

**THE EFFECTIVENESS OF LINGODEER IN DISTRIBUTING THE CONTENT
OF MEDIA TO IMPROVE STUDENTS' VOCABULARY MASTERY AT THE
SECOND GRADE IN SMPN 3 GALESONG UTARA**

(PRE-EXPERIMENTAL RESEARCH)



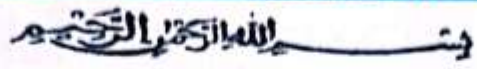
A THESIS

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17/5/24		Theoretical framework sampling Technique	
21/5/24		Instrument Tenses	
22/5/24		Findings : Analysis Data Display	
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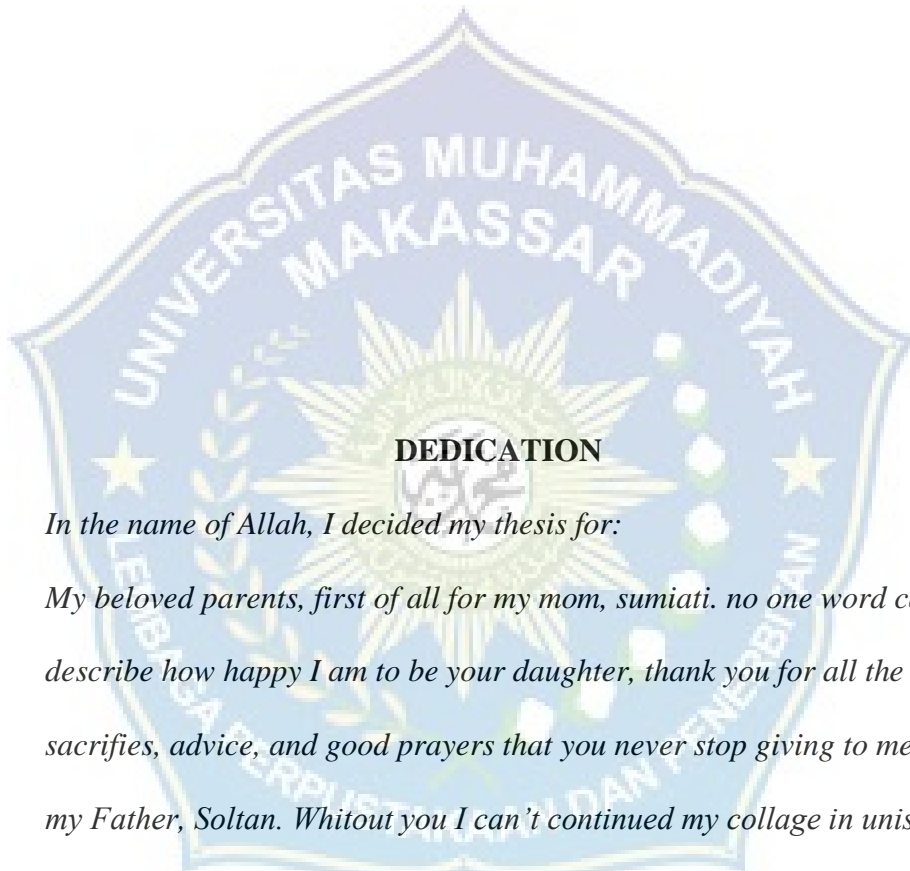
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MOTTO AND MOTIVATION

به يؤمن فيما وثابتا قويا يظل أن يجب ولكنه حياته، في والتحديات الصعاب من بالكثير الإنسان يمر قد

“Seseorang mungkin menghadapi banyak kesulitan dan tantangan dalam hidupnya, tetapi ia harus tetap kuat dan teguh pada apa yang ia percayai.”



DEDICATION

In the name of Allah, I decided my thesis for:

My beloved parents, first of all for my mom, sumiati. no one word can describe how happy I am to be your daughter, thank you for all the sacrifices, advice, and good prayers that you never stop giving to me. And for my Father, Soltan. Whitout you I can't continued my collage in unismuh makassar, thank you very much for being my father, I love both of you mom and dad.

My beloved lectures cannod be mentioned one by one

My beloved campus, University Muhammadiyah of Makassar

And for my self, thank you for the efforts

ABSTRACT

NURHIKMA. 2024. *The effectiveness of lingodeer application in distributing the content of media to improve students' vocabulary mastery at the second grade in smpn 3 galesong utara.* Thesis Department of English, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervised by Eka Prabawati Rum and Muhammad Zia Ul Haq.

This study was conducted to determine the research objectives, namely by looking at the effectiveness of the lingodeer application in distributing the content of media contained in the lingodeer application to improve students' vocabulary mastery at SMPN 3 North Galesong. The sample in this study were twelve students at SMPN 3 North Galesong. The purpose of this study was to determine the effectiveness of lingodeer application in improving students' vocabulary mastery. The instruments used to collect data were pre-test and post test in the form of fifteen multiple choice questions by analyzing the data using SPSS. The results of this study found that the used of lingodeer application in the learning process to improve students' English vocabulary is considered effective based on the data obtained where the average value of the pre-test 47.42 and post-test 89.17 can be seen that the average value of the post-test is higher than the average value of the pre-test. And proven again from the results of the analysis of "paired sample test" using SPSS with a significant value of $0.001 < 0.05$. Based on decision making, namely if the significance value is smaller than 0.05, H_0 is rejected and H_1 is accepted. Based on these results, it can be concluded that the Lingodeer Application is effective for increasing students' English vocabulary.

Keywords: Lingodeer , Vocabulary , Application , Media

ABSTRAK

NURHIKMA. 2024. *Efektifitas aplikasi lingodeer dalam mendistribusikan konten dari media untuk meningkatkan penguasaan kosakata Bahasa Inggris siswa kelas dua di SMPN 3 Galesong Utara .* Skripsi Jurusan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Eka Prabawati Rum dan Ardiana.

Penelitian ini dilakukan untuk mengetahui tujuan penelitian yaitu dengan melihat efektivitas aplikasi lingodeer dalam mendistribusikan media konten yang terdapat pada aplikasi lingodeer untuk meningkatkan penguasaan kosakata siswa di SMPN 3 Galesong Utara. Sampel dalam penelitian ini adalah duabelas siswa di SMPN 3 Galesong Utara. Tujuan dari penelitian ini adalah Untuk mengetahui keefektifan aplikasi lingodeer dalam meningkatkan penguasaan kosakata Bahasa Inggris siswa. Instrumen yang digunakan untuk mengumpulkan data adalah pre-test dan post test berupa lima belas soal pilihan ganda dengan melakukan analisis data menggunakan SPSS. Hasil dari penelitian ini ditemukan bahwa penggunaan aplikasi lingodeer dalam proses pembelajaran untuk meningkatkan kosakata bahasa Inggris siswa dinilai efektif berdasarkan data yang diperoleh dimana nilai rata-rata pada pre-test 47.42 dan post-test 89.17 dapat dilihat bahwa nilai rata-rata dari post-test lebih tinggi dari pada nilai rata-rata pre-test. Serta dibuktikan lagi dari hasil analisis “paired sample test” menggunakan SPSS dengan nilai signifikansi $0,001 < 0,05$. Berdasarkan dari pengambilan keputusan yaitu jika nilai signifikansi lebih kecil dari pada 0,05 maka H_0 ditolak dan H_1 diterima. Berdasarkan dari hasil tersebut dapat disimpulkan bahwa Aplikasi Lingodeer efektif untuk meningkatkan kosakata bahasa Inggris siswa.

Kata Kunci: Lingodeer, Kosakata, Aplikasi, Media

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Furthermore, the researcher also expresses her deepest gratitude to her beloved parents, Father Sultan and my beloved mother Sumiati for their prayers, motivation, finances and sacrifices for their success, as well as sincere and pure love without time. The researcher realizes that many parties have provided invaluable guidance, advice, assistance, and suggestions to complete this thesis for research and writing this thesis. Therefore, the researcher wants to acknowledge them:

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The researcher knows that is thesis was still far from perfect. Therefore, the researcher expects criticism and suggestions for the perfection of this thesis, Finally, the researcher hopes this research was helpful for the future and the interest of readers and future researcher.

