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USING BUSUU APPLICATION: ITS EFFECT ON STUDENTS' VOCABULARY MASTERY AT SMP IT AL FITYAH PEKANBARU

UIN SUSKA RIAU

BY

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Thesis

Submitted as partial fulfillment of the requirements For
Bachelor Degree of English Education
(S. Pd)

DEPARTMENT OF ENGLISH EDUCATION

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ABSTRACT

Diah Mardiah (2025): Using Busuu Application: Its Effect on Students' Vocabulary Mastery at SMP IT Al Fityah Pekanbaru

Vocabulary is a collection of words in a language that speakers understand and use for communication. However, many students have limited vocabulary knowledge, which negatively impacts their English proficiency. Common challenges include memorizing words, distinguishing meanings, and correct pronunciation. To address these issues, teachers need to implement effective vocabulary learning strategies. One application that supports vocabulary learning is Busuu, an online platform that provides language courses aligned with the Common European Framework of Reference for Languages (CEFR).This study aimed to examine the effect of using the Busuu application on students' vocabulary mastery in class VIII-A at SMP IT Al Fityah Pekanbaru. The research method used was pre-experimental with one-group pretest-posttest design. The sample consisted of 26 students selected through a convenience sampling technique. Data were collected through multiple-choice tests administered before and after treatment, then analyzed using SPSS 30 version. The results showed t-value of -3.257 and p-value of 0.003 ($p < 0.05$), leading to the rejection of H_O and acceptance of H_a. In conclusion, the use of the Busuu application had a significant effect on students' vocabulary mastery.

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ABSTRAK

Diah Mardiah (2025): Penggunaan Aplikasi Busuu: Pengaruhnya terhadap Penguasaan Kosakata Siswa di SMP IT Al Fityah Pekanbaru

Kosakata adalah kumpulan kata dalam suatu bahasa yang dipahami dan digunakan oleh penuturnya untuk berkomunikasi. Namun, banyak siswa yang memiliki pengetahuan kosakata yang terbatas, yang berdampak negatif pada kemampuan bahasa Inggris mereka. Tantangan yang umum terjadi adalah menghafal kata-kata, membedakan arti, dan pengucapan yang benar. Untuk mengatasi masalah ini, guru perlu menerapkan strategi pembelajaran kosakata yang efektif. Salah satu aplikasi yang mendukung pembelajaran kosakata adalah Busuu, sebuah platform online yang menyediakan kursus bahasa yang selaras dengan *Common European Framework of Reference for Languages (CEFR)*. Penelitian ini bertujuan untuk menguji pengaruh penggunaan aplikasi Busuu terhadap penguasaan kosakata siswa di kelas VIII-A SMP IT Al Fityah Pekanbaru. Metode penelitian yang digunakan adalah pra-eksperimental dengan desain one-group pretest-posttest. Sampel terdiri dari 26 siswa yang dipilih melalui teknik convenience sampling. Data dikumpulkan melalui tes pilihan ganda yang diberikan sebelum dan sesudah perlakuan, kemudian dianalisis menggunakan SPSS versi 30. Hasil penelitian menunjukkan nilai t-value sebesar -3,257 dan p-value sebesar 0,003 ($p<0,05$), yang mengarah pada penolakan H_O dan penerimaan Ha. Kesimpulannya, penggunaan aplikasi Busuu memiliki pengaruh yang signifikan terhadap penguasaan kosakata siswa.

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ملخّص

دياه مرضية، (٢٠٢٥): استخدام تطبيق بوسو: تأثيره على إتقان المفردات لدى التلاميذ في مدرسة الفتية المتوسطة الإسلامية الحكومية بمدينة بكنبارو

المفردات هي مجموعة الكلمات في لغة معينة التي يفهمها ويستخدمها الناطقون بها للتواصل. ومع ذلك، فإن العديد من التلاميذ لديهم معرفة محدودة بالمفردات، مما يؤثر سلبا على مهاراتهم في اللغة الإنجليزية. التحديات الشائعة التي يواجهها التلاميذ تشمل حفظ الكلمات، والتمييز بين المعاني، والنطق الصحيح. للتغلب على هذه المشكلة، يحتاج المعلمون إلى تطبيق استراتيجيات فعالة في تعلم المفردات. إحدى التطبيقات التي تدعم تعلم المفردات هي بوسو، وهي منصة تعليمية عبر الإنترنت توفر دورات لغة متوافقة مع الإطار الأوروبي المرجعي المشترك للغات (CEFR). يهدف هذا البحث إلى اختبار تأثير استخدام تطبيق بوسو على إتقان المفردات لدى التلاميذ في الصف الثامن "أ" بمدرسة الفتية المتوسطة الإسلامية الحكومية بمدينة بكنبارو. تم استخدام منهج البحث شبه التجريبي بتصميم مجموعة الاختبار القبلي والبعدي. تكونت العينة من ٢٦ تلميذا تم اختيارهم باستخدام تقنية العينة الملائمة. تم جمع البيانات من خلال اختبار الاختيار المتعدد الذي أُجري قبل وبعد المعالجة، ثم تم تحليل البيانات باستخدام برنامج الحزمة الإحصائية للعلوم الاجتماعية الإصدار ٣٠. أظهرت نتائج البحث قيمة t تبلغ −٣.٢٥٧ وقيمة p تبلغ ٠.٠٠٣ ($p < ٠.٠٠٥$)، مما يؤدي إلى رفض الفرضية المبدئية وقبول الفرضية البديلة. بناءً على ذلك، خلص البحث إلى أن استخدام تطبيق بوسو له تأثير كبير على إتقان المفردات لدى التلاميذ.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Vocabulary is one of the factors that affects level differences between learners at beginner and intermediate levels. For learners at intermediate levels and above, all the five factors (i.e., accent, comprehension, fluency, grammar, and vocabulary) affected level differences, but vocabulary frequently appeared as the discriminatory factor." (Koizumi, R., & Innami, Y. 2013). Furthermore, Nation, P. (2015) states that when learners have a wider vocabulary in target language it also helps support all four language skills: reading, writing, listening, and speaking. "Vocabulary is not an end in itself. A rich vocabulary makes the skills of listening, speaking, reading, and writing easier to perform. Moreover, the more words the students know in any language, the better the students can express themselves (Staehr, L. S. 2008). On top of this, the more vocabulary words the students understand, the more students will be able to translate the meaning of new words by breaking them down into their morphemes (Nation, 2008). However, a student's vocabulary knowledge is not the only factor when it comes to English skills, but it certainly plays an important role (Zeeland, H. V. 2012). In order for students to build their knowledge in a second language, it is crucial for them to learn vocabulary (Azabdaftari & Mozaheb, 2012).

According to Baddeley (1990), short-term memory has a limited capacity and duration, making it difficult for learners to retain new vocabulary unless the information is actively processed and transferred into long-term memory. This transfer requires repeated exposure and meaningful use, which is supported by Nation (2001), who emphasizes that successful vocabulary acquisition depends on encountering words multiple times, ideally in varied and rich contexts. Without this repeated and contextualized exposure, vocabulary is easily forgotten. However, remembering words is not enough. As Schmitt (2000) explains, vocabulary knowledge is multidimensional, it involves not only knowing word meanings, but also understanding their usage in terms of collocations, tone, formality (register), and appropriate contexts. Many students may know the dictionary meaning of a word but still struggle to use it correctly in speaking or writing. This is why Ellis (1994) argues that learners benefit from explicit instruction and contextual practice, which help them develop both accuracy and appropriateness in vocabulary use. Building on this, Krashen's (1985) states that the importance of comprehensible input language that is just slightly above the learner's current level to support natural language development. Learners are more likely to acquire vocabulary when they are exposed to it through engaging and meaningful content.

In line with this, Nation (2013) points out that extensive reading and listening are powerful tools for language learners because they offer repeated and varied exposure to vocabulary in context, helping learners internalize both meaning and usage. Despite this, many learners still rely heavily on passive

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learning methods like rote memorization. However, Webb (2007) and Schmitt (2008) argue that while rote memorization may help in the short term, it does not lead to deep or lasting vocabulary knowledge. Instead, learners should use active learning strategies, such as using words in their own speaking or writing, making personal connections with the words, and practicing retrieval. Brown (2007) supports this by emphasizing that vocabulary should be taught through meaningful interaction and real-life usage, rather than through isolated word lists.

In addition to learning words in context, understanding how words are formed is also essential. Bauer & Nation (1993) stated the importance of morphological awareness knowing how prefixes, suffixes, and root words work, because it helps learners infer the meanings of unfamiliar vocabulary. This approach is especially valuable in academic contexts, where complex vocabulary is common. Supporting this idea, Carlisle (2004) found that teaching word formation not only improves vocabulary knowledge but also enhances students' ability to understand new words effectively.

Mobile phones, one of the technologies, have led to an increase of studies that explore their use in education. Language teaching studies and practices have also been affected by this tide of change, as well (Well, S., 2010). Mobile phones have become one of the most crucial means of teaching and learning English. Particularly with the help of the mobile applications that are operated on these mobile phones, language learning entered a new area. Nowadays, lots of applications for smartphones are being designed for the purpose of learning

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English (Hockly, 2014). Mobile devices could open new doors with their unique qualities such as “accessibility, personalizable, and portability” (Saran & Seferoglu, 2010), and “the physical characteristics (e.g., size and weight), input capabilities (e.g., keypad or touchpad), output capabilities (e.g., screen size and audio functions), file storage and retrieval, processor speed, and the low error rates” (Alzu’bi & Sabha, 2013). In the teaching and learning processes, emerging technologies have brought about major changes in the teaching and learning processes (Pavlik, 2015). Wang and Shih (2015), for instance, used mobile vocabulary learning applications in their study and concluded that the experimental group scored significantly better than the control group who used paper-based learning materials.

Several studies have suggested that the use of smartphones can be an effective way to improve vocabulary in English language learning (Basoglu and Akdemir, 2010). In the 21st century, technology is increasingly employed in the field of language learning because it helps develop learners’ language skills (Allam & Elyas, 2016). According to Klimova (2019), mobile apps help develop all language skills, primarily retaining new vocabulary, and the use of these application also increases students' motivation to study. Using the application also boosts confidence, class participation, and students' tendency to use mobile devices in education. Leis & Tohei (2015), focus mainly on the effects that using smartphones in class has on students' autonomy, which means their study outside the classroom. Their findings show that students encouraged to use smartphones in class tend to study more outside the

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classroom and are more autonomous learners than those who are restricted from using smartphones in class.

