitannyadengan pelajaranyangaakandilakukan.	- Siswa mengamati tampilan tentang kata benda (aktivitas) di layar komputer - Bersama murid,guru membahas isidaritampilan yang ada di komputer - Guru menyampaikanmateri tentang apa saja yang termasuk kata benda - Guru dan muridmelakukan tanyajawab mengenaimateri	- Guru bersama-samadengan muriddan/atau sendirimembuatrangkuman/simpulantentang pelajaranyangmerekapelajari. - Guru melakukanrefleksi kegiatan hariini. - Guru memberikaninformasi tentangmateri yang akandipelajari padapertemuanberikutnya - Gurubersama–sama para siswamenutuppembelajaran denganberdoa

AktivitasPertemuanKe2

KegiatanAwal	KegiatanInti	KegiatanPenutup
- Guru bersama muridsaling memberi danmenjawab salamserta menyampaikankabarnya masing-masing. - Bersama murid, gurumengawali kegiatanbelajar denganberdoa - Guru mengecekkehadiran pesetadidik - Siswa menyimakapersepsi dari gurutentang pelajaransebelumnya danmengaitkan denganpengalamannyasebagai bekalpelajaran berikutnya.Mengajukan pertanyaan yang adakaitannya denganpelajaranyangaakandilakukan.	- Murid mendengarkanguru menyebutkanistilah-istilah kesehatankemudian muridmengulanginya - Guru memberikan waktu kepada murid untuk lebih memahami mengenai istilah-istilah dalam kesehatan dalam bahasa inggris melalui komputer - Guru memberitahu kepada murid bagaimana penyebutan negara istilah dalam kesehatan yang benar	- Guru bersama-samadengan muriddan/atau sendirimembuatrangkuman/simpulantentang pelajaranyangmerekapelajari. - Guru melakukanrefleksi kegiatan hariini. - Guru memberikanpengharga ankepadamurid yang berperanaktif dalam prosespembelajaran - Guru memberikaninformasi tentangmateri yang akandipelajari padapertemuanberikutnya - Gurubersama–sama para siswamenutuppembelajaran denganberdoa

Aktivitas pertemuan ke 3

KegiatanAwal	KegiatanInti	KegiatanPenutup
- Guru bersama muridsaling memberi danmenjawab salamserta menyampaikankabarnya masing-masing. - Bersama murid, gurumengawali kegiatanbelajar denganberdoa - Guru mengecekkehadiran pesetadidik - Siswa menyimakapersepsi dari gurutentang pelajaransebelumnya danmengaitkan denganpengalamannyasebagai bekalpelajaran berikutnya.Mengajukan pertanyaan yang adakaitannya denganpelajaranyangaakandilakukan.	- Siswa mengamati tampilan tentang kata benda (hubungan) di layar komputer - Bersama murid,guru membahas isidaritampilan yang ada di komputer - Guru menyampaikansedikit materi tentang apa saja yang masuk ke dalam konteks hubungan berkaitan dengan materi yang sedang di pelajari - Guru dan murid melakukan tanya jawab tentang materi yang sedang di pelajari - Guru kembali memberikan waktu kepada murid untuk belajar setelah melakukan sedikit tanya jawab	- Guru bersama-samadengan muriddan/atau sendirimembuatrangkuman/simpulantentang pelajaranyangmerekapelajari. - Guru melakukanrefleksi kegiatan hariini. - Guru memberikanpengharga ankepadamurid yang berperanaktif dalam prosespembelajaran - Guru memberikaninformasi tentangmateri yang akandipelajari padapertemuanberikutnya - Gurubersama–sama para siswamenutuppembelajaran denganberdoa