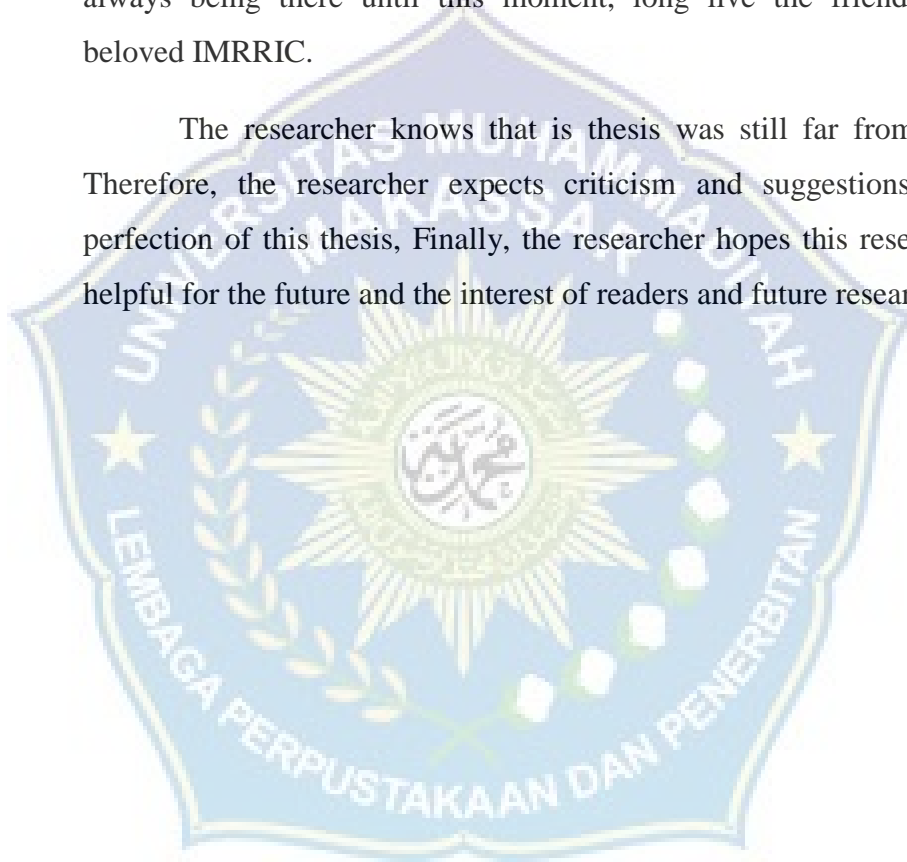


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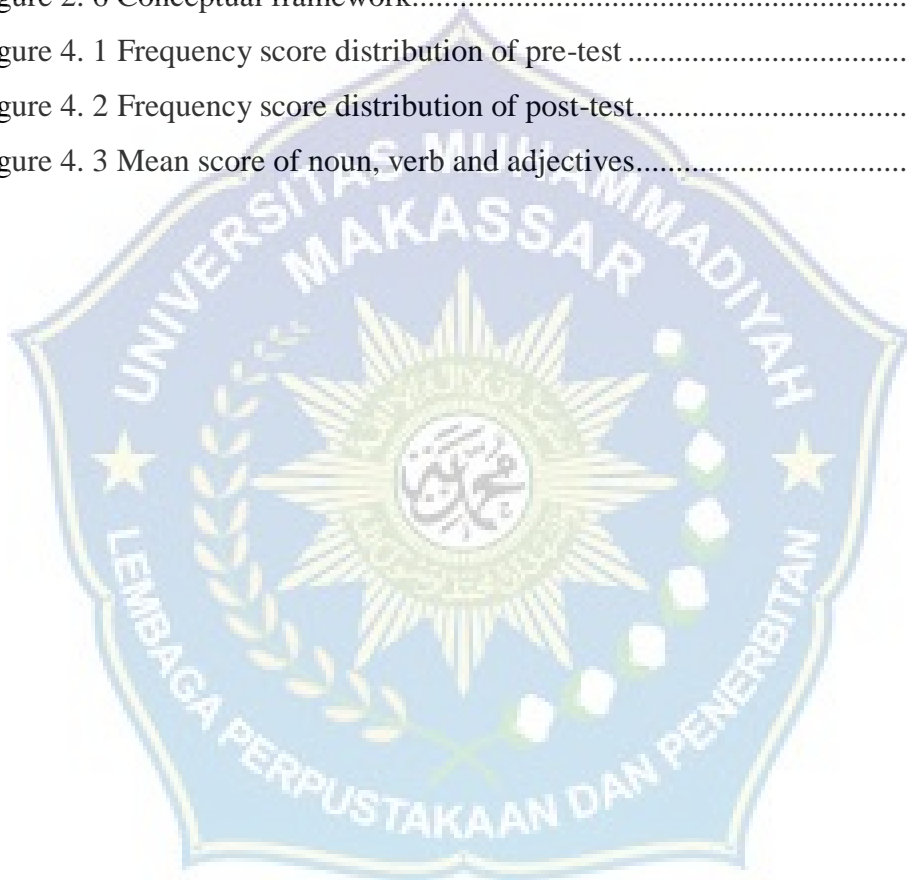
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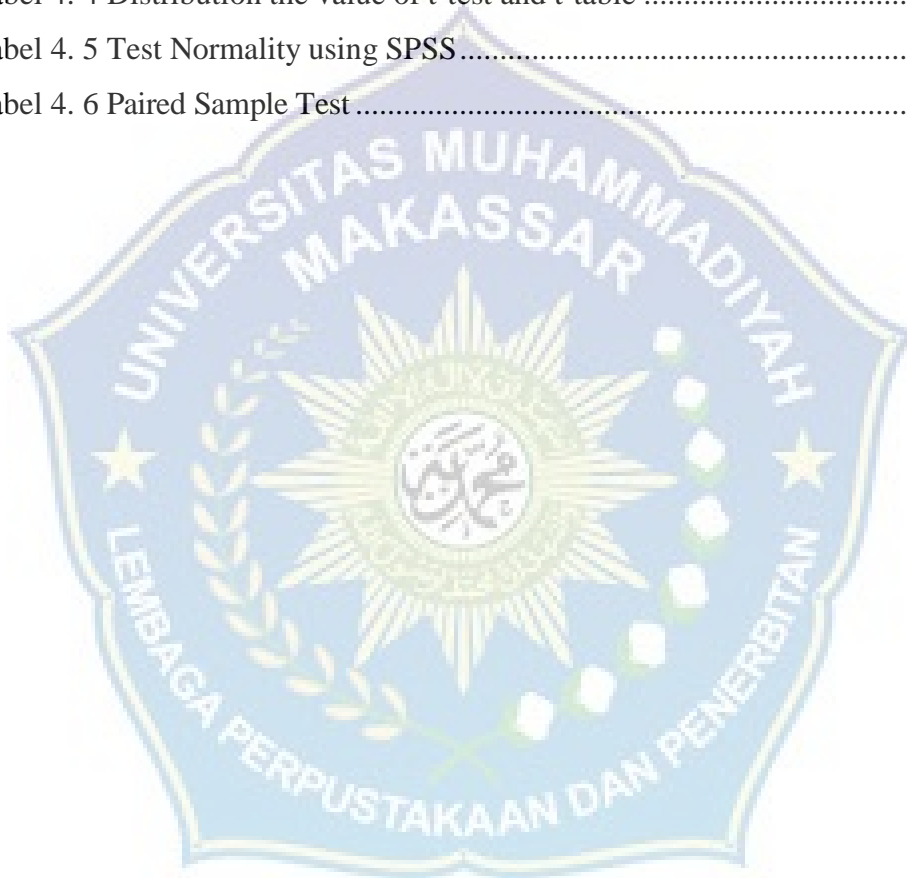
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CHAPTER I

INTRODUCTION

A. Background of the Study

In this digital era, more students are slowly but surely moving towards digital online courses in almost every field. Besides digital learning involving highly advanced technological media, digital learning is also able to give students a lot of flexibility, allowing them to learn anytime, from anywhere at their own pace without worrying about schedules. Students also have the freedom to choose what they learn and what they do not want to learn according to the needs of achieving the competencies they want to achieve or master (Sitompul, 2022)

Departing from traditional learning to technology-based learning will make students more interested and want to learn more deeply about increasingly widespread technology. One of them is digital media in which there are many learning platforms that can be accessed anywhere and anytime.

Learning media has a very important and irreplaceable role in the educational process in schools. Its existence as an integral component makes it a crucial element for achieving learning goals effectively and efficiently. In a learning environment, media has an extraordinary ability to clarify material that may still be unclear or poorly understood by students. This allows students to more easily understand the concepts being taught. Apart from that, the advantages of learning media can also be seen in its ability to arouse interest, motivation and enthusiasm in the learning process (N. Hidayat &

Khotimah, 2019).

In the current generation, which is usually referred to as generation Z, it is said that members of this generation are technologically literate, adaptable and more careful. This generation is connected globally and thrives in cyberspace. To be able to socialize or communicate globally, it is necessary to learn English as an international language. This indicates that the need for English is very great in the current era. For this reason, English teaching in Indonesia needs to be further improved. Apart from that, to improve English language skills, the basics of learning English are needed, students can start by learning vocabulary first.

According to Nisfulaila (2022) vocabulary refers to all of the words, and all of the terms refer to vocabulary, the researcher also determined that mastering vocabulary entails mastering information about word meanings and having knowledge about terms. One can communicate effectively with others if they are familiar with words or have a large vocabulary. It would be difficult for foreigners to acquire a new language without first knowing the vocabulary. Because vocabulary is essential to all languages, it must be taught to students. According to some academics, vocabulary is more important than grammar because learning grammar is difficult without knowing the vocabulary. The following are the issues that university students have in learning vocabulary: practically all of the students have difficulties pronouncing the words, writing and spelling, the varied grammatical forms of a word, choosing the right meaning of words, using terms depending on context, and idiomatic phrase

(Rohmatillah, 2017). And the researcher went to say that the majority of Indonesian students have trouble learning English vocabularies owing to disparities in written and spoken form. This is possible because Indonesian vocabularies have mono sound, which means the same sound or pronunciation as the written word, but English letters have distinct sounds.

In this case, the role of the teacher is very important. The teacher should approach vocabulary instruction with innovative and unique approaches so that students are engaged in learning and developing their vocabulary. Nowadays, there are numerous approaches for teaching vocabulary. One method is to use media, such as games. Teachers can utilize games to assist pupils in developing meaningful language contexts. Furthermore, psychological obstacles provide a significant challenge in the learning process. Language games can be used by teachers to break down these boundaries and let pupils feel happy and free while participating. Language games help pupils reduce tension, which has a negative impact on their learning process. Playing games can assist and motivate students to maintain their focus (Amelia, 2021).

Based on a pre-interview with one of the English teachers at SMPN 3 Galesong Utara, most students have low interest in learning, especially in learning English. This is because most of them live quite close to the beach where most of the population are fishermen. Thus students' attention is not only focused on studies but spends more time at sea with their parents. According to them, a fisherman does not really need English lessons, they

more need the ability to learn to fish and catch fish, not to learn English. For this reason, in terms of motivating students' interest in learning, something different is needed in the teaching and learning process. Along with the development of technology, a teacher must be good at organizing learning strategies and adjusting them to the development of technology as it is today.

There are many strategies for improving English skills that are relevant to today's times, namely utilizing existing technological capabilities, a teacher can access platforms or various types of media that are in accordance with the English skills he wants to teach. Here, teachers can practice skills and be creative by adjusting the learning interests of their students. One of the learning media in improving English skills is the use of the Lingodeer application.

Nisfulaila (2022) stated that lingodeer is one of the applications that can be applied to train students' English, especially in increasing students' English vocabulary. In addition, the researcher also said, Lingodeer is an application that is very friendly to students.

Lingooder is one of dygital media, in this application there are several features that can be accessed by students, one of that, there are many language choices that can be learned. This application is equipped with images that illustrate the vocabulary displayed, apart from the images there is also audio that can be heard for mentioning the vocabulary. The most important thing about this application is that it has a practice questions feature to increase students' vocabulary. With this application, teachers can train students' English

skills both in terms of pronunciation, speaking and more importantly students can get to know more vocabulary. As we know, vocabulary is the basis for learning English. Therefore, the researcher intends to conduct experimental research entitled: “ **The Effectiveness of Lingodeer in Distributing the Content of Media to Improve Students’ Vocabulary Mastery at The Second Grade in SMPN 3 Galesong Utara**”.

B. Problem Statement / Research Question

Is Lingodeer in distributing the content of media effective to improve students’ vocabulary mastery at the second grade in SMPN 3 Galesong Utara?

C. Research Objectives

To know whether the lingodeer in distributing the content of media effective to improve students’ vocabulary mastery or not.

D. Significance of The Research

1. For the English Students

This lingodeer application is expected to foster student motivation in learning English, especially in improving vocabulary. By using this application, besides learning English, they will also feel entertained with various features that have been provided. In addition, students can also access the lingodeer application anywhere and anytime.

2. For the Teachers

The researcher anticipates that the Lingodeer application will assist the teacher in locating media to aid in the teaching of English, particularly

vocabulary, as well as in resolving the problem of the student's difficulty in recalling words. This study in the Lingodeer application is also projected to be a fun media to assist students in making the teaching and learning process more exciting and active, particularly in the Second grade of SMPN 3 Galesong Utara in the academic year 2023/2024.

3. For the Researchers

The findings of this study would be valuable to other researcher. It can assist them in learning about the pupils' vocabulary and developing it by using the Lingodeer Application. Not only that, but the researcher can use this research as a reference to learn more about vocabulary and how to improve vocabulary.

E. Scope of the Research

The scope is the lingodeer application to improve students' vocabulary mastery at the second grade in SMPN 3 Galesong Utara. The lingodeer application has an interesting content, such as in the form of written media, images and audio. The limitation of this research, the researcher just focused on the students' vocabulary in the term of noun, verb and adjectives. The strategy that used to improved students' vocabulary mastery is Lingodeer Application.

CHAPTER II

REVIEW OF LITERATURE

A. Some Previous Related Studies

Several study findings are related to this topic, and the researcher discovered three relevant studies:

Alfidzari, A. P. (2023) argued the use of lingodeer application media is effective in learning Japanese vocabulary. In addition, the questionnaire data states that most students feel that learning Japanese vocabulary using the Lingodeer application makes it easier for students to learn vocabulary.

Akbar et al., (2022) said that the lingodeer application is one of the applications that is very friendly to students. From this study, the researcher obtained the results that the use of lingodeer applications effectively improved students' vocabulary.

Nisfulaila (2022) used a quasi-experimental instrument where problem-based learning method, based on lingodeer application was part of the experimental group, and the control group used conventional method. As a result of this study, the researcher said that the use of lingodeer application is effective in improving students' vocabulary.

Based on previous research, researcher can conclude that applications in which media content or features are provided have a big role and influence in improving students' vocabulary. There are also similarities and differences from this research. The similarity is the study of vocabulary and improving

students' vocabulary, as well as research using the same application. The difference is the kinds of language and also the place and sample of the research to improve students' vocabulary. Researcher hope that Lingodeer can be an effective application to improve students' vocabulary.

B. The Content of Vocabulary

1. Definition of Vocabulary

After letters, words are one of the first stages in forming a sentence to a paragraph. Without knowing a lot of vocabulary, the writer or speaker will have difficulty in conveying the information or opinion they want to convey. This is no different for students who are learning a second language, it will make it difficult for them to understand the material presented because they do not understand the meaning of the vocabulary. Therefore, one of the major challenges when learning a second language is to master a wider vocabulary.

According to M Megawati (2017) vocabulary is the key to mastering a language. Also Willis & Ohashi in Wang (2014) stated that vocabulary is a necessary component of language and the most crucial aspect of foreign language study for academic success. Although language learners must master the skills of listening, speaking, reading, and writing, it is vocabulary that is important to all four talents, as it is difficult to acquire any of the four skills without sufficient vocabulary. Beside that, Oxford Dictionary defined vocabulary as a) all the words a person knows or uses, b) all the words in a language, and c) a list of terms with their meanings. It

refers to all of the words in a language that a person understands or uses to communicate with another person (Bull, 2008).

Hasriyani et al., (2020) stated that a vocabulary is a collection of words that have meanings and are used by people who speak a language. A person's vocabulary is defined as the collection of all words that people comprehend or words that that person may use to create a new sentence. The breadth of one's vocabulary is commonly regarded as an indication of intellect or amount of education.