One of the applications that can be used on smartphones to support vocabulary learning is Busuu. Busuu is an online learning platform delivering internationally recognized professional language courses to corporations and businesses across the world, and a language learning platform that teaches the vocabulary and grammar through short, bite-sized lessons that take between 5-15 minutes to complete (Niesner, B., & Hilti, A., 2022). According to Vallejos (2018), Busuu is defined as "the largest social network in the world for language learning media, this application provides courses in 14 different languages on the web and mobile to more than 70 million students around the world". Students can practice language skills through learning associations independently by following the Common European terms of reference for languages from levels A1 to C1.

The lesson content includes native-speaker audio, high-quality images, and a spaced-repetition review tool to students to be better retain what they have learned. Lessons on Busuu begin by introducing to a handful of new vocabulary words and helping to practice through speaking, listening, reading, and writing activities. At the end of each Lesson, it will usually see a conversational dialogue or a speaking or writing prompt that can have graded by another user. Busuu has an active community engagement feature that allows students to connect with native speakers of the target language to give and receive feedback. Busuu progresses much faster than the other apps,

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especially when it comes to sentence structure and conjunction. The grammar lessons, in particular, stuff a lot of new ideas into one lesson. This can cause the learner to make many mistakes the first time through, a frustrating experience (Scott, L., 2023).

There are some researchers who have carried out studies related to Busuu Application for vocabulary learning. However, most previous studies focus on students' perceptions of autonomous learning through Busuu Learning (Rizqiyyah & Drajati, N., A., 2020); Students' perceptions of autonomous learning through Busuu (Nurmala, 2022); Learning Listening in English (Meniwati & Ningrum, I., M., 2022); Exploring English Learners' Experiences of Using Mobile Language Learning Applications (Nehe, Mualimah, E., N., et al., 2023); The Effectiveness of Using Busuu in Teaching Speaking (Mulyadi, A., & Maesaroh, M., 2021); Students' Perceptions of Mobile Apps, which focuses on examining the use of several mobile apps such as English Grammar Test, Duolingo, Busuu, Kamusku and English Listening and Speaking (Nurwahida, 2020); The Effect of Busuu on Vocabulary Learning and Listening Skills, which does not only focus on the effect of using the Busuu Application on vocabulary learning, but also focus listening skills. (Nadya, L., N., & Aswir, 2023).

There are also research studies that focus on vocabulary development using the Busuu Application. Some of the research studies are Enhancing English Vocabulary of High School Students through Vocabulary Learning Techniques, Mobile Apps, which does not focuses on using Busuu Application,

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but focuses on comparing the use of several applications in enhancing English vocabulary acquisition, they compare several applications such as Memrise, Duolingo, WordUp and Busuu; The use of Busuu Application to Improve Learning Vocabulary, was conducted as CAR (Classroom Action Research) because this design is the right design to improve students' vocabulary; Developing English Vocabulary Through the Busuu Application; This study used a quantitative method and the design used in this quantitative method was pre-experimental using one group pre-test and post-test of students in a senior high school, Avellaneda, J., N., A., (2022) Arza, D., F., D., F., et al., (2023); Khairunnisa, T., Izzah, L., & Hadi, M., S., (2021); Tika, K., et al. (2021) the results can be concluded that the Busuu Application has a significant effect on students' vocabulary skills.

Based on previous research studies, it can be seen that there have been several researchers who have examined the use of the Busuu Application in developing vocabulary. The problem is that many teachers rarely apply various methods in the classroom that make it easier for students to learn vocabulary. Learning strategies that are only teacher-centered. So, the practice of speaking English using the right vocabulary in class is also getting lower. Therefore, teachers as mediators of education should be more creative in creating interesting learning methods in the classroom. Robinson (2006) claims that the limitations on time and space associated with traditional teaching methods have been replaced by information and communications technology (ICT) tools. The

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teacher-student relationship in the classroom can now go beyond the confines of the classroom's time and size.

There are several advantages to integrating ICT tools into English teaching and learning. In addition to providing students with motivation and boosting their confidence and self-worth, ICT can improve students' communication, interaction, and participation in group projects. First and foremost, educator must address teachers' ICT proficiency. In all schools and higher education facilities, internal ICT skill training should be increased. Then, the students are eager to master English skills. So, the researcher was interested in finding out whether using the Busuu Application can help students become more proficient in English using the right vocabulary or not. Therefore, the researcher held research entitled **"Using Busuu Application: Its Effect on Students' Vocabulary Mastery at SMP IT Al Fityah Pekanbaru".**

B. Identification of the Problem

1. Identification of the Problem

Based on the background of the problems, the researcher identified some problems, including:

a. Students often struggle to remember new vocabulary due to limitations in short-term and long-term memory.
b. Students often face challenges when trying to use vocabulary appropriately in different contexts.

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c. Students may have difficulty in understanding word formation processes, such as prefixes, suffixes, and base words.

2. Limitation of the Problem

Based on the identification of the problems above, the researcher focuses on the effect of using the Busuu Application on students' vocabulary mastery at SMP IT Al Fityah Pekanbaru.

3. Formulation of the Problem

Based on the issues described in the background of the problem, the researcher formulates the problems in this research as follows:

a. What are the students' mean scores of English vocabulary mastery who are taught before by using Busuu Application at SMP IT Al Fityah Pekanbaru?
b. What are the students' mean scores of English vocabulary mastery who are taught after using Busuu Application at SMP IT Al Fityah Pekanbaru?
c. Is there any significant effect on students' English vocabulary mastery who are taught after by using Busuu Application and before using the Busuu Application at SMP IT Al Fityah Pekanbaru?

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C. Purposes and Significances of the Research

1. Purposes of the Research

Referring to the problems, the researcher has three purposes of the research, those are:

a. To describe the students' mean score of English vocabulary mastery who are taught before using the Busuu Application at SMP IT Al Fityah Pekanbaru.
b. To describe the students' mean score of English vocabulary mastery who are taught after using the Busuu Application at SMP IT Al Fityah Pekanbaru.
c. To examine whether there is a significant effect on students' English vocabulary mastery by using the Busuu Application.

2. Significances of the Research

a. Theoretically

In the subject of teaching and learning languages, the study hopefully give valuable benefits. The findings of the research can be helpful to educators and language learners because of the significant role that vocabulary plays in language acquisition and the effect that it has on all four language skills.

b. Practically

By assessing the Busuu Application's ability to increase students' vocabulary learning, the research aims to improve language learning techniques. Furthermore, the study's emphasis is

on the implementation of modern technologies in education, like mobile applications for language teaching and learning.

D. Definition of the Terms

1. Busuu Application

Busuu is a language learning application that offers 14 languages. According to the theory of learning vocabulary, words are learned through repeated habits acquired through reading, speaking, listening, and writing (Aguilar, R., 2018). Busuu is a mobile application trusted by a global community of 100 million learners and a self-taught language learning app that provides native speaker-approved language material (Nee, 2014). Busuu offers four levels of language courses which are divided into beginner, elementary, low intermediate, and upper intermediate. In this research, the researcher was using the Busuu Application in lessons at the Elementary A2 level.

2. Vocabulary Mastery

Vocabulary is a list of set words for a particular language or a list of words that individual speakers of a language use. The choice of vocabulary selection and strategies used in teaching vocabulary are important factors (Brown, 1995). Mastery is a comprehensive knowledge or use of a subject or instrument (Swannel, 1994). Meanwhile, Porter (2001) states that mastery is learning or understanding something completely and having no

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difficulty in using it. Lewis & Hill (1990) stated that vocabulary mastery is important for students. It is more than grammar for communication purposes, particularly in the early stage when students are motivated to learn the basic words. Without having English vocabulary, students will have some difficulties in using English. In this research, the researcher focus on using the Busuu Application on the lesson material about irregular verbs.

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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Vocabulary

a. The Concept of Vocabulary Mastery

Vocabulary is a set of words within a particular language that speakers of such language know and use for communication (Hatch & Brown, 1995). Nevertheless, the concept of a word must be defined and delimited to understand what it means to learn vocabulary, what is implied in the process of vocabulary learning, and how much vocabulary must an English learner know to read, write, and communicate effectively in English. Ghalebi et al. (2020) suggest that teachers need to teach students how to use effective vocabulary learning strategies to learn more efficiently when they build their vocabulary skills.

Vocabulary knowledge is essential for language learners since limited vocabulary knowledge might be a barrier for language learners to successfully communicate (Schmitt, 2000). Students need to know a large number of words to communicate in the target language (Nation, 2001). Harmer (2001) supported that in language learning, if grammar is the skeleton, he would say that vocabulary is the flesh. Similarly, Schmitt and McCarthy (1997) noted that if the learners know many vocabulary words, it will contribute to their language learning accomplishment.

According to Alsagof (2012), vocabulary is the biggest success predictor for English language students. It means that the main point of mastering English is to learn vocabulary first. It is because each word will be arranged into one sentence that further is an idea that we can convey to everyone in the world. Roche & Harrington (2013) stated that vocabulary is claimed by several studies to be closely linked with various measures of English language ability and academic achievement. Insufficient vocabulary knowledge can impair student success. Similarly, Alqahtani (2015) argued that vocabulary is often considered a critical tool for second-language learners because lacking vocabulary causes unsuccessful communication in a second foreign language. Cameron (2001) stated that knowing about a word involves knowing about its form (how it sounds, how it is spelled, the grammatical changes that can be made to it), its meaning (its conceptual content and how it relates to other concepts and words), and its use (it patterns of occurrence with other words, and in particular types of language use).

Vocabulary is part of language learning but is the main basis for a student to be able to make progress from each process and stage of language learning. Therefore the connecting tool is in the form of learning that relies on the lecturer as the provider of learning material independent of students through interesting and independent learning media or a combination of the two (Álvarez, V., 2016). The use of technology tools integrated into language learning cannot be ignored. If

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someone wants to learn a language with maximum stages, vocabulary is the basic stage that one must go through, and combining learning media by promoting based technology is a definite choice for language learners in the technological era.