Aktivitas pertemuan ke 4

KegiatanAwal	KegiatanInti	KegiatanPenutup
- Guru bersama muridsaling memberi danmenjawab salamserta menyampaikankabarnya masing-masing. - Bersama murid, gurumengawali kegiatanbelajar denganberdoa - Guru mengecekkehadiran pesetadidik - Siswa menyimakapersepsi dari gurutentang pelajaransebelumnya danmengaitkan denganpengalamannyasebagai bekalpelajaran berikutnya.Mengajukan pertanyaan yang adakaitannya denganpelajaranyangaakandilakukan.	- Siswa mengamati tampilan tentang kata benda (deskripsi orang) di layar komputer - Bersama murid,guru membahas isidaritampilan yang ada di komputer - Guru menyampaikansedikit materi tentang apa saja yang masuk ke dalam konteks hubungan berkaitan dengan materi yang sedang di pelajari - Guru dan murid melakukan tanya jawab tentang materi yang sedang di pelajari - Guru kembali memberikan waktu kepada murid untuk belajar setelah melakukan sedikit tanya jawab	- Guru bersama-samadengan muriddan/atau sendirimembuatrangkuman/simpulantentang pelajaranyangmerekapelajari. - Guru melakukanrefleksi kegiatan hariini. - Guru memberikanpengharga ankepadamurid yang berperanaktif dalam prosespembelajaran - Guru memberikaninformasi tentangmateri yang akandipelajari padapertemuanberikutnya - Gurubersama–sama para siswamenutuppembelajaran denganberdoa

KompetensiYang Dinilai MelaluiAsesmenAkhirPembelajaran

- Berbicara
- Menulis

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LEMBAGA PERPUSTAKAAN DAN PENERBITAN

MateriSiswa

- Asesmendilaksanakanselama prosespembelajaran.

KriteriaPenilaian

- Melampaui Capaian: Apabila murid sudah memahami dan bisa melafalkan kalimatdenganbenardan lancar.
- Memenuhi Capaian: Apabila murid sudah memahami dan bisa melafalkan kalimatdenganbenarnamunbelumlancar.
- Cukup:Apabilamuridbelum memahaminamunbisamelafalkandenganbenar
- Kurang: Apabilamuridbelum bisamelafalkankalimat denganbenar.

RubrikPenilaian

No	AspekyangDinilai	Kriteria		Skor1-5	Skor1-4
1	**Pengucapan(*pronounciation*)**	Hampirsempurna		5	4
		Adabeberapakesalahan,tetapitidak mengganggumakna		4	3
		Adabeberapakesalahandan mengganggumakna		3	2
		Banyakkesalahan danmengganggumakna	Hampirsemuasalah danmenggan ggumakna	2	1
		Terlalu banyakkesalahan danmengganggumakna		1	
2	**Intonasi(*intonation*)**	Hampirsempurna		5	4
		Adabeberapakesalahan,tetapitidak mengganggumakna		4	3
		Adabeberapakesalahandanmengganggumakna		3	2
		Banyakkesalahan danmengganggumakna	Hampirsemuasalah danmenggan ggumakna	2	1
		Terlalu banyakkesalahan danmengganggumakna		1	
3	**Kelancaran(*fluency*)**	Sangatlancar		5	4
		Lancar		4	3
		Cukuplancar		3	2
		Kuranglancar	Sangat tidaklancar	2	1
		Tidaklancar		1	
4	**Ketepatan Makna(*accuracy*)**	Sangattepat		5	4
		Tepat		4	3
		Cuktuptepat		3	2
		Kurangtepat	Hampir tidaktepat	2	1
		Tidaktepat		1	

RefleksiGuru

- Adakahmuridyangmembutuhkanperhatiankhusus?
- Adakahtahapanpembelajaranyangharusdiulangpadapertemuanselanjutnya?
- Bagaimanakahtanggapanmuridpadapertemuanini?

RefleksiMurid

- Apakahmateriyangdidiskusikansudahcukupjelas?
- Apakah belajar menggunakan komputer menyenangkan?
- Bagianmanayangmenurutkaliansulitdipahami?
- Kendalaapayangkamuhadapiketikamempelajarimateriini?

TEACHING MATERIAL (Materi Pembelajaran)

A. Vocabulary (Noun)

Material Noun

The noun is used mainly in five ways in English Grammar, in which all differences have their separate existence. Material Noun is one of those which addresses such a Noun that can only be measured or weighed but cannot be counted at all. A Material Noun is a special name gaven to things made of substance, which addresses the type of substance rather than the individual particles of the substance. This Material Noun is not countable because, it is in the form of liquid, semi-liquid or solid. As; air, metal, gold, salt, iron, silver, steel, etc. Using substances with Material Noun, it can be converted into other colors, forms, shapes, etc. They remain Material Nouns even after changing into other forms.

Definition of Material Noun

The noun that gaves the sense of a liquid/substance, that which is measured or weighed but not counted, from which various things are made, is called a material noun.