2. Types of Vocabulary

Baskarani (2016) mentioned that vocabulary is an important component that connects the four abilities of listening, speaking, reading, and writing. There are some expert perspectives on vocabulary kinds, one of the expert is Harmer differentiates between active and passive vocabulary.

a. Active Vocabulary

The productive vocabulary is another name for active vocabulary. Learners use it more frequently in speaking and writing. Although it appears more difficult to carry out in practice, the learner must know how to pronounce it correctly and be able to utilize words with acceptable structure in the target language. When pupils have already mastered a vocabulary and are expected to be able to use it correctly, it is referred to as active vocabulary.

b. Passive Vocabulary

Passive vocabulary is also known as receptive vocabulary. It is words that are frequently difficult for learners to recognize and understand in the context of listening and reading. The passive vocabulary refers to items that learners will most likely find difficult or impossible to produce and will only identify when they come across them.

3. The Importance of Learning Vocabulary

Before learning something new, people should know what they want to learn. In this scenario, knowing vocabulary is critical to assisting pupils in learning the target language. Teachers are not only expected to produce materials for teaching the language, but also to train pupils on how to use the language, whether oral or written. Many people have discovered the value of acquiring vocabulary. Learning vocabulary, according to the Indonesian National Education Department, is: Following essential language learning, learning vocabulary was not taught the word of phrases separately but was involved in discourse context, concerning subjects and also related with specific areas, as an example of the discourse on the theme of games. To attain the best learning outcomes in vocabulary, teachers must provide their pupils with terms linked to a specific field. Special terminology were employed in each discipline of science. Vocabulary enrichment must be done on a constant basis and can be gained through certain areas."

According to the description above, vocabulary is vital as a fundamental way to grasp language. Students must comprehend both verbally and orally. To satisfy the student's demands, the teacher must provide adequate components for understanding the language. As a result, students must master fundamental vocabulary such as nouns, adjectives, verbs, and adverbs related to their daily activities.

4. Vocabulary Mastery

Vocabulary growth is essential for anyone learning a second language as well as a foreign language. Cameron (2001) suggested that developing a meaningful vocabulary is required for fundamental foreign language learning. However, learning vocabulary in any language is really necessary.

The Oxford English Dictionary defines mastery as "a comprehensive knowledge or skill in a specific subject or activity." It signifies that mastery is thorough knowledge or talent demonstrated by someone who knows and believes.

The mastery of vocabulary is a vital element of learning English. It will assist pupils in mastering other language skills such as listening, speaking, reading, and writing. People cannot speak well if they do not comprehend the words they should use when speaking. Mastering vocabulary is a crucial skill for students to have because vocabulary is the foundation of learning English.

5. Assessing Vocabulary Knowledge

Vocabulary is a crucial component of language, and it is likely to be a focus of effective foreign language education from the earliest years, according to current opinions toward its place in the teaching syllabus. According to Webb and Nation in Alexiou et al., (2019:154), 'growing lexical knowledge, that is, the amount of different words we know and how well we know these words, offers the required foundation for learning other parts of language.' Recent studies have attempted to establish and quantify the significance of vocabulary in foreign language learning.

a. The challenge of assessing the vocabulary

In the case of vocabulary evaluation, young learners can present some unique obstacles in terms of how this assessment should be best integrated into the teaching and learning process in order to be perceived as a positive experience. For example, one characteristic of young learners that is frequently emphasized is that they have relatively short attention spans. As a result, any evaluation of vocabulary knowledge must combine assessing enough data to generate a good judgement of the learner's understanding with concision, so that the judgment is not influenced by the learner's disengagement from the task. Setting the assessment task to the learner's level is critical for effective outcomes to emerge. Even if learners have extensive vocabulary knowledge, they may be unable to demonstrate it if the format is unfamiliar or too difficult.

b. Assessing learners' vocabulary size

A learner's vocabulary size is often calculated using a carefully selected sample of words drawn from a range of the most common terms in a language. These terms are virtually often offered to students in writing.

Recent research Roghani & Milton in Alexiou et al., (2019:157) has suggested that there are quick and simple, child-friendly productive tests of vocabulary size, appropriate for a young learner classroom, such as listing activities where learners are asked to name as many of something as they can (e.g. 'How many animals can you name?' or 'How many objects in the classroom can you name?'). In EFL, this type of activity is known as a spew test.

c. Assessment within a classroom framework

To track development, observation records can be retained in an evaluation notebook as well as video and audio recordings made by the teacher. Portfolios, as well as projects and activities, can be utilized to demonstrate learners' language development and progress (Mourao, this volume). Furthermore, certain easy tasks to assess and measure vocabulary acquisition in the classroom can be used to create a profile of learners' development, such as:

- 1) Put your finger on / Show me / Point to

- 2) Can you find / Find something in the classroom / Find things in a picture / How many can you find? / Find something beginning with...
- 3) Find and Circle / Circle the odd one out
- 4) Match the words and pictures / Match opposites / Put pictures into groups/categories
- 5) Phonetic recall tasks
- 6) Jig-saw puzzles
- 7) Memory games
- 8) Problem solving activities

Extrinsic and intrinsic motivation can both benefit from vocabulary testing. Young learners can be willing to participate and enjoy the process if evaluation is done appropriately, such as through play, theater, games, or interactive websites (Alexiou & Vitoulis, in Alexiou et al., 2019:161).

C. The Content of Mobile Application

The usage of mobile applications in education improves the efficiency of student learning time. Because many young people nowadays spend a lot of time on electronics like smartphones and tablets. Thus, the main challenge for educators in education is to make the best use of the system's space, i.e., the time that students spend (Norbutaevich, 2020).

Because it was created before the introduction of information and communication technology, the existing educational paradigm is out of date.

The current paradigm, which is centered on classroom-based face-to-face delivery, is designed to educate a certain sector of the population. Furthermore, teachers are being taught for the current educational model and will thus continue to use it when they become teachers. Teacher education must be reinvented in order to educate instructors for a technologically improved educational environment.

The following aspects are important in the interchange of resources in mobile applications, learning, some of the applications of computer applications LMS, student study, and knowledge acquisition.

Mobile training application requirements:

1. Mobile application compactness (for download and improved production);
2. Simple interface (friendly for students);
3. A range of course content (student interest);
4. Forums for students and faculty
5. Mobile application interactivity (virtual laboratories);
6. Knowledge differences (tests, crossword puzzles, essays, intellectual games, and so on);

The interaction between the teacher and pupils was carried out solely through the network as a consequence of the use of the mobile application, and the results were more effective than in the traditional class. The traditional lesson had a knowledge level of 65-70%, whereas the lesson organized using the mobile application had a mastery level of 75-83%.

1. Definition of Lingodeer Application

Quoted from the source namedia, Lingodeer is an application that can help users learn and improve foreign language skills. Users can also learn to master it only through smartphones. However, lingodeer does not only focus on one language, the application provides several languages, such as Japanese, Korean, Vietnamese and Mandarin. Users can also learn various letters and writings from these languages. As for some of the features contained in the application, namely providing several foreign languages, learning offline, showing the user's progress level, and finally users can also learn speaking and grammar.



Figure 2.1 Lingodeer

Lingodeer is a very comprehensive language learning app, that is also available on desktop (Colliot, 2023). Which means lingodeer applications are not only focused on mobile phone use but can also be accessed via desktop or available on the web.

According to Olena O. Pavlenko et al, as referenced by Jannah et al, in Nisfulaila, (2022:23) lingodeer is a foreign learning language that comes with language options at various levels and can be used to assess understanding and mastery of a foreign language.

The application began in September 2017 with a focus on southeast asian languages, but it has now expanded to include courses in a variety of languages. According to lingodeer, this language learning app has helped more than "10 million people" learn the language. Aside from that, the lingodeer app has won the Google Play Editor's Choice Award 2019 and the Android Developer Award. Wang zhulong is a computer and language instructor who created the lingodeer app.

The goal of lingodeer is to be an easy-to-use media that also assists learners in learning the language in a fun, easy, and informative manner. Lingodeer is an excellent tool for teaching vocabulary. Lingodeer is a media tool that can assist pupils improve their vocabulary.

2. Step and Direction of Lingodeer Application

There are certain actions that learners can take to study using the lingodeer application, according to the lingodeer website, they're;

- a. Download the app first, then read the learning guidelines and select the language to learn. Reading the learning advice would help the user decide what measures to take to learn a language using the application.



Figure 2. 2 Install, log in, choose language

- b. Then, repeat the course using the default settings, attempting to pronounce and writing down the words and sentences that were first introduced to user

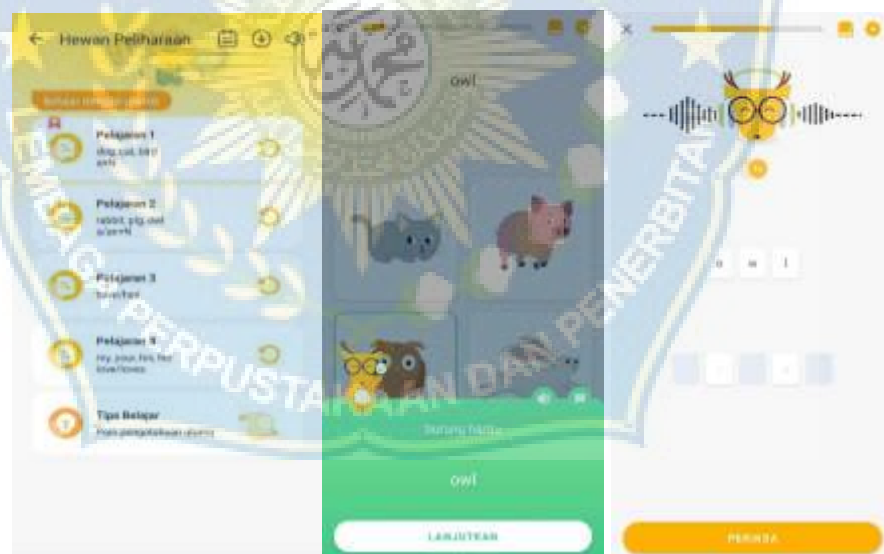


Figure 2. 3 The content

- c. Then, after comprehending everything covered in a single unit and completing the story lesson



Figure 2. 4 Story lesson

- d. Finally, after finishing two or three sections, go to the review and do the vocabulary and grammar exercises.

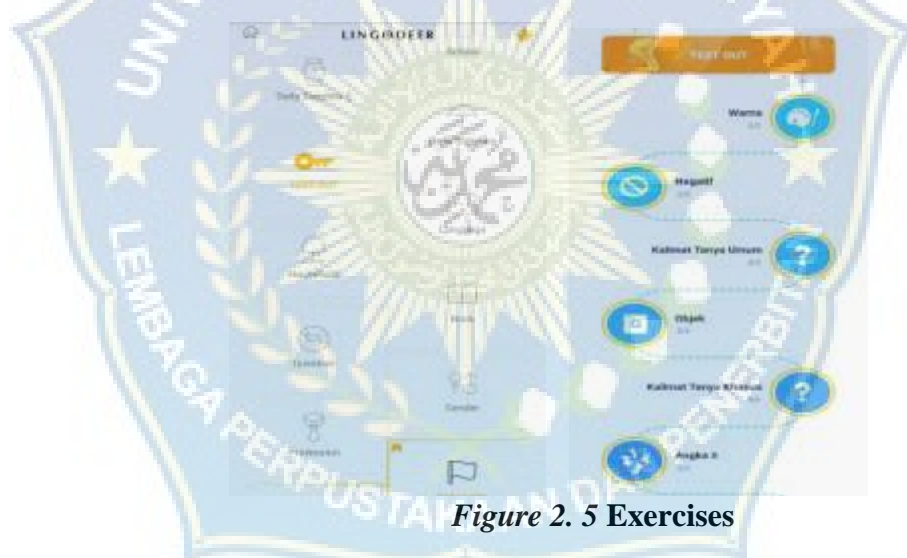


Figure 2. 5 Exercises

3. The Advantages and Disadvantages of Lingodeer Application

According to Fransisco J. Vare in there are advantages and disadvantages of Lingodeer application. There were:

a. Advantages

The Lingodeer application has various advantages. They are as follows:

- 1) Native audio in all cases.
- 2) Lessons that are well-structured.
- 3) Outstanding grammar explanations.
- 4) Offline education.
- 5) Excellent review system.
- 6) A free trip phrasebook is provided.

b. Disadvantages

Almost all media has both positive and bad aspects depending on the situation and state of the learning process. Lingodeer has various drawbacks, including:

- a. Not all courses contain all of the features.
- b. There is no video or actual stuff.
- c. Inadequate speaking practice in non-Asian languages
- d. Previous "test-out" must be passed in order to run subsequent lessons.
- e. Each app requires its own premium subscription.