Mastering a foreign language requires a reflective understanding of the vocabulary (Barcroft, 2004). If language learners have enough vocabulary, it helps them to master the 4 target language skills (Pourgharib & Rohani, 2013). Vocabulary can be defined into 3 main meanings: the number of words in composing language, all the words that someone knows or uses in a book, and a list of words and their meanings (Nation & Hunston, 2013). Vocabulary plays a vital role in language learning, especially in building reading, writing, speaking, and listening (Kamil & Hiebert, 2005; Nation & Hunston, 2013). Thus vocabulary mastery is an important basis in measuring language proficiency in mastering foreign languages. As Richards & Renandya (2002) state vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and method for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from the use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading, or watching television.

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According to Harmer (1991), understanding the meaning, word use, word formation, and word grammar are all part of having a good vocabulary. This is similar to Lado's (1957), states that there are some aspects that have to be known in vocabulary, such as word meaning, word spelling, word pronunciation, word classes, and word use. He also stressed the significance of term meaning, spelling, pronunciation, classifications, and usage, among other components of vocabulary knowledge. This thorough approach to vocabulary emphasizes the complexity of language learning and usage. Word Meaning is Communication and language comprehension depends on an understanding of word meanings. It means knowing word definitions, meanings, and contextual aspects; spelling of words. Spelling correctly is crucial for written communication. It indicates that readers understand and interpret words appropriately.

Word Pronunciation can be defined as Proper word pronunciation promotes oral communication. It makes it possible for people to successfully understand and be understood when they speak. Word Classes building and comprehending sentences requires an awareness of the many speech components, including nouns, verbs, adjectives, and adverbs. Word use is Accuracy and fluency in language depend on knowing how words are used in many situations, including idiomatic expressions, conjunctions, and grammatical structures. The interdependence of these elements and their importance in language

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learning and usage are emphasized by Lado's viewpoint. It emphasizes how important it is for students to have a comprehensive vocabulary understanding in order to interact with language in a productive way.

According to several of the definitions given above, the researcher concluded that vocabulary is the most essential part of language. Without vocabulary, we cannot speak, read, listen, or write. By knowing and understanding the meaning and also part of speech of the vocabulary itself, we can understand the language and also produce the language. Vocabulary is more than just a list of words, it also includes all of the information necessary to use a word correctly and its meaning in another language.

As a result, communication becomes essential since ideas cannot be expressed in conversation without a language. A speaker's vocabulary is the collection of terms in the language that they use when communicating. Language learners need to have a large vocabulary in order to communicate effectively in the target language. To help students develop their vocabulary effectively and quickly, teachers should teach them the following methods. Considered the foundation of language acquisition, vocabulary knowledge enhances learners' abilities.

b. Kinds of Vocabulary

According to Nation (2001), there are four kinds of vocabulary, those are:

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1) High Frequency Words

High-frequency words are vocabulary which mostly appear in text. There is a small group of high frequency which is very important because these words cover a very large proportion of the running words in spoken and written texts and occur in all kinds of language.

2) Academic Words

The text is from an academic textbook and contains many words that are common in different kinds of academic text: policy, phase, adjusted, and sustained. Typically these words make up about 9% of the running words in the text.

3) Technical Words

The text contains some words that are very closely related to the topic and subject of the text. These words include indigenous, regeneration, pod carp, beech, rimy, and timber. These words are reasonably common in this topic area but not so common elsewhere. As soon as we see them, we know that the topic is being dealt with. Technical words like this typically cover about 5% of the running words in a text.

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4) Low-Frequency Words

This group includes words like zoned, pioneering and perpetuity, aired, and pastoral. They make up over 5% of the words in an academic text. There are thousands of them in the language, by far the biggest group of words. They consist of the technical words for other subject areas, proper nouns, words that almost include the high-frequency list and words that we rarely use in the language.

Then, Thornbury, S. (2002) & Hadfield (2008) states that there are two kinds of vocabulary, those are:

1) Receptive Vocabulary

Receptive vocabulary refers to the words that learners know when they listen and read or the words they know when learners receive from another. Receptive vocabulary can be called passive vocabulary. One way to increase receptive vocabulary ability, the first is to make some notes of words and find out the synonyms and antonyms. Another way is looking in the dictionary.

2) Productive Vocabulary

Productive vocabulary refers to the words that learners use when they speak or write, and it is called active vocabulary. To increase this active vocabulary ability, the learners should try to improve their speaking and writing.

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According to Miller (2000), there are 4 kinds of vocabulary, those are:

1) Listening Vocabulary

Listening vocabulary is all the words that can be recognized when listening to speech. This vocabulary is all aided in size by context and tone of voice. Some people may still know words that they do not expose before using cues like tone, gesture, topic, and social context of conversation.

2) Speaking Vocabulary

Speaking vocabulary is all the words that can be used in speech.

3) Reading Vocabulary

Reading vocabulary is all the words that can be recognized when reading text. This is generally the largest type of vocabulary simply because the reader tends to be exposed to more words by reading than by listening to someone speak.

4) Writing Vocabulary

Writing vocabulary is all the words that can be employed in writing. Many written words do not commonly appear in speech, writers generally use a limited set of words when communicating.

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2. Busuu Application

a. Definition of Busuu Application

Busuu is a media for learning foreign language platform for iOS and Android devices that allows users to interact with native speakers, and it was founded in 2008 by Niesner, B., & Hilti, A. According to Winans (2020), Busuu is only available as a site and an app that provides various language services for free to users who want to learn languages in different parts of the world. The focus of learning is on communication skills. The application comes with a user-friendly, attractive interface, and is easy to use, (Muharam, 2018). Busuu is designed for educational purposes but with designs such as other social network sites where participants are also learners of foreign languages or languages. Learning activities are introduced through interactive activities, including pronunciation, vocabulary, grammar, dialogue, reading, translation, peer correction, voice recording, and chat (Boyd & Ellison, 2007; Brick, 2011).

Busuu is a language-learning app that offers 14 languages option for native English speakers. In the theory of learning vocabulary, words are learned through repeated habits acquired through reading, speaking, listening, and speaking (Aguilar, R., 2018). The features offered are independent courses, in which the lessons can be downloaded, quizzes, and interactive features, such as getting feedback

from native speakers. Busuu uses CEFR, a widely used standard for globally evaluating language proficiency. It has two versions, namely a free version and a premium membership. The free version includes flashcards, writing exercises, and feedback from native speakers. The premium membership includes all from the free version with additional features such as travel courses, mobile apps that can be used offline, quizzes, official certificates, grammar exercises, vocabulary training, and more lesson exposure.

According to James (2011), Busuu is originally a free website developed as a communication channel to learn languages from other countries, aimed at students of all ages. In general, Busuu is designed to be used as a language discussion through a computer, there is a comment column in this application where thousands of comments are posted for site users to further correct so that users know about language errors quickly while learning. In addition, it also provides four language skills; listening, speaking, reading, and writing. Busuu has a modest selection of language courses (Duffy, 2017).

The official website of Busuu claims that Busuu is a mobile application trusted by a global community of 100 million learners. Busuu is a self-taught language learning app that provides native speaker-approved language material (Nee, 2014). Busuu provides language material authorized by native speakers (Taufiqurrohman, 2016). Busuu provides a platform for skills such as listening, speaking,

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writing, and reading (Nushi & Jenabzadeh, 2016). Shibata (2020) specifies that Busuu offers four levels of language courses which are divided into beginner, elementary, low-intermediate, and upper-intermediate. Busuu provides its users with well-crafted learning tools such as flashcards, conversation models, native speaker correction, and grammar extracts (Nushi & Jenabzadeh, 2016). In Android, Busuu is easily accessible for free download in the Play Store. Users can download it from the App Store, iTunes, and Google Play Store. It is available in IOS and Android. It is only 36 MB, which is considered not to take up too much space in the phone's memory.

Busuu can be used according to the affordability of the users. Students in this study used the free version or called the basic version. Those who want to enjoy all the features of the Busuu can subscribe to it. Busuu offers options for the user to use the application with a subscription or for free. Users can also try the premium version of Busuu in their first 7-day trial. There are differences between the basic and premium versions of the application. The free version only provides access to one language course. Meanwhile, with the premium version, users are provided with facilities to learn with native speakers, unlock all lessons, make a private study plan, learn vocabulary and grammar with the support of artificial intelligence, learn everywhere only, and learn 14 languages. Currently, in 2024, the price offered for a subscription is IDR 40.000 per-month in a year. The payment became

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one of the major drawbacks of the use of Busuu. The cost and technologies associated with mobile devices should be considered for language learning (Miangah & Nezarat, 2024)

b. Common Features on Busuu Application

According to Taufiqurrahman (2016), there are some common features of learning with the Busuu application:

1) Busuu Application is a representative website and application for learning including English learning.
2) Busuu Application includes learning four language skills and three language elements. The features and facilities of the Busuu Application are very comprehensive, including lessons, exercises, vocabulary, and personal notes. The subject is divided into 5 levels with 68 themes. The materials are structured, with text, audiovisual, and training formats. The materials are conceptual. Interactive, user-friendly, containing contemporary vocabulary and themes.
3) Website analysis results on the Busuu Application are viewed from five parameters (accessibility, readability, speed, content, and technology) all of which show good value.
4) Busuu application, a web-based language learning model, has fulfilled 5 features of independent learning, namely: self-learning,

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autonomous learning, autodidact, self-education, and open learning.

c. Advantages of the Busuu Application

Mujtaba (2019), states that there are several reasons of using the Busuu Application as the best English language learning app and gives several advantages to the students as users. These reasons include:

1) Learning materials arranged by level

Before learning with this app, the students can choose the level based on the material that they already learned. The selection of this level is done by running an in-app test. The stage will be adapted to the students' abilities, so they can save time from learning the material that is already comprehended.