Another word says Material nouns are the names of substances from which things are made. As Gold, Iron, Silver, etc.

1. *A Material Noun is a noun that can be measured or weighed but cannot be counted.*
2. *Material Nouns are those constituent substances using which many other substances are made.*

3. *All Material Nouns are material things. gold, silver, wood, rubber, etc. All these things can be measured or weighed but cannot be counted.*
4. *Ornaments are made from gold and silver, furniture is made from wood, and tea is made from water.*
5. *They are called Material Nouns because mostly they are all materials like coal, lead, aluminum, plywood, sand, glass, fiber, tar, cloth, etc.*
6. *All these are raw materials. Most of these materials are natural but some are also man-made. The sources of what is natural are plants, animals, or nature.*
7. *These are such things that man cannot make but by using them he can make many other things.*

Examples of Material Nouns

The words in bold in the following sentences are material nouns.

1. **Diamond** is the hardest substance in the world.
2. **Calcium** is essential for our bones.
3. **Cotton** is the best material to use in summer.
4. BP patients should have a minimum intake of **salt**.
5. **Wood** and **cement** are essential construction materials.
6. **Milk** contains lactic acid.
7. **Wheat** is one of the most consumed food items in India.
8. I love wearing **silver** rings.
9. **Tea** is served to welcome guests into our home.
10. **Honey** is a natural sweetener.

Classification of Material Noun

Generally, Material Noun is obtained in many ways, such as natural substances, man-made substances, etc. Based on this, Material Noun has been divided into 4 categories which are as follows.

Classification	Material Noun
Material Nouns from Nature	water, air, silver, gold, iron, copper, sand, coal, rock, sunlight, rain, earth, etc.
Material Nouns from animals	egg, meat, honey, milk, silk, leather, wool, etc.
Material Nouns from plants	cotton, food, oil, wood, jute, coffee, medicine, tea, rubber, perfume, etc.
Material Nouns which is man-made	acid, alcohol, brick, cement, butter, ghee, cheese, etc.

Material Noun Rules in Sentence

Rule 1: Material nouns are always spoken in the singular, so they are always accompanied by singular verbs (is/has/was).

- Water has become dirty. Gold is my weak point. Rice is looking fresh and newly harvested.

Rule 2: Articles (a, an, the) are not used before Material Nouns.

- and The water is dirty – wrong
- Water is dirty – right
- I like a silver – wrong
- I like silver – right

Rule 3: Before Material Nouns quantifiers like 'some', 'a lot', and 'few' can be used.

- Please gave me a lot of rice. Drink a few drops of medicine.

Rule 4: As we have seen, Material Nouns are always considered in the singular. That's why 's' or 'es' cannot be used with them.

- Plastic – right
- Plastics – wrong
- sugar- right
- sugars- wrong

Rule 5: We cannot use any number before material nouns.

- one salt – wrong
- one bowl of salt – right

- four wood – wrong
- four logs of wood – right

Rule 6: Whenever a material noun appears at the beginning of a sentence, its first letter is written in capital and if it appears anywhere in the middle of the sentence, it is written in small letters only.

- Diamonds are precious. – Right
- I like Diamonds. – wrong
- I like diamonds. – right

B. Descriptive Text

Definition of Descriptive Text

Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

In a broad sense, description, as explained by Kane (2000: 352), is defined like in the following sentence:
Description is about sensory experience—how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.

Thus, if we conclude it from Kane's explanation above, the descriptive text is meaningful text that describes the experience related to the senses, such as what shape, sound, taste is. Most descriptive text is about visual experience, but in fact the experience other than the sense of sight, we can also use it to make descriptive text.

But in particular, the descriptive text is, "…… is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing."

So, it can be said that the descriptive text is a text that explains about whether a person or an object is like, whether its form, its properties, its amount and others. The purpose of the descriptive text is clear, that is to describe, represent or reveal a person or an object, either abstract or concrete.

Generic Structure of Descriptive Text

When writing descriptive text, there are some generic structures (actually not mandatory) for our writing to be true. The arrangement is:

Identification: (contains about the introduction of a person, place, animal or object wasl be described.)
Description: contains a description of something such as animal, things, place or

person by describing its features, forms, colors, or anything related to what the writer describes.

Purpose of Descriptive Text

– To describe person, thing or place in specific
– To describe a particular person, thing or place.