D. Conceptual Framework

The following are instances of Conceptual Frameworks:

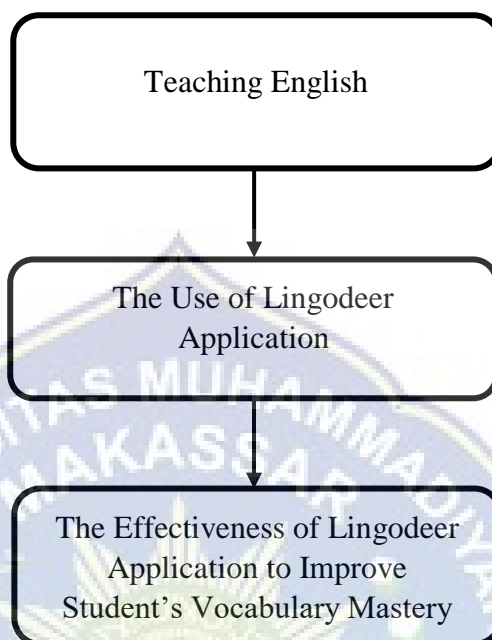


Figure 2. 6 Conceptual framework

The process of discovering that the lingodeer program is being used to increase pupils' vocabulary in the second grade at SMPN 3 Galesong Utara. Lingodeer in distributing the content of media has several features that can be selected by students and make it easier for them when using it. Every students have a struggles with memorizing vocabulary, the researcher would use lingodeer in the teaching and learning process in english class to review the students' vocabulary that they have learnt, making it easier for them to develop their vocabulary.

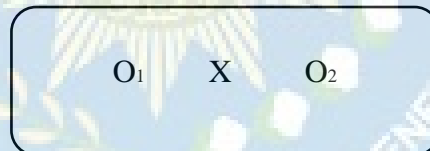
CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used Pre-experimental manner using a quantitative approach. The researcher used experimental design because the researcher wants to measure the effectiveness and progress of students' vocabulary development by using lingodeer application. Therefore, in this study, the researcher only takes one group or class to use pre-test and post-test to find out the results of the treatment. This design involve one group as pre-test (O1), exposes to treatment (X), and post-test (O2). The design can be illustrate as follows:

Research Design;



Notations:

O₁ = Pre-test

X = Treatment

O₂ = Post-test

(Emzir, 2015:97)

This design involves a group that used a pre-test, get treatment and do a post-test. It aim to determine whether using the mobile app method in writing could improve students' writing ability. can develop students' vocabullary skills.

B. Research Variables And Indicators

Everything that researcher decided to gather information and make conclusions is referred to as a research variable. This study have two variables: the independent variable and the dependent variable. According to Ridha, (2017:66) the independent variable (X) is the variable that influences or causes the dependent (bound) variable to change or occur. The independent variable in this study is lingodeer application. The dependent variable (Y) is the variable that influence or is the result of the independent variable. In this study, the dependent variable is students vocabulary.

C. Population and Sample

1. Population

The population of the research in Junior High School students of SMPN 3 Galesong Utara. The total of population is 250 students. It consists of 80 students at the first grade, 82 at the second grade and 88 at the third grade.

2. Sample

The sample selected by using purposive sampling because the researcher used one class at the second grade students of SMPN 3 Galesong Utara. The sample in this research is 12 students.

D. Research Instrument

In this study, the instrument that the researcher used is a test. The test used to determine the extent of students' vocabulary mastery. The test here used a vocabulary test (multiple choice).

E. Technique Of Data Collection

Class 2 B, totaling 12 students, used the lingodeer application as a media step in the process of teaching vocabulary in class as follows;

1. Pre-test

In this pre-test, students got vocabulary knowledge test. In other words, the standard of students' mastery of English vocabulary that measured before conducting treatment using the lingodeer application. As for the test, it is consist of 15 questions for multiple choice. The following are the steps in implementing the pre-test;

- a. The researcher entered the class and begins to take students' attention for introduction
- b. The researcher explained the purpose and objectives, and explained the learning objectives.
- c. After that, the researcher explained about the test that would be delivered to students.
- d. And finally, students answered the pre-test that has been given by the researcher.

2. Treatment

In this section, the researcher conducted the classroom treatment, as for some of the stages carried out, including;

- a. Researcher started learning by providing ice breaking or some motivation with the aim that students avoid boredom and train student focus, this is an important part of the learning process.

- b. The researcher explained the importance of learning English.
 - c. Teaching english vocabulary using the lingodeer application as learning media, researcher designed as well as possible so that it can be in accordance with the syllabus.
 - d. Before entering the post-test, the researcher combined all the material that has been applied previously and asks students what material they do not understand so that the researcher is able to take action in class.
3. Post-test

After conducting a pre-test at the beginning of the meeting and continuing with treatment. Next, the researcher gave a post-test related to the vocabulary that has been applied through the lingodeer application. In this post-test, the content would be slightly different from the pre-test but the procedure would be same. From the test, the researcher would know that the lingodeer application develops students' vocabulary.

F. Technique of Data Analysis

To examine the data from this study, that is, to look at each student's score and the average score based on the test results. SPSS would be used to evaluated the resulting data quantitatively. The test data (Pre-test and Post-test) would be analyzed using the following steps:

1. Using the following formula, calculate the student's test score:

$$\text{A student Score} = \frac{\text{the students correct answer}}{\text{the total number of items}} \times 100$$

2. To categorize the student scores, do the following:

Tabel 3. 1 Measurement scale

SCORE	CLASSIFICATION
96-100	Excellent
86-95	Very Good
76-85	Good
66-75	Fairly Good
56-65	Fair
46-55	Poor
0-45	Very Poor

Agung (2022)

3. Calculating the percentage of improvement in students based on the Pre-Test and Post-Test

$$P(\%) = \frac{X_2 - X_1}{X_1} \times 100\%$$

Agung (2022)

Where :

P : the percentage of the students' improving score

X1 : the total score of Pre-Test

X2 : the total score of Post-Test

4. Using the following formula, calculate the percentage of students vocabulary:

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

Where;

P: Specifies the percentage

F: Frequency of accurate response

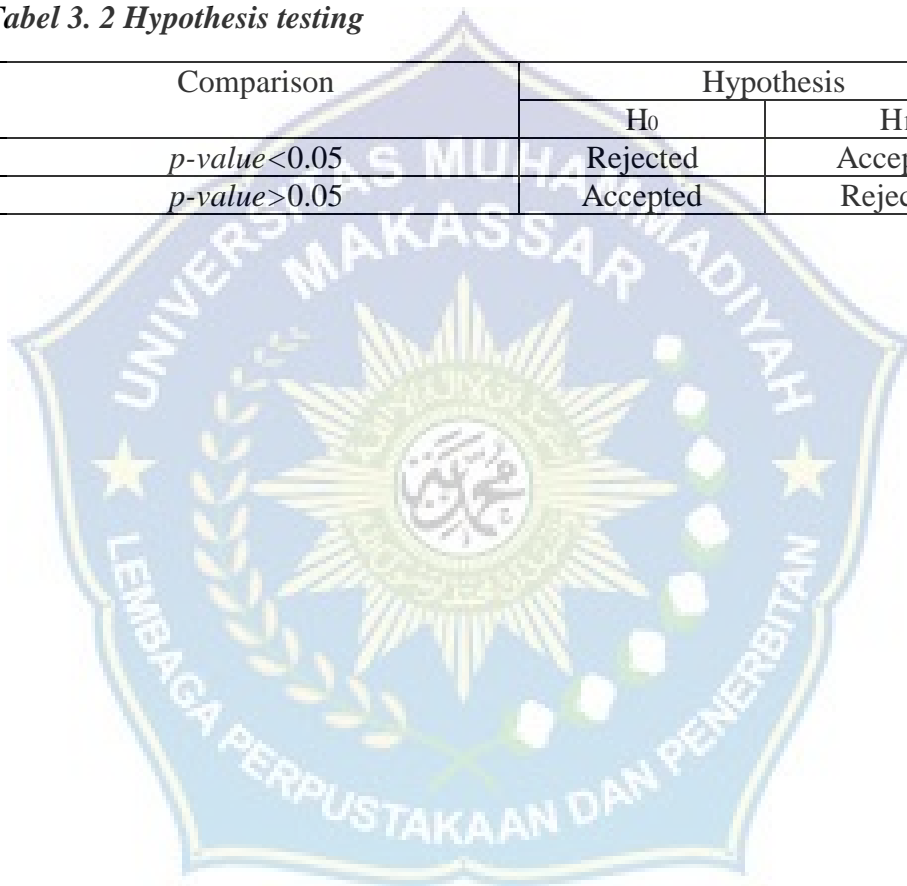
N: Specifies the total number of samples.

5. The testing criteria for hypotheses

Table 4 shows If the p-value is less than 0.05, the null hypothesis is rejected; if the p-value is larger than 0.05, the null hypothesis is accepted; and if the p-value is greater than 0.05, the null hypothesis is rejected.

Tabel 3. 2 Hypothesis testing

Comparison	Hypothesis	
	H ₀	H ₁
$p\text{-value} < 0.05$	Rejected	Accepted
$p\text{-value} > 0.05$	Accepted	Rejected



CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

1. The Data Description

As a result, the researcher presents the results of the data collection. This study uses quantitative data to analyze data collected from several tests, including pre-test and post-test. Pre-tests are given to students prior to receiving treatment or media, and post-tests are given to students at the end of the session. The results of the pre-test and post-test can be found in the following table.

a. The use of lingodeer application in teaching vocabulary

This chapter offered a description of the researcher's data analysis outcomes. The findings of data analysis on improving students' vocabulary using the lingodeer program, including data obtained through multiple-choice assessments given to 12 students. The researcher used multiple-choice assessments for both the pre-test and post-test. This study was done across five meetings attended by 12 students. The pre-test and post-test questions include vocabulary for nouns, verbs, and adjectives. The table shows that there were 12 students, with a total pre-test score of 569 and a post-test score of 1.070. Meanwhile, the mean pre-test score was 47.42, while the post-test score was 89.17.

b. Frequency and percentage score distribution of pre-test and post-test

1. Pre-Test

Tabel 4. 1 Frequency and percentage score distribution of pre-test

No.	Score	Classification	Frequency	Percentage
1	96-100	Excellent	0	0%
2	86-95	Very Good	0	0%
3	76-85	Good	0	0%
4	66-75	Fairly Good	2	17%
5	56-65	Fair	3	25%
6	46-55	Poor	2	17%
7	0-45	Very Poor	5	41%
Total			12	100%

Demonstrates the rate percentage and vocabulary test results of the 12 students who took the pre-test; none of the students received an excellent, very good and good score, 2(17%) students' achieved fairly good score, 3(25%) students achieved fair score, 2(17%) students' achieved less score, 5(41%) obtained a low score. The improvement can be seen in the chart below.



Figure 4. 1 Frequency score distribution of pre-test

2. Post-Test

Tabel 4. 2 Frequency and Percentage score distribution of post-test

No.	Score	Classification	Frequency	Percentage
1	96-100	Excellent	6	50%
2	86-95	Very Good	3	25%
3	76-85	Good	2	17%
4	66-75	Fairly Good	1	8%
5	56-65	Fair	0	0%
6	46-55	Poor	0	0%
7	0-45	Very Poor	0	0%
		Total	12	100%

As shown in Table 4.2, 6 (or 50%) of the students who took the post-test had excellent scores. A total of 3 students (25%) received very good scores, 2 students (17%) received good scores, and 1 students (8%) received fairly good scores, and then 0(0%) students received fair, poor and and very poor scores. It is clear from the above resulting in the fact that a distinction among the pre- and post-test rate percentages. The following chart below shows the improvement.

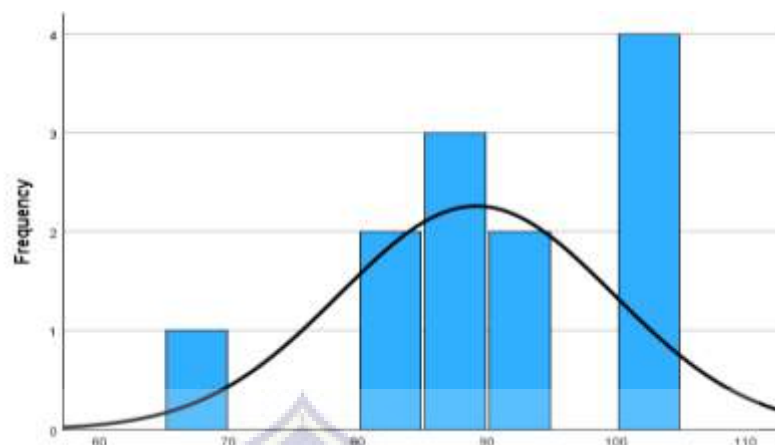


Figure 4. 2 Frequency score distribution of post-test

c. Mean score of the students' vocabulary test

The table below illustrates how the average vocabulary score of the students has improved.