2) Interactive Learning Media

The material provided by this application is clearly developed. In those features, vocabulary learning is supported by sound so that students can understand vocabulary and practice listening at once. Moreover, the students also have opportunities to evaluate their pronunciation through speaking activities. The Busuu Application will determine whether the student's pronunciation is correct or incorrect. In addition, some video media programs are also

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provided to further sharpen the students' understanding. In sum, Busuu Application is the complete interactive media, adaptable to all materials of speaking, listening, reading and writing.

3) Constantly Evaluate Students Development

When the students are done studying a material. This app will ask some questions related to what they already learned based on the students' level whether basic, intermediate, or advanced. In addition, this app is also completed with a learning plan. This plan includes setting lesson plans, reminders, and even estimating when the students will complete the lessons learned from the schedule they created earlier. This feature is very useful, the student can guess when completing the learning based on the objective if it can take too long to reset the schedule by adding study hours.

4) Convenient, Fast, and Easy to Navigate the Application

This app is convenient, fast, and easy to navigate and use. With only 36 MB in size, the Busuu Application does not drain a smartphone's battery when it is open, even for low-end devices. With an elegant look, clean, and interactive, the Busuu Application is very comfortable to use.

5) The ability to interact with other users

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Besides learning, the students also given the opportunity to communicate, chat, or practice English presently with other users. The application provides a friend feature. The students can make friends with people who are also learning English.

6) Certifications

Busuu offers certifications for learners who have achieved a certain level of proficiency in a language.

d. Procedures of Busuu Application

According to Mühlbacher, T., (2023), a range of exercises are available on the online language learning platform Busuu to aid students in improving their language skills. These exercises cover a wide range of subjects, from grammar and vocabulary to pronunciation and conversation, and they are made to be interactive. The following are a few of the several activities that Busuu provides:

1) Interactive Lessons:

These lessons are made to introduce learners to new grammatical and vocabulary ideas. Multiple-choice questions, fill-in-the-blank exercises, matching exercises, and other tasks are frequently included.

2) Practice Activities:

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Through these exercises, students can put what they have learned in the lessons into practice. They frequently consist of exercises like writing exercises, translation exercises, and gap-fill tasks.

3) Speaking Activities:

Through these exercises, students can improve their speaking and pronouncing abilities. They frequently involve exercises like recording oneself speaking and getting input from native speakers.

4) Listening Activities:

Through these exercises, students can improve their listening comprehension abilities. Typical tasks involve listening to audio recordings and responding to questions about what was heard.

5) Reading Activities:

Through these exercises, students can hone their comprehension abilities. Typical examples include reading articles and responding to questions regarding what was read.

6) Writing Activities:

Through these exercises, students can hone their writing abilities. They frequently involve writing exercises like short stories or essays.

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7) Games:

Busuu provides a range of games that can be used by language learners to practice their grammar in a fun and interesting way.

To make learners easier to use the Busuu Application, here are the steps to use it, Lopez, D., (2023):

1. To download the app on a smartphone, learners can install it on the Play Store or App Store.

Figure II. 1 Install Busuu Application

2. To start using the app, sign up using your Gmail or Facebook account.

Figure II. 2 Sign Up

3. After that, you will be given several options as to why you want to learn English: for entertainment and culture, education, friends and family, travel, or career.

Figure II. 3 Several Options

4. After logging in, you will be given 2 options; you do not understand English at all or you already know some English. If you choose to not understand English at all, you will start from the basics, with no tests. However, if you choose to already know some English, you will be given a 10-minute test to determine which level you will start at.

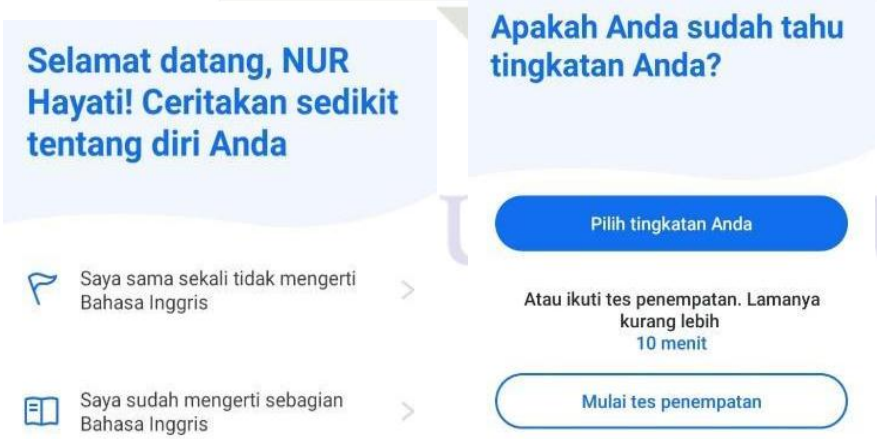

Figure II. 4 Options to Start

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5. Then, start learning English by choosing the length of study time in a day for 5-20 minutes.

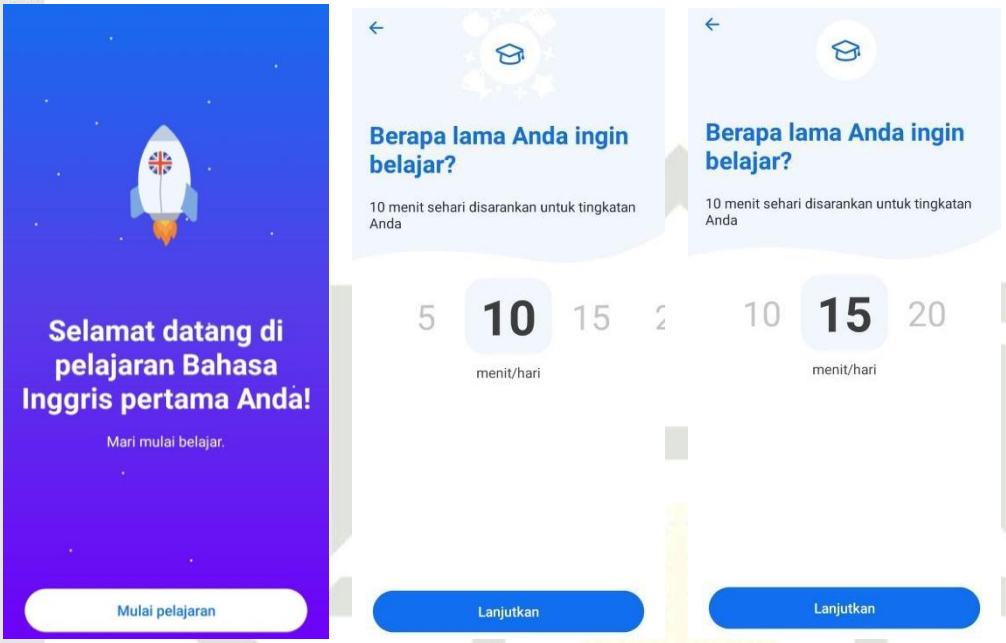

Figure II. 5 Choosing the Length of Study

6. There are 5 levels of English learning that you will learn. At level A1 there are 16 chapters, level A2 there are 19 chapters, Level B1 there are 17 chapters, level B2 there are 16 chapters, and level C1 there are 15 chapters.

Figure II. 6 Levels

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e. Teaching English Vocabulary by Using the Busuu Application

Teaching English vocabulary is a crucial aspect of language instruction. It involves explicitly instructing students on the meaning, structure, and use of words. Vocabulary can be defined as a collection of words and a person's vocabulary of the sum total of words that they know and can use appropriately. Effective vocabulary teaching involves introducing each new word one at a time, reflecting on the word's meaning, reading a chosen text and asking students to repeat the words after it's been read in the text, using quick, fun activities to reinforce the meaning of the new words, playing word games, and challenging students to use new words (Ghasemi, B., & Hashemi, M., 2011).

Kenneth, R., (2022) states that the ability to speak, write, read, and listen to English all have value with the help of resources and technologies made available by modern technology. With the use of digital tools like computers, tablets, and smartphones, learners may have fun while studying and practicing their language skills. Because of this, using technology to help adults and children learn English can be a fun and successful strategy. Digital technology offers children and adults a great number of opportunities to practice their English in fun and creative ways, giving them some control over their own learning. Games and technology can be a great way of learning and developing the English language and other social skills. As articulated in the

World-Readiness Standards for Learning, technology can and should be used by language educators to enhance language instruction, practice, and assessment. One application that can be used by a smartphone is the Busuu Application.

According to Niesner, B., & Hilti, A., (2022), Busuu Application is a language learning platform that is available on the web, iOS, and Android. It allows users to interact with native speakers and learn up to 14 languages (Arabic, English, Turkish, Spanish, French, German, Italian, Portuguese, Mandarin, Japanese, Polish, Russian, Dutch, and Korean). It offers language courses for various levels, from A1 to C1, following the Common European Framework of Reference (CEFR). The CEFR is an internationally recognized standard for creating language lessons and is broken down into six stages, ranging from complete beginner to completely fluent. Busuu's language courses are designed to help users build sentences, improve pronunciation, increase vocabulary, and speak with confidence. It also offers interactive lessons, quizzes, and feedback from a global community of learners, making it a comprehensive and engaging learning experience. While studying on Busuu, learners can monitor learning progress with the Fluency Score. As the learners progress through the course, learners' scores will increase as their language skills improve. The Fluency Score shows the level of proficiency in language learning and relates to the level in the courses.

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The Busuu Application will help students in increasing their vocabulary. However, in order to benefit from the application, students must possess strong vocabulary-building skills. It can be said that students will benefit in three ways at the very least. In the beginning, it motivates students and makes the application more enjoyable. Second, it can make it easier for students to pick up unfamiliar words since they can directly view engaging images and a greater variety of characteristics while they study. Furthermore, students could use the Busuu Application to understand the definition of the word. The first step that teachers can take to teach vocabulary using Busuu Application is the teacher explains the learning material that has been adapted from the curriculum. After explaining the material, the teacher can provide practice questions for students. Then, ask students to use the Busuu Application and choose the appropriate material. At the end of the lesson, the teacher asks students to write the vocabulary they have just learned.