Appendix 3
The Score Of Pre-Test and Post-Test

Initial of students	Pre Test	Post Test
AF	60	90
AFA	50	80
APK	60	80
AA	50	70
AF	60	80
AR	60	80
BK	60	80
DFM	50	90
FCPA	50	80
FM	60	80
IM	60	70
KN	60	80
MAPR	60	80
MRA	50	90
MZ	50	80
NA	40	90
NA	60	80
NAR	50	70
NFAP	50	80
NFS	60	80
NHA	60	70
NFIR	60	90
N	60	80
N	50	90
NA	50	80
NF	60	90
RL	60	80
RNI	50	80
R	40	90
RA	50	70
RR	60	80
RA	60	90
SK	50	90
SMM	50	80
MAPR	60	80
NA	50	80
SR	50	90
MAAFA	60	90
Jumlah	2080	3110
	X=54,7	**X=81,8**

Appendix 4
Table Of Students Vocabulary Totally Score Achievement

Students	**All Score**		$D (X_2 - X_1)$	D^2
	Pre (X_1)	**Post** (X_2)		
AF	60	90	30	900
AFA	50	80	30	900
APK	60	80	20	400
AA	50	70	20	400
AF	60	80	20	400
AR	60	80	20	400
BK	60	80	20	400
DFM	50	90	40	1.600
FCPA	50	80	30	900
FM	60	80	20	400
IM	60	70	10	100
KN	60	80	20	400
MAPR	60	80	20	400
MRA	50	90	40	1.600
MZ	50	80	30	900
NA	40	90	50	2.500
NA	60	80	20	400
NAR	50	70	20	400
NFAP	50	80	30	900
NFS	60	80	20	400
NHA	60	70	10	100
NFIR	60	90	30	900
N	60	80	20	400
N	50	90	40	400
NA	50	80	30	900
NF	60	90	30	900
RL	60	80	20	400
RNI	50	80	30	900
R	40	90	50	2.500
RA	50	70	20	400
RR	60	80	20	400
RA	60	90	30	900
SK	50	90	40	1.600
SMM	50	80	30	900
MAPR	60	80	20	400
NA	50	80	30	900
SR	50	90	40	1.600
MAAFA	60	90	30	900
	$\sum X1=2080$	$\sum X1=3110$	$\sum D=1030$	$\sum D^2=29200$

Total			$(\sum D)^2$=1.060.900	

Table Distribution of T-Value

Pr / df	0.25 / 0.50	0.10 / 0.20	0.05 / 0.10	0.025 / 0.050	0.01 / 0.02	0.005 / 0.010	0.001 / 0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
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Nama : Devita Hajaratul Aswad
Nim : 105351106319
Program Studi : Pendidikan Bahasa Inggris

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KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : DEVITA HAJARATUL ASWAD
NIM : 105351106319
Judul Penelitian : THE USE OF COMPUTER AIDED SYSTEM TEACHING ON VOCABULARY LEARNING AT SMA NEGERI 2 GOWA
Tanggal Ujian Proposal : 26 JUNI 2023
Tempat/Lokasi Penelitian : SMA NEGERI 2 GOWA

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Jumat/018/agustus/2023	Pre - Test	Dra. HJ. Rumaedah M.pd	
2	Senin/21/agustus/sept/2023	Treatment	Dra. HJ. Rumaedah M.pd	
3	Senin, 28/agustus/sept/2023	Treatment	Dra. HJ. Rumaedah M.pd	
4	Senin, 04/sept/2023	Treatment	Dra. HJ. Rumaedah M.pd	
5	Senin, 11/sept/2023	Treatment	Dra. HJ. Rumaedah M.pd	
6	Senin, 18/sept/2023	Post. Test	Dra. HJ. Rumaedah M.pd	

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18 September 2023

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Ketua Program Studi,
FKIP Unismuh Makassar

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
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Alamat: Jln. Pendidikan Limbung Kec. Bajeng Kab. Gowa Telp. 0411-8217762 Kode Pos (92152) Email : sman2gowa@gmail.com

SURAT KETERANGAN

No.070/334 -UPT.SMAN2/GOWA/DISDIK

Yang bertanda tangan di bawah ini Plt. Kepala UPT. SMA Negeri 2 Gowa Provinsi Sulawesi Selatan, menerangkan bahwa :