Tabel 4. 3 Pre and post test learning outcomes in SMPN 3 Galesong Utara

Indicator	Pre-test	Post-test	Improvement
Students vocabulary	47,42	89,17	88 %

Table 4.3 displays the students' average noun, verb, and adjective scores. The students' pre-test vocabulary score for nouns, verbs, and adjectives was 47,42, while their post-test score was 89,17 after using lingodeer. As a result, it can be stated that the vocabulary of nouns, verbs, and adjectives increased by around 88 percent after gave the treatment.

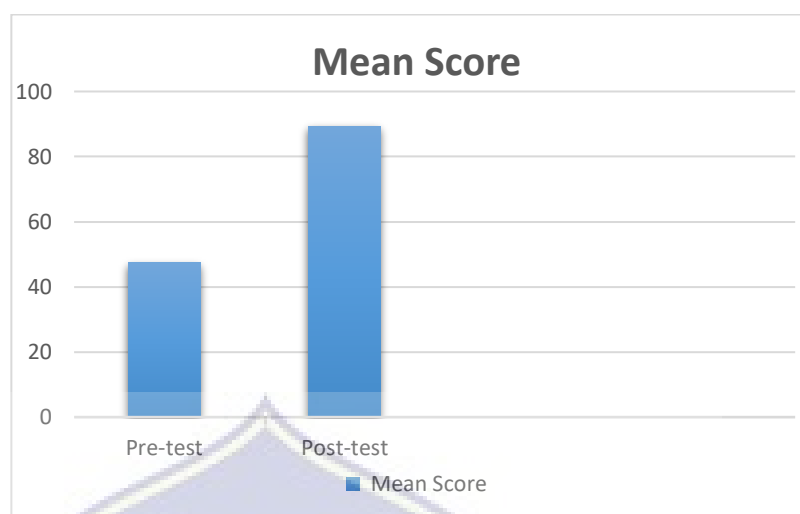


Figure 4. 3 Mean score of noun, verb and adjectives

Based on the chart above, it can be determined that using the lingodeer application to acquire English vocabulary has a considerable effect, as evidenced by the change in student frequency between the pre-test and post-test.

2. The Analysis of Data Using SPSS

- a. The significant differences of T-test and T-table

Tabel 4. 4 Distribution the value of t-test and t-table

Indicator	t-test value	t-table value
Vocabulary Improvement	10,94	2,201

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

b. Normality Test

Tabel 4.5 Test Normality using SPSS

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
pre-test	12	26.00	73.00	47.4167	16.14400
post-test	12	66.00	100.00	89.1667	10.59016
Valid N (listwise)	12				

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pre-test	.199	12	.200 [*]	.925	12	.332
post-test	.180	12	.200 [*]	.885	12	.101

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The Shapiro-Wilk table shows that the pre-test results had a significance value of 0.332 and the post-test results had a value of 0.101, indicating that the data was normally distributed (p-value < 0.05).

c. Test of Hypothesis

Based on the findings of the normality tests, parametric statistics with paired sample t-tests were utilized. Researcher determined the following hypotheses:

- 1) H_0 : Lingodeer application is not effective in improving students English vocabulary of 8th grade SMPN 3 Galut (galesong utara).
- 2) H_1 : Lingodeer application is effective in improving students

english vocabulary of 8th grade SMP Negeri 3 Galut.

Santoso (2014) provides the following suggestions for making judgments in paired sample t-tests based on the significance value (Sig.) derived from SPSS:

- 1) If the t-value is Sig. (2-tailed) < 0.05, then H_0 is rejected and H_1 is accepted
- 2) If the t-value Sig. (2-tailed) > 0.05, then H_0 is accepted and H_1 is rejected

Tabel 4. 6 Paired Sample Test

		Paired Samples Test					Significance			
		Paired Differences								
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	pre-test – post-test	-41.7500	13.21243	3.81410	-50.14477	-33.35523	-10.946	11	<,001	<,001

The table "Paired Samples Test" above shows that the value of Sig. (2-tailed) is 0.001 < 0.005, indicating that H_0 is rejected and H_1 is accepted. As can be observed, the pre-test and post-test mean scores differ. It can also be inferred as acquiring english vocabulary through lingodeer is highly beneficial for usage in SMP Negeri 3 Galesong Utara 8th grade since it improves students English vocabulary.

B. Discussion

The researcher discovered that using the lingodeer application to acquire english vocabulary showed superior results. This is demonstrated by the outcomes of the data collected from 12 students who completed the pre-test and post-test. Aside from that, Table 4.3 shows that the mean pre-test score is 47,42. This mean score is determined before to treatment with the lingodeer application. Furthermore, the students' post-test mean score increased to 89,17. This value was reached because the pupils completed the treatment prescribed by the researcher. As a result, the students' mean post-test score was greater than their pre-test mean score.

The "paired sample test" in SPSS gave a significant value of $0.001 < 0.05$. The decision-making rules indicate that if $\text{Sig. (2- taled)} < 0.05$, H_0 is rejected and H_1 is accepted. This demonstrates that the use of the lingodeer application is beneficial in enhancing the vocabulary of 8th grade students at SMPN 3 Galut (galesong utara). In line with the results of research conducted by Akbar et al., (2022) the used of lingodeer application can improve students' English vocabulary mastery. The results show that the used lingodeer application is effective in increasing students vocabulary, this is evidenced by the average post t-test score. The average score before and after treatment $63.700 > 70.75$. And supported by research results from Nisfulaila, (2022) with the average results that the experimental class which got the treatment showed the higher average score than the average score of control class who learning with the leaturing method, this shows that the used of lingodeer

application was very effective in improving students' vocabulary.

In the process of teaching and learning activities using the lingodeer application, students would be curious and interested in knowing what content is available on the application. by using it, students will find it easier to learn english vocabulary. this can be proven by the acquisition of pre-test and post-test scores, where the post-test score is higher than the pre-test score. therefore it can be concluded that using the lingodeer application is effective in increasing the english vocabulary of 8th grade students of SMPN 3 Galesong Utara.

Based on the data shown above, the researcher determined that the lingodeer application can have a substantial impact on learners because test scores obtained after treatment are greater than test scores produced prior to using the lingodeer app. In other words, the usage of lingodeer to improve students' English vocabulary, particularly 8th-grade students at SMP Negeri 3 Galesong Utara, has a favorable or effective effect.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusions

Based on the results and discussion presented in the preceding chapter, it is concluded that the lingodeer application improve students' English vocabulary during the learning process. This is evident from the mean score attained by students in the two tests administered, namely the pre-test 47,42 and the post-test 89,17. According to the data analysis results in the table, the pre-test significance value is 0.332 and the post-test is 0.101. The significance value exceeded $\alpha = 0.05$. According to the table "Paired sample test" in the previous chapter, the value of Sig. (2-tailed) is $0.001 < 0.05$. So, H_0 is rejected and H_1 is accepted. As a result, it can be inferred that the lingodeer application is effective in improving students vocabulary mastery.

B. Suggestions

Based on the conclusion of the study, several suggestions will be addressed to English teachers, students and researchers :

1. English teachers

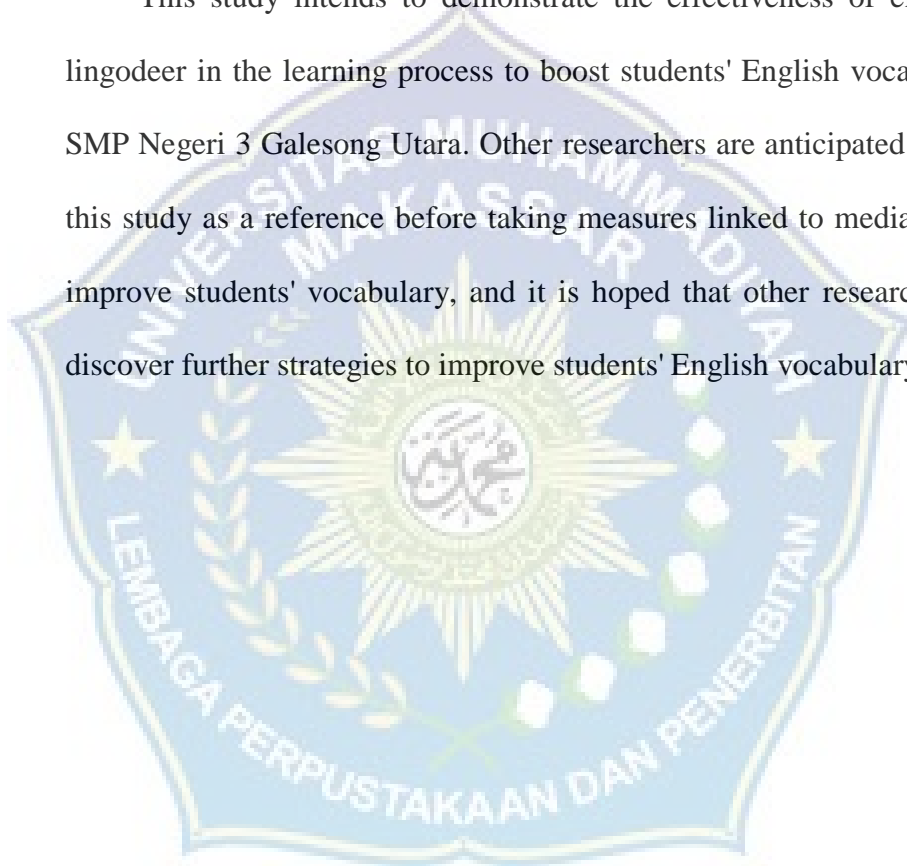
English teachers can utilize lingodeer as an app in the learning process because, according to the research findings, using lingodeer as an effective learning media can help students enhance their English vocabulary. It can also help to improve the teaching and learning process by increasing student interest and motivation.

2. For the students

The students should be active and focus on studying English, especially in using lingodeer application because it was important to improve the vocabulary English skill.

3. Other researchers

This study intends to demonstrate the effectiveness of employing lingodeer in the learning process to boost students' English vocabulary at SMP Negeri 3 Galesong Utara. Other researchers are anticipated to utilize this study as a reference before taking measures linked to media that can improve students' vocabulary, and it is hoped that other researchers will discover further strategies to improve students' English vocabulary.



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APPENDIX 1 PRE-TEST AND POST-TEST QUESTIONS

Name :


Class :

PRE- TEST

A. Choose the correct answer between A, B, C or D!

1. What is the meaning of "pets" in Bahasa?
- | | |
|---------------------|------------------|
| a. Dokter Hewan | c. Ternak Hewan |
| b. Hewan Peliharaan | d. Makanan Hewan |

2. Burung in English is...
- | | |
|-----------|----------|
| a. Bear | c. Bird |
| b. Rabbit | d. Bread |

3. What is it ?
- | | | |
|--|-----------|-------------|
|  | a. a bird | c. a duck |
| | b. an owl | d. a rabbit |



4. The meaning of rabbit in Bahasa is...
- | | |
|---------------|-----------|
| a. Kelinci | c. Rusa |
| b. Kura- kura | d. Kancil |

5. Where is "a turtle" below...
- | | | | |
|--|--|---|--|
| a.  | b.  | c.  | d.  |
|--|--|---|--|

6. One of the family members is...
- | | |
|------------|------------|
| a. Mentor | c. Father |
| b. Friends | d. Teacher |

7. The meaning of grandmother and grandfather below are...
- | | |
|--------------------|--------------------|
| a. Nenek dan kakak | c. kakek dan nenek |
| b. Paman dan bibi | d. ibu dan Ayah |

8. "Anak Perempuan" in English is...