B. Relevant Research

There has been several previous research on the Busuu Application and vocabulary mastery that has been done. The first previous study was conducted by Nurwahida (2020) "Students' perceptions of mobile apps: A needs analysis of EFL learners". The purpose of this research was to investigate the current use of mobile technology in studying English and make recommendations for choosing apps for English learners in EFL contexts. There were 32 students

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from the English Education department chosen as the sample for this study. The data were gathered through semi-structured interviews and questionnaires to find out their perceptions about the use of mobile apps and their current use in the classroom. The study revealed that most of the participants in the study highly appreciated the effectiveness of using mobile application in their learning. Based on the study, she found the top five prevalent apps that students frequently used, including English Grammar Test, Duolingo, Busuu, Kamusku, and English Listening and Speaking.

The second previous study was conducted by Nehe, et al. (2023) "Exploring English Learners' Experiences of Using Mobile Language Learning Applications". This research aimed to explore English learners' experience of using Mobile Language Learning Applications in an informal learning context. This research employed a descriptive qualitative design with 25 college students. They share their experiences of using Mobile Language Learning Applications to learn English outside the classroom. The instrument used was an interview. The finding of this research showed all the participants confirmed that they use mobile language learning to support their learning in English outside the classroom well which involves easy access to the materials, flexible place and time, and features of the applications make students explore more and more learning English on the applications and they feel enjoy and fun regulate their learning pattern whenever and wherever, they find progress in learning English after they explore the apps, and students feel free to self-learning with their mobile device. It can be concluded that using Mobile

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Language Learning Applications outside the classroom allows learners to practice all the areas of English and these applications really support learners' experience to learn English based on their needs and self-learning.

The third previous study conducted by Susanto A., et al. (2022) "Busuu as an Online Learning Platform on Vocabulary Learning Motivation and Vocabulary Achievement among Students". The purpose of this study was to examine the effect of Busuu, an online learning platform, on the motivation and achievement of university students in Indonesia when it comes to vocabulary learning. The platform's use as an independent variable, whereas motivation for vocabulary learning and vocabulary achievement, were dependent variables. This study employed a quantitative methodology. Busuu facilitates the learning experience by keeping track of the number of words learned, the level of fluency, and the duration of the learning day. The researchers refer to fluency as the indicator in the study. The questionnaire and test were adapted and modified from previous research on motivation and achievement in vocabulary learning. There were 98 participants. The research discovered that the Busuu online learning platform's performance significantly contributes to the motivation and achievement of vocabulary learners.

The next previous study was conducted by Khairunnisa T., Izzah L., & Hadi M. (2021) *"*Developing English Vocabulary through the Busuu Application*"*. The purpose of this study was to determine the improvement of English learning using the Busuu Application. This study used a quantitative method and the design used in this quantitative method was pre-experimental

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using one group pre-test and post-test in a senior high school. The samples in this study only took a group, consisting of 31 students. The mean value of the pre-test results was 43.39 and the post-test was 89.19. The results of the independent sample t-test calculation can conclude that the Busuu Application has a significant effect on students' vocabulary skills. Evidenced by getting 1,345 for the Pre-test and 2.765 for the Post-test. The means for the pre-test were 43.39 and 89.19 for the post-tests. The result of the calculation score of 12,492 was higher than the table score of 2,042 at the 5% significance level.

In conclusion, based on several previous studies on the use of the Busuu Application to learn vocabulary, the researcher found that there are several gaps that have not been studied. It is rare to find research on the use of the Busuu Application to improve vocabulary that focuses on the effects of its use on students' vocabulary mastery that focuses only on the use of the Busuu Application, but previous studies tend to examine the use of several Applications. Therefore, the researcher felt the need to conduct research on the use of one application, namely Busuu, on the development of students' vocabulary in a junior high school.

C. Operational Concept

Operational concept is the term that is used to clarify the theories in order to avoid misunderstandings, Kenneth, R., (2022). In this research, the writer would like to write about the variables. This research is an experiment

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that focuses on the effect of using the Busuu Application on students' vocabulary mastery. Therefore, there are two variables in this research.

1. The indicators of variables X (Busuu Application to teach vocabulary).

According to Rosell Aguilar (2018), language learning apps can significantly improve vocabulary retention and user engagement. Furthermore, Nation (2013) emphasizes the importance of systematic and contextualized vocabulary learning, which can be effectively facilitated through well-designed mobile applications. The indicators that the researcher used in teaching vocabulary by using the Busuu application are:

a. The researcher gave a pre-test to the 26 students selected as the sample.
b. During the next six meetings, the researcher taught vocabulary using Busuu application. The students practiced English vocabulary related to the past tense material that also related to the material in the Busuu application in Chapters 7, 9, 13, and 28.
c. At the last meeting, a post-test was given which was done by the students and then assessed by the researcher.

2. The indicators of Variables Y (Students' Vocabulary Mastery).

According to the Merdeka curriculum guidelines, junior high school students are expected to master approximately 1000-1500 words by the end of their three years of study. The curriculum focuses on high-frequency words that are commonly used in everyday situations. This aligns with research by Nation (2006), who suggests that knowledge of the

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most frequent 1000-2000 word families in English is crucial for basic communication. While the focus is primarily on everyday language, there is also an introduction to basic academic vocabulary, particularly words commonly used across different subject areas. It's important to note that the Merdeka curriculum emphasizes the quality of vocabulary knowledge over quantity. As Schmitt (2008) points out, knowing a word involves understanding its various meanings, forms, and uses in different contexts. The researcher took the indicators of vocabulary mastery that must be measured in this study of the material of irregular verbs based on theories from Cameron (2001) & Nation (2012) those are:

a. Knowing its form.
b. Understand its meaning.
c. Mastering its use.

D. Assumption and Hypothesis of the Research

1. Assumption

In this research, the researcher assumes that the Busuu Application has a significant effect on students' vocabulary mastery. Students who are taught after using the Busuu Application will get a better vocabulary mastery than students who are taught before using the Busuu Application.

2. Hypothesis

H_O: There is no significant effect on students' vocabulary mastery who are taught by using Busuu Application at SMP IT Al Fityah Pekanbaru.

H_a: There is a significant effect on students' vocabulary mastery who are taught by using Busuu Application at SMP IT Al Fityah Pekanbaru.

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CHAPTER III

RESEARCH METHOD

A. Research Design

According to Creswell (2012), Quantitative research is describing a research problem through a description of trends or need for an explanation of the relationship among variables. There are two variables in this research, the independent variable and the dependent variable. The independent variable is Busuu Application, symbolized by "X" and the dependent variable is vocabulary mastery, symbolized by "Y". According to Sugiyono (2007) research data on quantitative approach in the form of numbers and analysis using statistics.

This study used a pre-experimental research design, specifically the one-group pretest-posttest design to investigate the effect of using the Busuu Application on students' vocabulary mastery at SMP IT Al Fityah Pekanbaru. According to Creswell (2014), pre-experimental design is useful when researchers aim to study a single group with an intervention during the experiment. This design is appropriate for this study as it allows for the examination of the effect of the Busuu Application on a specific group of students without a control group. In the context of this study, it allows for a focused examination of vocabulary improvement after using the Busuu Application (Gall & Borg, 2007).

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Providing the treatment (Busuu application) to the students ensures that no students are takeover of a potentially beneficial learning tool (BERA, 2018). As noted by Nunan (1992), pre-experimental designs can be valuable for initial explorations of new teaching strategies or tools, providing a foundation for more studies in the future. This design allows for a clear before and after comparison, highlighting any changes in vocabulary mastery following the use of the Busuu Application (Fraenkel, Wallen, & Hyun, 2015). The specific pre-experimental design used in this study is the one-group pretest-posttest design. This design involves administering a pretest, implementing the treatment (using the Busuu Application), and then conducting a posttest to measure the effect of the treatment (Fraenkel, Wallen, & Hyun, 2012). The one-group pretest-posttest design can be represented as follows:

Table III. 1
Pre-Experimental Design

Class	Pre-test	Treatment	Post-test
VIII-A	O1	X	O2

Where:

O1= Pre-test (vocabulary test before taught by using the Busuu Application)

X= Treatment (Using the Busuu Application)

O2= Post-test (Vocabulary test after taught by using the Busuu Application)

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B. Location and Time of the Research

Referring to the purpose and the research questions, the appropriate place to conduct this research was at SMP IT Al Fityah Pekanbaru, which is located at Jl. Swakarya Ujung, Kec. Tuah Madani, Pekanbaru. The research location was chosen because it has a high relevance to the topic of the study. The time for this research was from October to December 2024.

C. Subject and Object of the Research

1. Subject of the Research

The subject of this study is the second-year students of SMP IT Al Fityah Pekanbaru, academic years 2024/2025.

2. Object of the Research

The object of this study is using the Busuu Application on students' vocabulary at SMP IT Al Fityah Pekanbaru.

D. Population and Sample of the Research

1. Population

According to Creswell (2012) population is everything that is used as an object of research. The population is not only a number of objects of research but also includes the characteristics of the objects to be observed, it is also a group of individuals, objects, or items taken to measure the sample. The population in this research is eighth-grade students of SMP IT

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Al Fityah Pekanbaru, in the academic year 2024/2025. The population is 41 students.

Table III. 2
The Total of Population

No.	Class	Students
1.	VIII-A	26
2.	VIII –B	15
Total		**41**

2. Sample

According to Creswell (2012) sample is a sub-group of a target population that the researcher plans to study for generalizing about the target population. A convenient sampling technique used to select the sample from the 8th grade students. Convenient sampling is a non-probability sampling method where the samples are selected based on their accessibility and proximity to the researcher (Etikan, Musa, & Alkassim, 2016). This method is often used in educational research due to its practicality and ease of implementation (Creswell & Creswell, 2018). While convenient sampling has limitations in terms of generalizability, it is appropriate for this research study given the constraints of working within a single school and the exploratory nature of the research (Dornyei, 2007). As noted by Mackey and Gass (2015), convenient sampling can be particularly useful in studies that aim to test new interventions or

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technologies in language learning, such as the use of the Busuu Application. In the research, the sample is the students of VIII-A which consists of 26 students.

Table III. 3
Sample of the Research

No.	Class	Total of Students
1.	VIII –A	26
Total		**26**

E. Technique and Instrument of Collecting the Data

According to Brown (2006), a test in simple terms is a method of measuring a person's ability, knowledge, or performance in a given domain. The researcher's instrument is a vocabulary test. A test is one of the things that is used for collecting data. To collect data from the sample in this research, the researcher used multiple choice tests. According to Jeri (2012) taking the multiple-choice test improved retention more than a comparable cued recall test for both previously tested and related information and both short and long delays were reduced.