Nama	: DEVITA HAJARATUL ASWAD
Tempat/Tgl Lahir	: Maruge, 28 Juli 2000
Jenis Kelamin	: Perempuan
NIM	: 105351106319
Pekerjaan	: Mahasiswa
Program Studi	: Pendidikan Bahasa Inggris
Alamat	: Bumi Batara Mawang Permai

Benar telah melakukan Penelitian di SMA Negeri 2 Gowa sejak 09 Agustus s/d 09 Oktober 2023, Berdasarkan surat dari Dinas Penanaman modal dan pelayanan terpadu satu pintu No.23195/S.01/PTSP/2023, dengan Judul Skripsi "**THE USE OF COMPUTER AIDED SYSTEM TO IMPROVE VOCABULARY LEARNING AT SMAN 2 GOWA**".

Demikian surat Keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Bajeng, 15 November 2023
Plt. Kepala UPT.SMAN 2 Gowa
UPT

Dra. H. DJUMRAH
Pangkat, Pembina Tk.I
NIP. 19680412 199803 1 010

Tembusan :
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Nomor : 14427/FKIP/A.4-II/VIII/1445/2023
Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
Di -
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Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama	:	Devita Hajaratul Aswad
Stambuk	:	105351106319
Program Studi	:	Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir	:	Maruge / 28-07-2000
Alamat	:	Jl Poros Malino, Perumahan Bumi Batara Mawang Permai Ac 11 no 3

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: The Use Of Computer Aided System To Improve Vocabulary Learning At SMA Negeri 2 Gowa

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

Wassalamu Alaikum
Warahmatullahi Wabarakatuh.

Makassar, 6 Jumadal Ula 1441 H
01 Agustus 2023 M

Dekan

Erwin Akib, M.Pd., Ph.D.
NBM. 860 934

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Bapak Gubernur Prov. Sul-Sel
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Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 14427/FKIP/A.4-II/VIII/1445/2023 tanggal 1 Agustus 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **DEVITA HAJARATUL ASWAD**
No. Stambuk : **10535 1106319**
Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan : **Pendidikan Bahasa Inggris**
Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"THE USE OF COMPUTER AIDED SYSTEM TO IMPOVE VOCABULARY LARNING AT SMA NEGERI 2 GOWA "

Yang akan dilaksanakan dari tanggal 9 Agustus 2023 s/d 9 Oktober 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

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Ketua LP3M,

Dr.Muh. Arief Muhsin, M.Pd
NBM 1127761

08-23

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LETTER OF ACCEPTANCE
0860/BG-FKIP/LOA/B/XI/1445/2023

Dear DEVITA HAJARATUL ASWAD

It is our pleasure to inform you that, after reviewing your paper:

THE USE OF COMPUTER AIDED SYSTEM TO IMPROVE VOCABULARY LEARNING AT SMAN 2 GOWA

The manuscript ID: 1138

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **Journal of Computer Interaction in Education,** ISSN (paper) *2656-5218* ISSN (online) *2622-2418*. We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at *jcie@bg.unismuhmakassar.ac.id*

Makassar, 2 December 2023 M
18 Jumadil Ula 1445 H

Head of English Education Department
Faculty of Teacher Training and Education

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
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PROGRAM STUDI
PENDIDIKAN BAHASA INGGRIS
TERAKREDITASI UNGGUL
LEMBAGA AKREDITASI MANDIRI

DOCUMENTATION

CURRICULUM VITAE

Devita Hajaratul Aswad was born on 28 July 2000 in North Kolaka, the author is the second of 3 children of the couple Kusman and Sahida. The author first entered education at SMP Negeri 1 Maruge in 2006 and graduated in 2012. In the same year the author continued his education at SMP Katoi and graduated in 2015. After graduating from SMP, the author continued his education at SMK Negeri 1 Maruge majoring in Multimedia and graduated in 2018. After one year the author was registered as a student at the Muhammadiyah University of Makassar, Faculty of Teacher Training and Education, Department of English Language Education.With perseverance and high motivation from the family, the author succeeded in completing the final project of this thesis. I hope that by writing this final thesis, I can make a positive contribution to the world of education.Finally,the author expresses his deepest gratitude for the completion of his thesis entitled "THE USE OF COMPUTER AIDED SYSTEM TO IMPROVE VOCABULARY LEARNING AT SMAN 2 GOWA".