- a. Sister
b. Daughter
c. Son
d. Brother
9. How to say " Selamat Sore" in English ?
a. Good evening
b. Good afternoon
c. Good night
d. Good morning
10. The meaning by "Congratulation" in Bahasa is...
a. Selamat
b. Sampai jumpa
c. Sama-sama
d. Hati-hati
11. What is it ?
a. Butter
b. chesee
c. Leaf
d. Vegetables
- 
12. Kopi in English is...
a. Juice
b. Cafe
c. Coffee
d. Cappuccino
13. Bahasa inggris dari hari "Selasa dan Kamis" adalah...
a. Friday and tuesday
b. Tuesday and thursday
c. Sunday and wednesday
d. Thursday and sunday
14. The meaning of "yesterday" in Bahasa is...
a. Kemarin
b. Lusa
c. Besok
d. Hari ini
- 
15. The meaning of the image above is feeling...
a. Angry
b. Happiest
c. Sad
d. Disappointed

Name :

Class :

POST-TEST

A. Choose the correct answer between A, B, C and D!

1. What's the meaning by "Cousin" ?
 - a. Teman
 - b. Sepupu
 - c. Sahabat
 - d. Saudara
 2. "Saudara" in English is...
 - a. Bestfriend
 - b. Classmate
 - c. Friends
 - d. Siblings
 3. The meaning of grandmother below is...
 - a. Kakak
 - b. Nenek
 - c. Ibu
 - d. Bibi
 4. What is it ?
 - a. Butter
 - b. Leaf
 - c. Chesece
 - d. Vegetables
- 
5. Kopi in English is...
 - a. Juice
 - b. Coffee
 - c. Tea
 - d. Water
- 
6. The meaning of the image above is feeling...
 - a. Angry
 - b. Happy
 - c. Sad
 - d. Dissapointed
 7. The meaning of "Today" in Bahasa is...
 - a. Kemarin
 - b. Hari ini
 - c. Lusa
 - d. Besok
 8. Bahasa inggris dari hari "Senin" adalah...
 - a. Tuesday
 - b. Monday
 - c. Sunday
 - d. Wednesday
 9. What is the meaning of "pets" in Bahasa?

- a. Dokter Hewan
- b. Hewan Peliharaan
- c. Ternak Hewan
- d. Makanan Hewan

10. Kura-kura in English is...

- a. Turtle
- b. Cat
- c. Elephant
- d. Bird

11. Where is "a Duck" below...



12. The meaning of "Rabbit" in Bahasa is...

- a. Kupu-kupu
- b. Kura-kura
- c. Kelinci
- d. Semut

13. The meaning of "I'm Hungry" in Bahasa is...

- a. Saya Lapar
- b. Saya Haus
- c. Saya Tidur
- d. Saya Sakit

14. Bahasa Inggris dari "Makan Malam" adalah...

- a. Breakfast
- b. Lunch
- c. Eating
- d. Dinner

15. How to say "Sampai Jumpa" in English ?

- a. Congratulation
- b. You're Welcome
- c. Be careful
- d. Goodbye

APPENDIX 2 WORK SHEET PRE-TEST & POST-TEST

PRE-TEST

Name : LUCY LINDY RUMAYOH
Class : P. 11

PRE-TEST

5. Choose the correct answer between A, B, C or D

1. What is the meaning of "papa" in Bahasa?

a. Sister/ibu
b. Grandfather
c. Grandmother
d. Mother/ibu

2. How is it English is...

a. Ibu
b. Ayah
c. Anak
d. Besar

3. What is it?

a. a cat
b. an owl
c. a duck
d. a rabbit

4. The meaning of "baba" in Bahasa is...

a. father
b. grandpa
c. uncle
d. grand

5. Where is "baba" father...

a. b. c. d.

6. One of the family members is...

a. brother
b. father
c. sister
d. teacher

7. The meaning of grandpa and grandpa is...

a. ayah dan ibu
b. bapak dan ibu
c. ayah dan anak
d. ibu dan anak

8. "Anak Perempuan" in English is...

a. son
b. daughter
c. boy
d. girl

9. How to say "Sabtu sore" in English?

a. Last evening
b. Good afternoon
c. Good night
d. Good morning

10. The meaning of "Canggih" in Bahasa is...

a. Modern
b. Simple/jelek
c. Beautiful
d. Bad

11. What is it?

a. Sugar
b. Juice
c. Salt
d. Vegetable

12. Kopi in English is...

a. Juice
b. Tea
c. Coffee
d. Cappuccino

13. Bahasa Inggris dari hari "Sabtu dan Minggu" adalah...

a. Friday and Sunday
b. Sunday and Monday
c. Sunday and Saturday
d. Thursday and Sunday

14. The meaning of "pendek" in Bahasa is...

a. Short
b. Tall
c. Book
d. Hair

15. The meaning of the image above is looking...

a. Happy
b. Sad
c. Tired
d. Disappointed

Name : Julita
Class : 11.10

PRE-TEST

5. Choose the correct answer between A, B, C or D

1. What is the meaning of "papa" in Bahasa?

a. Sister/ibu
b. Grandfather
c. Grandmother
d. Mother/ibu

2. How is it English is...

a. Ibu
b. Ayah
c. Anak
d. Besar

3. What is it?

a. a cat
b. an owl
c. a duck
d. a rabbit

4. The meaning of "baba" in Bahasa is...

a. father
b. grandpa
c. uncle
d. grand

5. Where is "baba" father...

a. b. c. d.

6. One of the family members is...

a. brother
b. father
c. sister
d. teacher

7. The meaning of grandpa and grandpa is...

a. ayah dan ibu
b. bapak dan ibu
c. ayah dan anak
d. ibu dan anak

8. "Anak Perempuan" in English is...

a. son
b. daughter
c. boy
d. girl

9. How to say "Sabtu sore" in English?

a. Last evening
b. Good afternoon
c. Good night
d. Good morning

10. The meaning of "Canggih" in Bahasa is...

a. Modern
b. Simple/jelek
c. Beautiful
d. Bad

11. What is it?

a. Sugar
b. Juice
c. Salt
d. Vegetable

12. Kopi in English is...

a. Juice
b. Tea
c. Coffee
d. Cappuccino

13. Bahasa Inggris dari hari "Sabtu dan Minggu" adalah...

a. Friday and Sunday
b. Sunday and Monday
c. Sunday and Saturday
d. Thursday and Sunday

14. The meaning of "pendek" in Bahasa is...




a. Short
b. Tall
c. Book
d. Hair

15. The meaning of the image above is looking...

a. Happy
b. Sad
c. Tired
d. Disappointed


Name: Amalia Nur Hafidha
Class: VIII 5
PBM: 11/11/2023

A. Choose the correct answer between A, B, C or D!

1. What is the meaning of "good" in Indonesian?
a. Datar (flat)
b. Bagus (good)
c. Datar (flat)
d. Bagus (good)
2. Morning in English is ...
a. Pagi
b. Siang
c. Malam
d. Siang
3. What is it?

a. Ayam (chicken)
b. Anjing (dog)
c. Ayam (chicken)
d. Anjing (dog)
4. The meaning of "sakit" in Bahasa is ...
a. Sakit (sick)
b. Sembuh (healed)
c. Sembuh (healed)
d. Sakit (sick)
5. What is "sister" in Indonesian?

a. Ibu (mother)
b. Ayah (father)
c. Ibu (mother)
d. Ayah (father)
6. One of the family members is ...
a. Mother
b. Father
c. Mother
d. Father
7. The meaning of "grandmother and grandfather" in Indonesian is ...
a. Nenek dan kakek
b. Nenek dan kakek
c. Nenek dan kakek
d. Nenek dan kakek
8. "Thank You" in English is ...

a. Terima kasih
b. Terima kasih
c. Terima kasih
d. Terima kasih

9. How to say "Selamat Malam" in English?
a. Good morning
b. Good afternoon
c. Good night
d. Good morning


10. The meaning of "Compassion" in Bahasa is ...
a. Rasa Kasih
b. Rasa Kasih
c. Rasa Kasih
d. Rasa Kasih

11. What is it?

a. Daun
b. Daun
c. Daun
d. Daun

12. Opposite in English is ...
a. Lawan
b. Lawan
c. Lawan
d. Lawan




13. Which figure don't fit "Sister dan Nenek" which ...
a. Paman dan Kakek
b. Paman dan Kakek
c. Paman dan Kakek
d. Paman dan Kakek

14. The meaning of "sombong" in Bahasa is ...
a. Sombong
b. Sombong
c. Sombong
d. Sombong

15. The meaning of the image above is feeling ...

a. Happy
b. Happy
c. Sad
d. Disappointed


Name: Amalia Nur Hafidha
Class: VIII 5
PBM: 11/11/2023

A. Choose the correct answer between A, B, C or D!

1. What is the meaning of "good" in Indonesian?
a. Datar (flat)
b. Bagus (good)
c. Datar (flat)
d. Bagus (good)
2. Morning in English is ...
a. Pagi
b. Siang
c. Malam
d. Siang
3. What is it?

a. Ayam (chicken)
b. Anjing (dog)
c. Ayam (chicken)
d. Anjing (dog)
4. The meaning of "sakit" in Bahasa is ...
a. Sakit (sick)
b. Sembuh (healed)
c. Sembuh (healed)
d. Sakit (sick)
5. What is "sister" in Indonesian?

a. Ibu (mother)
b. Ayah (father)
c. Ibu (mother)
d. Ayah (father)
6. One of the family members is ...
a. Mother
b. Father
c. Mother
d. Father
7. The meaning of "grandmother and grandfather" in Indonesian is ...
a. Nenek dan kakek
b. Nenek dan kakek
c. Nenek dan kakek
d. Nenek dan kakek
8. "Thank You" in English is ...

a. Terima kasih
b. Terima kasih
c. Terima kasih
d. Terima kasih

9. How to say "Selamat Malam" in English?
a. Good morning
b. Good afternoon
c. Good night
d. Good morning


10. The meaning of "Compassion" in Bahasa is ...
a. Rasa Kasih
b. Rasa Kasih
c. Rasa Kasih
d. Rasa Kasih

11. What is it?

a. Daun
b. Daun
c. Daun
d. Daun

12. Opposite in English is ...
a. Lawan
b. Lawan
c. Lawan
d. Lawan

13. Which figure don't fit "Sister dan Nenek" which ...
a. Paman dan Kakek
b. Paman dan Kakek
c. Paman dan Kakek
d. Paman dan Kakek

14. The meaning of "sombong" in Bahasa is ...
a. Sombong
b. Sombong
c. Sombong
d. Sombong


15. The meaning of the image above is feeling ...

a. Happy
b. Happy
c. Sad
d. Disappointed

POST-TEST


Name : YUSUF WAGAH $\frac{15}{15} \times 100 = 100\%$
 Class : 3 B POST-TEST

A. Choose the correct answer between A, B, C and D!




1. What's the meaning by "Guru"?
 a. Teman b. Sahabat
 c. Bapak d. Siswa
2. "Saudara" in English is...
 a. Bestfriend c. Friends
 b. Classmate d. Siblings
3. The meaning of grandmother below is...
 a. Kakak c. Paman
 b. Nenek d. Bibi
4. What is it?
 a. Baleri c. Cheese
 b. Leaf d. Vegetables



5. Kopi in English is...
 a. Judo c. Tea
 b. Coffee d. Water



6. The meaning of the image above is feeling...
 a. Angry b. Sad
 b. Happy d. Disappointed
7. The meaning of "Tidy" in Bahasa is...
 a. Kemas c. Lupa
 b. Rapi d. Bersih

8. Bahasa Inggris dari kata "Senin" adalah...
 a. Tuesday c. Sunday
 b. Monday d. Wednesday
9. What is the meaning of "paku" in Bahasa?
 a. Dahan Hutan c. Terak Hutan
 b. Hutan Paksiawan d. Makasar Hutan
10. Kuda-kuda in English is...
 a. Terak c. Elephant
 b. Cat d. Bird
11. What is "a Duck" below...
 a. 
 b. 
 c. 
 d. 
12. The meaning of "Kakak" in Bahasa is...
 a. Kupu-kupu b. Kakak
 c. Kupu-kupu d. Dendak
13. The meaning of "I'm Hungry" in Bahasa is...
 a. Saya Laper c. Saya Tiba
 b. Saya Haus d. Saya Sakit
14. Bahasa Inggris dari "Makan Malam" adalah...
 a. Breakfast b. Eating
 c. Lunch d. Dinner
15. How to say "Selamat Jalan" in English?
 a. Congratulations c. Be careful
 b. You're Welcome d. Goodbye