Furthermore, according to Martin (2001), multiple-choice tests allow examinees to select more than one answer to a question if they are uncertain of the correct one, as a result, it forces the students to think more carefully about the answers. This multiple-choice test is used to measure both variables. In the implementation of this research, the pre-test is completed before using the

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Busuu Application. This test aimed to investigate the students' vocabulary mastery. The post-test is administered after using the Busuu Application. This test aimed to examine the students' vocabulary scores after applying the Busuu Application. The post-test consisted of twenty test items which were similar to the pre-test. Combined with the pre-test results, the result was analyzed to prove the impact of Busuu Application in development students' vocabulary.

The test measured the prior students' vocabulary mastery before and after being taught with an application. Each test consisted of 20 items and it was divided into three indicator sections; meaning, form, and use. The vocabulary test in the instrument used by the researcher was adapted from Cameron (2001) & Nation (2012), which is in accordance with the characteristics of the sample from this research and in this instrument.

Table III. 4
Blueprint of Vocabulary Test

Variables	Indicator	Sub Indicator	Type of the Item
Vocabulary Mastery	Meaning	Defining a simple short sentence related to the past experience.	1, 2, 8, 12
		Identifying words that have the same meaning.	5, 7, 15
		Identifying words that have opposite meanings.	6, 11, 19
		Identifying context (names of object, shapes, sizes, and places).	3, 9, 16, 17
	Form	Rearrange jumbled words correctly.	10, 14, 18
	Use	Identifying the form of a word in a certain grammatical context.	4, 13, 20
Total			**20**

Adapted from Cameron (2001) & Nation (2012)

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a. Pretest

A Pre-test is used to collect the data before doing the treatment. This pre-test is aimed to know the students' vocabulary mastery before receiving the treatment. This test consisted of 20 items and was divided into three indicator sections: Meaning, form, and use.

b. Post Test

Post-test is used to collect the data about students' vocabulary mastery after taught by using the Busuu Application. In this test, the researcher consisted of 20 items and be divided into three indicator sections: Meaning, form, and use. After the students do the test, then the researcher took the total score from the result of the vocabulary mastery test. According to Sugiyono (2008), the interpretation of the students' scores classified into five classifications as follows:

Table III. 5
The Classification of Students' Score

No.	The Level Score	Category
1.	81-100	Very Good
2.	61-80	Good
3.	41-60	Moderate
4.	21-40	Low
5.	0-20	Very Low

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1. Validity

According to Creswell (2008), validity is an individual score of an instrument that makes sense, and is meaningful; allows you, as a researcher, to draw conclusions from the samples you learn about the population. This means that validity is the extent to which conclusions made from the results of the assessment are appropriate, meaningful, and useful in terms of the purpose of the assessment.

This research use content validity to know the validity of vocabulary mastery tests. According to Brown (2003), content validity is partly a matter of determining if the content that the instrument contains is an appropriate sample for the domain it is supposed to represent. To analyze the validity of the vocabulary test, the researcher used the SPSS 30 program to try out 25 items to 30 students from different school, because there was an obstacle that make the researcher cannot to conduct the validity test in the class that are not samples in the same school. The validity test was conducted to determine whether each item in the instrument was valid based on the comparison between the calculated correlation coefficient (R count) and the critical value from the correlation table (R table). The criteria for determining validity is as follows: An item is considered valid if R count > R table.

For this research study, with a sample size of 30 Students, the R table value was 0.361 at a significance level of 5%. The result of the

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analysis showed that 20 questions were accepted or valid, while there were 5 questions are rejected or invalid. The invalid questions were dropped, those are the question items number 4, 8, 19, 21, and 24. It can be seen from the analysis results as follows:

Table III. 6
The Result of the Validity Test

No. Item	R count	R table	Status
1	0.471	0.361	Valid
2	0.388	0.361	Valid
3	0.369	0.361	Valid
4	0.342	0.361	Invalid
5	0.409	0.361	Valid
6	0.472	0.361	Valid
7	0.468	0.361	Valid
8	0.275	0.361	Invalid
9	0.536	0.361	Valid
10	0.459	0.361	Valid
11	0.534	0.361	Valid
12	0.45	0.361	Valid
13	0.687	0.361	Valid
14	0.585	0.361	Valid
15	0.552	0.361	Valid
16	0.447	0.361	Valid
17	0.449	0.361	Valid
18	0.368	0.361	Valid
19	0.323	0.361	Invalid
20	0.459	0.361	Valid
21	0.313	0.361	Invalid
22	0.499	0.361	Valid
23	0.427	0.361	Valid
24	0.286	0.361	Invalid
25	0.577	0.361	Valid

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2. Reliability

Reliability is the degree to which a measurement can be repeated when different people take the measurement, at different times, under different circumstances, with alternative instruments supposed to measure the same thing. Thus, it can be said that the test was reliable, consistent, and reliable. The researcher analyzed and calculate each instrument item using the SPSS 30 program. Reliability has to do with the accuracy of measurement. This kind of accuracy is reflected in obtaining similar results when the measurement is repeated on different or by different persons. The characteristic of reliability is sometimes termed consistency (Brown, 2003). This research is internal consistency reliability. According to Creswell (2012), internal consistency reliability is the instrument administered once, using one version of the instrument. According to Cohen, Manion, & Marison (2007), the table below shows the categories of reliability tests used in determining the level of reliability of the test.

Table III. 7
Level of Acceptable Reliability

No.	Reliability Score	Level of Reliability
1.	> 0.90	Very High
2.	0.80 - 0.90	High
3.	0.70 - 0.79	Reliable
4.	0.60 – 0.69	Marginally/Minimally
5.	< 0.60	Unacceptably low

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The researcher used the SPSS 30 program to analyze the reliability of the vocabulary mastery test in order to identify its reliability. It can be seen from the analysis results as follows:

Table III. 8
Reliability Statistics of Test

Cronbach's Alpha	N of Items
0.83	20

To ensure the internal consistency of the instrument, a reliability analysis was conducted using Cronbach's Alpha. The results revealed a Cronbach's Alpha value of 0.83, indicating high reliability. According to accepted standards, a Cronbach's Alpha value above 0.80 reflects a high level of internal consistency among the items. This suggests that the 20 items included in the instrument reliably measure the same underlying construct. Therefore, the instrument is suitable for use in this research.

F. Technique of Data Analysis

In analyzing the data, the researcher analyze the data by using a paired sample t-test. According to Field (2018) the paired samples t-test (dependent t-test) is used when there are two experimental conditions and the same participants took part in both conditions of the experiment. This test is appropriate for the design as it compares two sets of scores from the same sample at different times. In this research, the researcher analyzed the data by using a paired sample t-test by using the SPSS 30 program.

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1. Normality Test

The normality test is performed as a data analysis requirement. A normality test is used to test whether the data can be used to prove that the data is normally distributed or not. A normality test is observed using data for the pre-test and post-test. The normality test of the results of the pre-test and post-test data use the SPSS 30 program. The decision criteria in the normality test on SPSS 30 (Sugyanto et al., 2018):

a. If the significance value is (= or > 0.05), the data is normally distributed.

b. If the significance value is (< 0.05), the data is not normally distributed.

The data used to present the significant effect on students' vocabulary mastery before and after being taught by using the Busuu Application at SMP IT Al Fityah Pekanbaru calculated by using the SPSS 30 version.

2. Paired Sample T-Test

In this research, the researcher analyze a paired sample t-test by using the SPSS 30 program. The significant value is employed to see whether there is not a significant effect among the mean scores of before and after taught by using the Busuu Application. Statistical hypothesis:

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a. Null Hypothesis (H_o)

There is no significant effect on students' vocabulary mastery taught by using the Busuu Application at SMP IT Al Fityah Pekanbaru or if p-value > sig α = 0.05(5%). It means that the alternative hypothesis (H_a) is rejected and the null hypothesis (H_o) is accepted.

b. Alternative Hypothesis (H_a)

There is any significant effect on students' vocabulary mastery taught by using the Busuu Application at SMP IT Al Fityah Pekanbaru or if p-value < sig α = 0.05 (5%) It means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study was conducted with the purposes of knowing the students' vocabulary mastery before being taught by using the Busuu Application, the students' vocabulary mastery after being taught by using the Busuu Application and the significant effect on students' vocabulary mastery at SMPIT Al Fityah Pekanbaru. Referring to the data analysis and data presentation in chapter IV, the researcher finally concluded that the answer to the formulation of the problems are as follows:

1. The students' vocabulary mastery before being taught by using the Busuu Application at the class 8A at SMPIT Al Fityah Pekanbaru was that there were 13 students (50%) who were at the “good” level with an average score of 77.69.
2. The students' vocabulary mastery after being taught by using the Busuu Application at the class 8A at SMPIT Al Fityah Pekanbaru was that there were 16 students (61%) who were at the “very good” level, with an average score of 85.58.
3. There was a significant effect of students' vocabulary mastery after being taught by using the Busuu Application in class 8A at SMPIT Al Fityah Pekanbaru.

B. Suggestion

Based on the results of the study, the researcher conveyed some suggestions for students, teachers, and other researchers as follows:

1. For the teachers
   a. The teachers are suggested to integrate the Busuu Application as a tool in their teaching process, especially to improve vocabulary mastery. The interactive and engaging features of the app can help motivate students to learn independently and actively.
   b. The teachers are suggested to monitor the students' progress while using the application and combine it with traditional teaching methods, such as discussions and practice questions to create a balanced learning environment.
   c. The teachers may consider using similar technology based learning tools to improve other language skills, such as speaking, reading or writing.
2. For the students
   a. Students are advised to use of the Busuu Application to improve their vocabulary knowledge by completing activities and interacting with the interactive features provided in the application.

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b. It is recommended that students to use the application consistently as part of their daily learning routine to maximize its benefits and strengthen their vocabulary mastery.

c. Students are encouraged to explore additional features in the app, such as quizzes, flashcards and vocabulary lists, to reinforce their learning.

3. For the other researchers

a. The other researchers could conduct a similar study with a larger sample size or in different educational institutions.

b. It is recommended to explore the impact of the Busuu Application on other language skills, such as grammar proficiency, reading comprehension or speaking fluency.

c. Conducting research that combines quantitative and qualitative methods can provide deeper insights into students' experiences and perceptions of using the app.

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APPENDICES

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APPENDIX 1

LESSON PLAN

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MODUL AJAR

Komponen	Deskripsi/Keterangan
Informasi Umum Perangkat Ajar	
Nama Penyusun	Diah Mardiah
Nama Institusi	SMP IT Al Fityah Pekanbaru
Tahun Penyusunan Modul	2024
Jenjang Sekolah	Sekolah Menengah Pertama (SMP)
Kelas	VIII (Delapan)
Alokasi Waktu	6 Pertemuan (6 JP= 6 x 40 Menit)
Kompetensi Awal **Capaian Pembelajaran Fase D**	
Capain Pembelajaran Pada Fase D	Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks menceritakan pengalaman dimasa lalu, dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks pendek untuk menceritakan pengalaman pribadi dimasa lalu untuk menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahamiinformasi tersirat.

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	Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang digunakan pada konteks masa lalu yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris. **Elemen Menulis - Mempresentasikan** Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat. Mereka juga menyertakan informasi dasar dan detail, dan memvariasikan konstruksi kalimat mereka dalam tulisan mereka. Peserta didik mengungkapkan ide-ide dalam bentuk masa lalu. Mereka menggunakan penanda waktu, kata keterangan frekuensi dan konjungsi umum untuk menghubungkan ide. Upaya mereka untuk mengeja kata-kata baru didasarkan pada hubungan bunyi-huruf Bahasa Inggris yang diketahui dan mereka menggunakan tanda baca dan kapitalisasi dengan konsisten.
Profil Pelajar Pancasila	(1) Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia, (2) Berkebinekaan

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	global, (3) Bergotong royong, (4) Kreatif, (5) Bernalar kritis, dan (6) Mandiri.
Sarana dan Prasarana	Ponsel, laptop/komputer, akses internet, buku teks, papan tulis/*white board*, lembar kerja, infokus/proyektor/pointer dan referensi yang mendukung.
Model Pembelajaran	Tatap Muka
Tujuan Pembelajaran	Pada Chapter 1, diharapkan: 1. Siswa mampu memahami dan mengidentifikasi bentuk **past tense** dalam **regular dan irregular verbs**. 2. Siswa mampu menggunakan kosakata **regular dan irregular verbs** dengan tepat. 3. Siswa terbiasa menggunakan teknologi (aplikasi **Busuu**) untuk meningkatkan keterampilan berbahasa Inggris. 4. Siswa mampu membicarakan tentang pengalaman pribadi dimasa lalu menggunakan kosakata yang tepat secara tertulis.
Cara Melakukan Assesmen	Tertulis
Jumlah Peserta Didik	26 Peserta didik
Materi Ajar	**Unit 1 The Champion of Panjat Pinang** ***Function*:** Talk about personal experiences in the past.

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	***Language features*:** Past tense, regular and irregular past verbs, 5W+1H, synonym and antonym ***Writing - Presentation*:** write a paragraph about their experience in the past and listening to conversation of independence day celebration.
Kegiatan Pembelajaran	
Pertemuan 1	**Kegiatan Pendahuluan** • Guru menyampaikan salam dan dilanjutkan berdoa bersama peserta didik. • Peserta didik dan Guru membaca Qur'an bersama. • Guru menanyakan kabar dan kehadiran peserta didik. • Guru memperkenalkan diri terlebih dahulu kepada peserta didik. • Guru menjelaskan tentang tujuan dan pembelajaran dan garis besar cakupan materi serta kegiatan yang akan dilakukan.
	Kegiatan Inti • Guru memperkenalkan dan menjelaskan tentang Aplikasi Busuu • Guru meminta siswa untuk mendownload aplikasi Busuu, lalu meminta siswa untuk mendaftarkan akun mereka di aplikasi Busuu. • Siwa diminta untuk membuka kunci level pembelajaran pada level dasar A2 dengan cara menyelesaikan *checkpoint* yang ada

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	di level dasar A2, *chapter* 13 menggunakan kunci jawaban yang diberikan. *Checkpoint chapter* 13 *on the app*: - Vacuum-mop-sweep - Vacuum - True - Washing clothes - False - Put away - Put away - Taken out - Taken out - Rubbish-trash-recycling - Housework - I've-He's-They've - a c h i n e - Haven't-cooked - Hasn't - Has James gone out? - Hasn't had - Hasn't-done-have-made - Have they - What have you done today? • Siswa diminta untuk mencoba menyelesaikan satu pelajaran di aplikasi Busuu pada level dasar A2, chapter 7, materi past simple-regular verb.
	Kegiatan Penutup • Guru menanyakan pendapat siswa tentang

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	aplikasi Busuu. • Guru menanyakan kendala yang dihadapi siswa ketika menggunakan aplikasi dan membantu memberi saran untuk mengatasi masalah yang ada. • Guru menyampaikan topik yang akan dipelajari pada pertemuan berikutnya • Guru mengakhiri pembelajaran dengan berdo'a dan salam.
Pertemuan 2	**Kegiatan Pendahuluan** • Guru menyampaikan salam dan dilanjutkan berdoa bersama peserta didik. • Peserta didik dan Guru membaca Qur'an bersama. • Guru menanyakan kabar dan kehadiran peserta didik. • Guru menanyakan materi pembelajaran sebelumnya dan menjelaskan materi yang akan dipelajari hari ini.
	Kegiatan Inti • Guru menjelaskan materi tentang *past simple-regular verb.* • Siswa diminta untuk mencoba menyelesaikan satu pelajaran di aplikasi Busuu pada level dasar A2, bab 7, materi *past simple-regular verb.* • Guru bertanya kepada siswa tentang kosakata apa yang telah mereka dapatkan setelah menyelesaikan satu pelajaran di aplikasi Busuu, dan meminta mereka untuk

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menulisnya di buku masing-masing.

- Guru meminta kembali siswa untuk menyelesaikan pelajaran kedua yang ada di Aplikasi Busuu pada level dasar A2, bab 7, materi tentang *past simple spelling rules.*
- Guru menjelaskan materi berdasarkan ringkasan materi yang ada di aplikasi Busuu.

Materi:

A. To make simple most of regular verbs, we simply add "ed" at the end.

- To start-started; I started school in 2011
- To finish-finished;

I finished university in 2020.

- To work-worked; I worked as a surgeon in Italy.
- To stay-stayed; I stayed in a hotel in Malaysia.
- To visit-visited; I visited my family in Egypt.
- To Celebrate-Celebrated; He celebrated the Independence Day with his friends.
- To Participate-Participated; I participated in a Panjat Pinang with Tom.

B. If the verb already ends with an "e", we just need to add "d" to make it a past simple verb.

- To decide-decided; we decided to stay in Canada.
- To move-moved; they moved to Istanbul.

C. When performing the "regular past simple", if the verbs ends in a "consonant + vowel + consonant" pattern, we double the last consonant

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	then add "ed". • To travel-traveled; we traveled to New York last week. • To call-called; I called my mom last night. • To stop-stopped; I stopped studying Math. C. If the verb ends in a "conconant + y" replace "y" with an "I" and add "ed". The word "study" ends in "d" and "y". Change the "y" to an "I" and add "ed". • To study-studied; My Father studied history. • To try: They tried to contact you.
	Kegiatan Penutup • Guru menanyakan kesimpulan pembelajaran. • Guru menyampaikan kegiatan pembelajaran pada pertemuan selanjutnya. • Mengakhiri pembelajaran dengan berdo'a dan salam.
Pertemuan 3	**Kegiatan Pendahuluan** • Guru menyampaikan salam dan dilanjutkan berdoa bersama peserta didik. • Peserta didik dan Guru membaca Qur'an bersama. • Guru menanyakan kabar dan kehadiran peserta didik. • Guru menanyakan materi pembelajaran sebelumnya dan menjelaskan materi yang akan dipelajari hari ini.
	Kegiatan Inti • Guru bertanya kepada siswa tentang pelajaran minggu lalu, dengan cara meminta beberapa

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	siswa mennjelaskan materi yang sudah dipelajari. • Guru melanjutkan pelajaran dengan menjelaskan materi past simple, irregular verb. • Guru meminta siswa untuk menggunakan aplikasi Busuu di level Dasar A2, Bab 7, bagian 4 dan 5(Past simple irregular dan time linkers) untuk latihan kosakata terkait materi yang sedang dipelajari. • Guru meminta siswa untuk mencatat kosakata di buku masing masing dari kosakata yang mereka dapatkan setelah latihan menggunakan aplikasi Busuu, dan Guru meminta masing-masing siswa mennyebutkan satu kosakata. Materi: A. Irregular verbs have no standard ending meaning that we have to lern each one individually. • She went to university in Holland. • He had breakfast at work yesterday. • We left at around 1 p.m. B. We use the same past simple forms for all pronouns in English. The only exception is with the verb “to be” (was and were) • She was in Brazil. • You were at work until 4Pm. • I got a job in a café. • They got married last week. • You grew up in Boston.