Name : YUSUF WAGAH $\frac{15}{15} \times 100 = 100\%$
 Class : 3 B POST-TEST

A. Choose the correct answer between A, B, C and D!

1. What's the meaning by "Guru"?
 a. Teman b. Sahabat
 c. Bapak d. Siswa
2. "Saudara" in English is...
 a. Bestfriend c. Friends
 b. Classmate d. Siblings
3. The meaning of grandmother below is...
 a. Kakak c. Paman
 b. Nenek d. Bibi
4. What is it?
 a. Baleri c. Cheese
 b. Leaf d. Vegetables



5. Kopi in English is...
 a. Judo c. Tea
 b. Coffee d. Water



6. The meaning of the image above is feeling...
 a. Angry b. Sad
 b. Happy d. Disappointed
7. The meaning of "Tidy" in Bahasa is...
 a. Kemas c. Lupa
 b. Rapi d. Bersih


8. Bahasa Inggris dari kata "Senin" adalah...
 a. Tuesday c. Sunday
 b. Monday d. Wednesday
9. What is the meaning of "paku" in Bahasa?
 a. Dahan Hutan c. Terak Hutan
 b. Hutan Paksiawan d. Makasar Hutan
10. Kuda-kuda in English is...
 a. Terak c. Elephant
 b. Cat d. Bird
11. What is "a Duck" below...
 a. 
 b. 
 c. 
 d. 
12. The meaning of "Kakak" in Bahasa is...
 a. Kupu-kupu b. Kakak
 c. Kupu-kupu d. Dendak
13. The meaning of "I'm Hungry" in Bahasa is...
 a. Saya Laper c. Saya Tiba
 b. Saya Haus d. Saya Sakit
14. Bahasa Inggris dari "Makan Malam" adalah...
 a. Breakfast b. Eating
 c. Lunch d. Dinner
15. How to say "Selamat Jalan" in English?
 a. Congratulations c. Be careful
 b. You're Welcome d. Goodbye

Name : Jaiyasa
Class : 5



POST-TEST

A. Choose the correct answer between A, B, C and D!





- What's the meaning by "Cantik"?
 a. Timah
 b. Supaya
 c. Sialah
 d. Sambat
- "Sandara" in English is...
 a. Berjalan
 b. Chomrod
 c. Jarak
 d. Samping
- The meaning of "pembuatnya" below is...
 a. Sialah
 b. Bu
 c. Baku
 d. Bida
- What is it?
 a. Baku
 b. Leaf
 c. Chom
 d. Vegetables



- Kopi in English is...
 a. Jaha
 b. Coffea
 c. Tau
 d. Wair

- The meaning of the image above is feeling...
 a. Angry
 b. Happy
 c. Sad
 d. Disappointed
- The meaning of "Tolol" in Bahasa is...
 a. Kemakin
 b. Hatih
 c. Lata
 d. Batak

- Bahasa Inggris dari kata "Senai" adalah...
 a. Tenali
 b. Menali
 c. Tenali
 d. Menenali
- What is the meaning of "pen" in Bahasa?
 a. Dekat Horan
 b. Horan Pakaian
 c. Tenali Horan
 d. Makanan Horan
- Kata-kata in English is...
 a. Tork
 b. Cui
 c. Elphani
 d. Yod
- Where is "a Duck" below...
 a. 
 b. 
 c. 
 d. 
- The meaning of "Rabbit" in Bahasa is...
 a. Kape-kape
 b. Kato-kato
 c. Kelinci
 d. Senni
- The meaning of "I'm Hungry" in Bahasa is...
 a. Saya Lapar
 b. Saya Hama
 c. Saya Talar
 d. Saya Sakit
- Bahasa Inggris dari "Makan Malam" adalah...
 a. Breakfast
 b. Lunch
 c. Eating
 d. Dinner
- How to say "Selamat Juma" in English?
 a. Congratulations
 b. You're Welcome
 c. Successful
 d. Goodbye

Name : Jaiyasa
Class : 5

POST-TEST

A. Choose the correct answer between A, B, C and D!

- What's the meaning by "Cantik"?
 a. Timah
 b. Supaya
 c. Sialah
 d. Sambat
- "Sandara" in English is...
 a. Berjalan
 b. Chomrod
 c. Jarak
 d. Samping
- The meaning of "pembuatnya" below is...
 a. Sialah
 b. Bu
 c. Baku
 d. Bida
- What is it?
 a. Baku
 b. Leaf
 c. Chom
 d. Vegetables



- Kopi in English is...
 a. Jaha
 b. Coffea
 c. Tau
 d. Wair




- The meaning of the image above is feeling...
 a. Angry
 b. Happy
 c. Sad
 d. Disappointed
- The meaning of "Tolol" in Bahasa is...
 a. Kemakin
 b. Hatih
 c. Lata
 d. Batak

- Bahasa Inggris dari kata "Senai" adalah...
 a. Tenali
 b. Menali
 c. Tenali
 d. Menenali
- What is the meaning of "pen" in Bahasa?
 a. Dekat Horan
 b. Horan Pakaian
 c. Tenali Horan
 d. Makanan Horan
- Kata-kata in English is...
 a. Tork
 b. Cui
 c. Elphani
 d. Yod
- Where is "a Duck" below...
 a. 
 b. 
 c. 
 d. 
- The meaning of "Rabbit" in Bahasa is...
 a. Kape-kape
 b. Kato-kato
 c. Kelinci
 d. Senni
- The meaning of "I'm Hungry" in Bahasa is...
 a. Saya Lapar
 b. Saya Hama
 c. Saya Talar
 d. Saya Sakit
- Bahasa Inggris dari "Makan Malam" adalah...
 a. Breakfast
 b. Lunch
 c. Eating
 d. Dinner
- How to say "Selamat Juma" in English?
 a. Congratulations
 b. You're Welcome
 c. Successful
 d. Goodbye

APPENDIX 3 THE STUDENTS' SCORE OF PRE-TEST & POST-TEST

The Row Score os Students' Pre-test and Post-test

NO.	Name	Pre-test	Post-test
1	APT	60	100
2	I	46	86
3	JA	33	80
4	NS	66	100
5	NW	73	86
6	NA	60	100
7	NFK	60	93
8	NFR	33	66
9	NI	26	80
10	PS	46	93
11	RI	40	100
12	HI	26	86

APPENDIX 4 LESSON PLAN**RENCANA PELAKSANAAN PEMBELAJARAN****(RPP)**

Sekolah : SMPN 3 Galesong Utara
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII / Genap
Materi Pokok : Vocabulary
Aspek : Noun, verb, Adjective
Tahun Pelajaran : 2024/2025
Alokasi Waktu : 2 X 45 Menit

A. Kompetensi Inti (KI)

1. : Menghargai dan menghayati ajaran agama yang dianutnya.
2. : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara dan kawasan regional.
3. : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
4. : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	IPK
<p>1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang mewujudkan dalam semangat belajar.</p> <p>2.1.Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>3.9.Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya.</p> <p>4.10. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>1. Students are able to identify the noun, adjectives and verbs</p> <p>2. Students are able to differentiate the noun, verb, and adjectives form related to the all categorize in the lingodeer</p> <p>3. Students are able to rearrange the jumbled words related to comparison in noun, verbs, and adjectives.</p> <p>4. Students are able to create comparison sentences of noun, verb and adjectives.</p>

C. Tujuan Pembelajaran:

Setelah mengikuti serangkaian kegiatan pembelajaran:

1. Siswa mampu mengucapkan kata dengan menggunakan kosakata benda (nouns), kata kerja (verbs), dan kata sifat (adjectives) dalam bahasa Inggris
2. Siswa mampu meningkatkan penguasaan kosakata benda (nouns), kata kerja (verbs), dan kata sifat (adjectives) yang bersifat fungsional pada siswa smpn 3 galesong utara.
3. Siswa mampu menuliskan kosakata benda (nouns), kata kerja (verbs), dan kata sifat (adjectives) secara fungsional dengan bahasa Inggris
4. Siswa mampu mengelompokkan kosakata benda (nouns), kata kerja (verbs), dan kata sifat (adjectives) fungsional bahasa Inggris

D. Materi Pokok

Aplikasi lingodeer berisi konten berupa kosakata yang terdiri dari beberapa kategori seperti

- Hewan peliharaan,
- Keluarga dan Teman,
- Ucapan Salam,
- Perasaan dan Emosi,
- Makanan dan Minuman,
- Waktu dan Angka,
- pengenalan diri,
- Cuaca dan Alam,
- Travel, Berbelanja.

Selain kategori diatas, masih ada beberapa kategori lainnya yang disajikan dalam bentuk tulisan, gambar beserta audio. Dimana kosakata tersebut sudah mencakup kata benda (nouns), kata kerja (verbs) dan kata sifat (Adjectives).

E. Pendekatan/Metode Pembelajaran:

- Pendekatan : Berbasis Teks
- Model : Text Based Language Learning
- Metode : Diskusi, tanya jawab, presentasi

F. Media, Alat, dan Sumber Belajar

1. Media : Multimodal Texts (Teks Tulis, Gambar, Audion, Graphic Organizer)
2. Alat : Handphone, Laptop, Spidol, Laptop, Papan Tulis
3. Sumber Belajar : Media pembelajaran berupa aplikasi lingodeer

G. Kegiatan Pembelajaran:

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Kegiatan Pendahuluan	1. Guru menyampaikan salam kepada peserta didik dan mengajak berdoa sebelum memulai kegiatan pembelajaran, serta mengecek kehadiran siswa yang aktif dalam pembelajaran	15 Menit

	<ol style="list-style-type: none"> 2. Guru memberi motivasi kepada peserta didik untuk tetap semangat belajar dan menjaga kesehatan. 3. Mengaitkan kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat. 4. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi <i>English vocabulary</i> 5. Guru menjelaskan aktivitas yang akan di lakukan dan cara pengerjaannya. 	
Kegiatan Inti	<p>A. Meeting 1</p> <ol style="list-style-type: none"> 1. Guru menjelaskan mengenai apa itu “ Lingodeer” dan cara penggunaannya 2. Guru memperlihatkan materi awal dengan kategori hewan, makanan dan miunan, waktu dan angka pada aplikasi lingodeer dan menjelaskannya step by step 3. Siswa menyimak arahan yang diberikan oleh guru 4. Siswa diberikan kesempatan oleh guru untuk bertanya mengenai materi yang kurang dipahami 5. Siswa diarahkan untuk login ke aplikasi lingodeer masing-masing, dan memulai pelajaran 1 dengan beberapa kategori kosa kata yang telah disebutkan sebelumnya. 6. Siswa diminta untuk menulis atau merekap kosakata yang ia peroleh pada pelajaran 1 diaplikasi lingodeer tanpa membuka aplikasi lagi <p>B. Meeting 2</p> <ol style="list-style-type: none"> 1. Guru memperlihatkan materi pelajaran 2 dengan kosakata yang berkategori keluarga, ucapan salam, dan pengenalan diri 2. Siswa mengamati arahan dari guru 3. Siswa diberikan kesempatan oleh guru untuk bertanya mengenai materi yang kurang dipahami 4. Siswa diarahkan untuk login ke aplikasi lingodeer masing-masing, dan memulai pelajaran 2 dengan beberapa kategori kosakata didalamnya 5. siswa mengidentifikasi perbedaan pelajaran 1 dan pelajaran 2 dengan kategori kosakata yang berbeda 6. Siswa diminta untuk menulis kosakata yang mereka peroleh pada Pelajaran 2 <p>C. Meeting 3</p>	60 Menit

	<ol style="list-style-type: none">1. Guru membagi siswa menjadi beberapa kelompok2. Guru meminta setiap anggota kelompok untuk mempersiapkan rekapan kosakata mereka mulai dari pelajaran 1 sampai 23. Guru meminta setiap kelompok mengidentifikasi kosakata tersebut kedalam bentuk verb, noun dan adjectives4. Guru membahas bersama-sama mengenai pelajaran 1 dan pelajaran 25. Guru memberikan exercise berupa penyusunan kalimat berdasarkan kosakata yang telah dipelajari6. Guru meminta siswa berdiskusi dengan teman kelompok masing-masing7. Guru meminta setiap kelompok untuk mempresentasikan hasil diskusi <p>D. Meeting 4</p> <ol style="list-style-type: none">1. Guru mengarahkan siswa untuk masuk ke aplikasi masing-masing2. Guru mengarahkan siswa untuk mengerjakan Test out yang telah disediakan dalam aplikasi lingodeer3. Guru membahas bersama-sama dan mengulas kembali mengenai pelajaran 1 dan 24. Guru meminta siswa untuk bertanya mengenai materi yang kurang dipahami5. Guru meminta siswa untuk bergabung kembali dengan kelompok yang sudah ditentukan6. Guru meminta setiap kelompok untuk berdiskusi dan memilih kategori kosakata yang terdapat dalam aplikasi lingodeer7. Guru meminta perwakilan setiap kelompok untuk memperagakan kata yang mereka pilih dan akan ditebak oleh kelompok lain. Sehingga memperoleh poin untuk masing-masing kelompok.	
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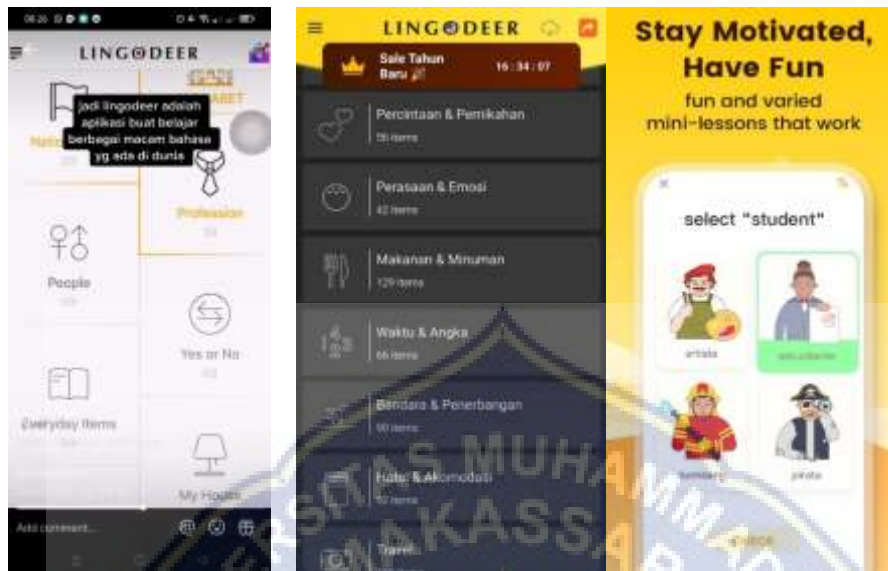
Kegiatan Penutup	<ol style="list-style-type: none"> 1. Guru meminta siswa melakukan refleksi seluruh kegiatan yang sudah dilakukan selama jam belajar 2. Guru menyampaikan informasi mengenai rencana kegiatan pembelajaran untuk pertemuan berikutnya 3. Guru mengarahkan kepada siswa untuk menutup kelas dengan doa bersama. 	15 Menit
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TEACHING MATERIAL

1. Lampiran Gambar Pelajaran 1 (Meeting 1)



2. Lampiran Gambar Pelajaran 2 (Meeting 2)



Pada pertemuan ini, sebelum memasuki materi selanjutnya, peneliti mengevaluasi pertemuan pertama. Setelah itu peneliti melanjutkan ke materi selanjutnya yaitu pengenalan kosakata dengan kategori yang berbeda tentunya dengan fitur yang lebih menarik lagi.

3. Lampiran gambar Test Out (Meeting 3-4)



Seperti pada pertemuan kedua, peneliti mengevaluasi kembali materi yang telah diberikan. Selanjutnya peneliti mereview kembali materi pada pelajaran 1 dan 2 serta memberikan arahan test out untuk siswa dan memberikan beberapa exercise.

Penilaian Pembelajaran

1. Keterampilan
Penggunaan dan penguasaan media aplikasi lingooder dalam proses pembelajaran
2. Sikap
Keaktifan, minat siswa dalam belajar menggunakan Aplikasi Lingodeer
3. Pengetahuan
Hasil Pembelajaran menggunakan Aplikasi Lingodeer

Takalar, Januari 2024

Kepala Sekolah

Guru Kelas

Hj. ST. ROSTINA H., S.PD
NIP. 196208201984032016

ASMA, S.Pd.
NIP. -



APPENDIX 5 ANALYSIS SPSS

Statistics

		Score Bahasa Inggris	Score Bahasa Inggris
N	Valid	12	12
	Missing	0	0
Mean		47.42	89.17
Std. Error of Mean		4.660	3.057
Median		46.00	89.50
Mode		60	100
Std. Deviation		16.144	10.590
Variance		260.629	112.152
Skewness		.080	-.815
Std. Error of Skewness		.637	.637
Kurtosis		-1.405	.452
Std. Error of Kurtosis		1.232	1.232
Range		47	34
Minimum		26	66
Maximum		73	100
Sum		569	1070

Score Bahasa Inggris

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	26	2	16.7	16.7	16.7
	33	2	16.7	16.7	33.3
	40	1	8.3	8.3	41.7
	46	2	16.7	16.7	58.3
	60	3	25.0	25.0	83.3
	66	1	8.3	8.3	91.7
	73	1	8.3	8.3	100.0
	Total	12	100.0	100.0	

Score Bahasa Inggris

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	66	1	8.3	8.3	8.3
	80	2	16.7	16.7	25.0
	86	3	25.0	25.0	50.0
	93	2	16.7	16.7	66.7
	100	4	33.3	33.3	100.0
Total		12	100.0	100.0	

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pre-test	12	26.00	73.00	47.4167	16.14400
post-test	12	66.00	100.00	89.1667	10.59016
Valid N (listwise)	12				

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pre-test	.199	12	.200*	.925	12	.332
post-test	.180	12	.200*	.885	12	.101

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Paired Samples Test

	Paired Differences	95% Confidence Interval of the Difference					Significance			
		Mean	Std. Deviation	Std. Error Mean	Interval of the Difference		t	df	One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1 pre-test - post-test	-41.75000	13.21243	3.81410	-50.14477	-33.35523	-10.946	11	<,001	<,001	

t Table

cum. prob	$t_{.50}$	$t_{.75}$	$t_{.80}$	$t_{.85}$	$t_{.90}$	$t_{.95}$	$t_{.975}$	$t_{.99}$	$t_{.995}$	$t_{.999}$	$t_{.9995}$
one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460

APPENDIX 6 SUPPORTING DOCUMENTS



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Nim : 105351110719
Program Studi : Pendidikan Bahasa Inggris

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Kepala UPT Perpustakaan dan Penerbitan,



Nur Sholah S.Hum.,M.I.P
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Jalan Sudhan Alauddin No. 259, Makassar
Telp : 0411 731101 (Secretary)
Email : protdig@unsmuh.ac.id
Web : hg.fkip.unsmuh.ac.id

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : NURHIKMA
NIM : 105351110719

Judul Penelitian : *The Effectiveness of Lingdeer Application In Distributing the Content of Media to Improve Students' Vocabulary Mastery In SMPN 3 Galesong Utara*

Tanggal Ujian Proposal : 12 February 2024

Tempat/Lokasi Penelitian : SPN NEGERI 3 GALESONG UTARA

No	Haritanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Senin / 29 April 2024	give a pre - test	Asmg . S . pd	<i>Muhammad</i>
2	Selasa / 30 April 2024	Share the material and teaching	Asmg . S . pd	<i>Muhammad</i>
3	Senin / 06 Mei 2024	Share the material and teaching	Asmg . S . pd	<i>Muhammad</i>
4	Jelas / 07 Mei 2024	Share the material and teaching	Asmg . S . pd	<i>Muhammad</i>
5	Senin / 4 Mei 2024	give a post - test	Asmg . S . pd	<i>Muhammad</i>



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10				

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Mengetahui,

TAKALAR 25 Mei 2024

Pimpinan/Kepala sekolah/Instansi

Postina H.
POSTINA H., S.Pd

196512311986032130

Ketua Program Studi,
FKIP Yrisnpuh Makassar
Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807





**PEMERINTAH KABUPATEN TAKALAR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 3 GALESONG UTARA**

Jl. Pendidikan No.1 Bontosunggu Kec. Galesong Utara Kabupaten Takalar 92255

Bontosunggu, 27 Mei 2024

No : 800.2/149 /Disdikbud-UPT/SMPN.3-GU/V/2024
Lampiran : -
Perihal : Surat Keterangan Melaksanakan Penelitian

Yang bertanda tangan di bawah ini kepala UPT SMP Negeri 3 Galesong Utara Kabupaten Takalar menerangkan bahwa:

Nama : NURHIKMA
Nim : 105351110719
Jurusan : Pendidikan Bahasa Inggris
Universitas : Universitas Muhammadiyah Makassar

Benar telah mengadakan penelitian di UPT SMP Negeri 3 Galesong Utara Kabupaten Takalar, dari tanggal 27 April 2024 sampai 27 Mei 2024, guna memperoleh data dalam rangka penyusunan skripsi dengan judul : **“THE EFFECTIVENESS OF LINGODEER APPLICATION IN DISTRIBUTING THE CONTENT OF MEDIA TO IMPROVE STUDENT VOCABULARY MASTERY AT THE SECOND GRADE IN SMP 3 GALESONG UTARA”**

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Kepala UPT SMPN 3 GALUT,

St. RESTINA H, S. Pd
NIP. 19651231 198603 2 130



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

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-860837 / 860132 (Fax)
Email : fkip@unismuh.ac.id
Web : https://fkip.unismuh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : 14250/FKIP/A.4-II/VII/1445/2023
Lampiran : 1 (Satu) Rangkap Proposal
Perihal : Permohonan Kesediaan Membimbing

Kepada Yang Terhormat

1. Dr.Eka Prabawati Rum, S.Pd., M.Pd.
2. Muhammad Zia Ul Haq, S.Pd. M.Tl.

Di -

Tempat

Assalamu Alaikum Warahmatullahi Wabarakatuh

Sebelumnya kami sampaikan hasil persetujuan Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada tanggal, 20-07-2023 perihal pembimbingan penyusunan tugas akhir mahasiswa. Berdasarkan hal tersebut di atas, kami mohon kepada Bapak/Ibu Dosen kiranya berkenan memberikan bimbingan penyusunan tugas akhir mahasiswa tersebut di bawah ini:

Nama : NURHIKMA
Stambuk : 105351110719
Judul Penelitian : THE EFFECTIVENESS OF LINGODEER APLICATION AS DYNAMIC IMMERSION MEDIA TO DEVELOP STUDENTS' VOCABULARY MASTERY AT THE SECOND GRADE IN SMPN 3 GALESONG UTARA

Demikian surat ini disampaikan, atas kesediaan dan kerjasamanya kami ucapkan terima kasih *Jazaakumullahu Khaeran Katsiraan.*

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Makassar, 6 Jumadal Ula 1441 H
20 Juli 2023 M

Dekan



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



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Alauddin No. 259 Telp. 066972 Fax (0411) 065580 Makassar 90221 e-mail :lp3m@unismuh.ac.id

Nomor : 4368/05/C.4-VIII/V/1445/2024

28 April 2024 M

Lamp : 1 (satu) Rangkap Proposal

19 Syawal 1445

Hal : Permohonan Izin Penelitian

Kepada Yth,

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan
di -

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 16247/FKIP/A.4-II/IV/1445/2024 tanggal 26 April 2024, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : NURHIKMA

No. Stambuk : 10535 1110719

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

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


"The Effectiveness of Lingodeer Application in Distributing The Content of Media to Improve Student Vocabulary Master at the Second Grade in SMPN 3 Galesong Utara"

Yang akan dilaksanakan dari tanggal 28 April 2024 s/d 28 Juni 2024.

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

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,

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

APPENDIX 7 DOCUMENTATION





BIOGRAPHY OF AUTHORS



Nurhikma is a First child of Mr. Sultan and Mrs. Sumiati. She has born on Jun 01, 2001 in Makassar, South Sulawesi. She has 3 sister that is Annisa aulia, Aisyah amalia and Suci ramadhani. She was study at TK Aulia Rahma in 2005 until 2007 and she started in SDN 132 Inpres pa'rasangan baru in 2007 to 2012. In 2013, she was continue her junior high school at SMPN 2 Galesong Selatan Then graduated in 2016, with the same year, she was continued her study in SMA Negeri 5 Takalar it in 2019. And after graduated in senior high school, she was finally continued her study at Muhammadiyah University of Makassar in Faculty of Teacher Training and Education, Especially the major of English Education in 2019. At the end of her study, she could finish her thesis with the title The Effectiveness of Lingodeer Application in Distributing the Content of Media to Improve Students' Vocabulary Mastery at the 2nd Grade in SMP Negeri 3 Galesong Utara.