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	• We went to the gym. • She met me in the market C. We use time linkers to tell use the order in which two or more events happened. We often use comma before or after the word "then" • Before got married, she lived in Beijing. • When I was 5, I lived with my grandmother. We moved to Singapore, then stayed there.
	Kegiatan Penutup • Guru menanyakan kesimpulan pembelajaran. • Guru menyampaikan kegiatan pembelajaran pada pertemuan selanjutnya. • Mengakhiri pembelajaran dengan berdo'a dan salam.
Pertemuan 4	**Kegiatan Pendahuluan** • Guru menyampaikan salam dan dilanjutkan berdoa bersama peserta didik. • Peserta didik dan Guru membaca Qur'an bersama. • Guru menanyakan kabar dan kehadiran peserta didik. Guru menanyakan materi pembelajaran sebelumnya dan menjelaskan materi yang akan dipelajari hari ini.
	Kegiatan Inti • Guru menjelaskan materi "*to be*" yang dipakai untuk membicarakan masa lampau, penggunaan sinonim dan antonym. • Guru meminta siswa menyelesaikan latihan di aplikasi busuu pada level A1, bab 28, bagian 3

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	(Past simple-the verb to be). • Guru meminta siswa untuk latihan speaking, listening, writing, dan reading menggunakan aplikasi Busuu pada level Dasar A2, Bab 7, bagian 6, dan 8 (speaking about the past dan developing fluency). • Guru meminta siswa menyebutkan skor yang didapat setelah latihan menggunakan aplikasi Busuu sebagai penilaian dan evaluasi. Materi: A. The verb "to be" has two forms in the past simple tense, was and were. - I was productive. - You were productive. - He was fine. - We were fine. - It was lovely. - They were lovely. B. When we talk about actions in the past, we often add time phrases to give more information when the action happened. - I was productive yesterday Maya was lovely last week.
	Kegiatan Penutup • Guru menanyakan kesimpulan pembelajaran. • Guru menyampaikan kegiatan pembelajaran pada pertemuan selanjutnya. • Mengakhiri pembelajaran dengan berdo'a dan salam.

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Pertemuan 5	**Kegiatan Pendahuluan** • Guru menyampaikan salam dan dilanjutkan berdoa bersama peserta didik. • Peserta didik dan Guru membaca Qur'an bersama. • Guru menanyakan kabar dan kehadiran peserta didik. • Guru menanyakan materi pembelajaran sebelumnya dan menjelaskan materi yang akan dipelajari hari ini.
	Kegiatan Inti • Guru menjelaskan materi penggunaan kalimat tanya 5W+1 H dan juga kalimat pertanyaan untuk past simple. • Guru meminta siswa menyelesaikan latihan kosakata di aplikasi Busuu pada level A2, bab 9, bagian 2 (Past simple questions and negation). • Guru meminta siswa untuk merangkum materi yang telah dipelajari. Materi: A. Penggunaan 5W+1H • What, digunakan untuk menanyakan suatu benda, peristiwa, atau nama seseorang; - What is his name? - What happened with you last week? - What is the news today? • Who, digunakan untuk menanyakan tentang seseorang;

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	- Who are you? - Who is your classmate? - Who would you come to my house? • Where, digunakan untuk menanyakan temoat; - Where are you now? - Where is the Eiffel tower? - Where did it happen? • When, digunakan untuk menanyakan waktu suatu peristiwa yang sudah lalu atau yang akan datang; - When was the last time you had lunch with your friend? - When was the accident happen? • Why, digunakan untuk menanyakan penjelasan terhadap terjadinya sesuatu; - Why are you calling her at class? - Why that happen to you? • How, digunakan untuk menanyakan suatu prosedur atau proses tentang sesuatu; - How do you make the cake? - How did that happen? B. To make questions in the past simple, we can start with the word "did" (the past form of do) • Did we take our exams in March? • Did she learn French at school? • Did you pass the exam?
	Kegiatan Penutup • Guru menanyakan kesimpulan pembelajaran. • Guru menyampaikan kegiatan pembelajaran pada pertemuan selanjutnya.

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	• Mengakhiri pembelajaran dengan berdo'a dan salam.
Pertemuan 6	**Kegiatan Pendahuluan** • Guru menyampaikan salam dan dilanjutkan berdoa bersama peserta didik. • Peserta didik dan Guru membaca Qur'an bersama. • Guru menanyakan kabar dan kehadiran peserta didik. • Guru menanyakan materi pembelajaran sebelumnya dan menjelaskan materi yang akan dipelajari hari ini.
	Kegiatan Inti • Guru Guru menjelaskan materi penggunaan kalimat tanya dimasa lampau. • Guru meminta siswa latihan kosakata menggunakan aplikasi Busuu pada level A2, bab 9, bagian 3 (Asking open questions in the past). • Guru meminta siswa untuk latihan kosakata di level A2, bab 13, bagian 3 (learning about daily life in the past). • Guru meminta siswa menyebutkan skor yang didapat setelah latihan menggunakan aplikasi Busuu sebagai penilaian dan evaluasi. • Guru meminta siswa untuk mencatat materi yang telah dipelajari. Materi: A. If you want more information than simply

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	"yes/no", you need to ask an open question. In the past simple, they start with a question word before "did". • What did you do yesterday? *(action)* • When did she go home? *(time)* • Who did she ask for help? *(person)* • Why did you stop singing? *(reason)* • Where did you study? *(place)* • How did you do that *(manner)*
	Kegiatan Penutup • Guru menanyakan kesimpulan pembelajaran. • Guru menyampaikan kegiatan pembelajaran pada pertemuan selanjutnya. • Mengakhiri pembelajaran dengan berdo'a dan salam.

Pekanbaru, 03 Oktober 2024

Mengetahui,

Kepala Sekolah	**Guru Mata Pelajaran**
SUSILAWATI, S.Pd	**MANILFIE**
NIP. -	**NIP. -**

Hormat Saya,

DIAH MARDIAH
NIM. 12110422601

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APPENDIX 2

INSTRUMENT OF THE RESEARCH

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PRE-TEST

Name :
Class :

1. What is the correct past tense form of “help” in the sentence “She ___her mother yesterday”
   a. Help
   b. Helps
   c. Helped
   d. Helping
2. Which sentence contains an irregular verb?
   a. They played basketball
   b. She closed the door
   c. He wrote a story
   d. I jumped high
3. Identify the context of this sentence “Where did you study English?”
   a. Time
   b. Reason
   c. Action
   d. Place
4. What is the past tense of “go” in the sentence “ They ___ to the beach last summer’
   a. Go
   b. Gone
   c. Went
   d. Going
5. Which word has the same meaning as “talked”?
   a. Spoke
   b. Listened
   c. Read
   d. Called
6. Which word is the antonym of “Started”?
   a. Began
   b. Prepare
   c. Finished
   d. Continued
7. What is the synonym of “went”?
   a. Stayed
   b. Traveled
   c. Stood
   d. Returned
8. Which sentence uses a regular verb?
   a. She walked to the park yesterday
   b. He wrote a letter last night
   c. They ran to school this morning
   d. I swam in the pool last weekend

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9. What is the context of this sentence “Who gave you this book?”
    a. Action
    b. Person
    c. Time
    d. Place
10. Rearrange the jumbled words: won-last week-the match-The team
    a. The match won the team last week
    b. The team won the match last week
    c. Won the match the team last week
    d. The team last week won the match
11. Which word is the opposite of “won”?
    a. Achieve
    b. Succeed
    c. Champion
    d. Lost
12. Choose the correct verb to complete the sentence “He___ to the library yesterday”
    a. Gone
    b. Go
    c. Going
    d. Went
13. What is the past tense of “take” in the sentence “I ___ a picture yesterday”
    a. Take
    b. Took
    c. Taken
    d. Taking
14. Rearrange the jumbled words: played-He-the guitar-beautifully
    a. He played beautifully the guitar
    b. The guitar he played beautifully
    c. Beautifully he played the guitar
    d. He played the guitar beautifully
15. Which word has the same meaning as “ate”?
    a. Drank
    b. Consumed
    c. Bought
    d. Produced
16. Which questions show an action?
    a. What did you do last night?
    b. When did she go home?
    c. Who did he ask for help?
    d. Where did you study?
17. Which of the following questions mention a time?
    a. What did you do last night?
    b. When did she go home?
    c. Who did he ask for help?

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d. Where did you study?

18. Rearrange the jumbled words: a movie-watched-last night-We
    a. We a move last night watched
    b. We watched a movie last night
    c. A movie we watched last night
    d. Watched we a movie last night
19. What is the opposite of “before”?
    a. Behind
    b. In
    c. After
    d. On
20. What is the past tense of “study” in the sentence “You ___ last night”
    a. Study
    b. Studied
    c. Studying
    d. Studies

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POST TEST

Name :
Class :

1. What is the past tense of "watch" in the sentence " They ___ a movie last weekend"
   a. Watch
   b. Watching
   c. Watched
   d. Watches
2. Which sentence contains an irregular verb?
   a. She baked cookies
   b. He met his friend
   c. They cooked dinner
   d. I played chess
3. Which of the following sentences mention a place?
   a. The dog ate a plate of meat
   b. They played soccer at the park
   c. The cat ran away
   d. She studied last night
4. What is the past tense of "play" in the sentence "They ___ soccer yesterday"
   a. Play
   b. Plays
   c. Played
   d. Playing
5. What is the synonym of "went"?
   a. Stayed
   b. Moved
   c. Arrived
   d. Came
6. Which word is the opposite of "After"?
   a. Before
   b. In front of
   c. Behind
   d. Next to
7. Which word has the same meaning as "then"?
   a. While
   b. During
   c. Before
   d. Later
8. Choose the correct verb to complete the sentence "We ___ to Istanbul last week"
   a. Travels
   b. Traveled
   c. Travelleds

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d. Traveling

9. Identify the context of this sentence “We went to the library last week”
   a. Reason
   b. Place
   c. Person
   d. Emotion
10. Rearrange the jumbled words: They-the museum-visited-yesterday
   a. They yesterday museum visited
   b. The museum they visited yesterday
   c. They visited the museum yesterday
   d. Visited they museum the yesterday
11. What is the opposite of “Finished”?
   a. Finish
   b. Started
   c. Continued
   d. Ended
12. Which sentences use an irregular verb?
   a. They decided to stay in Pekanbaru
   b. I called my mother last night
   c. We moved to Singapore
   d. She grew up in my town
13. What is the past tense of “see” in the sentence “I ___ a beautiful sunset last night”
   a. See
   b. Sees
   c. Saw
   d. Seen
14. Rearrange the jumbled words: She-a cake-yesterday-made
   a. She a cake made yesterday
   b. Made she a cake yesterday
   c. A cake she made yesterday
   d. She made a cake yesterday
15. What is the synonym of “Said”?
   a. Told
   b. Asked
   c. Wrote
   d. Described
16. Identify the context of this sentence “The house was beautiful”
   a. Shape
   b. Size
   c. Place
   d. Person
17. Which of the following questions mention a person?
   a. When did she go home?

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b. Who did she ask for help?
c. How did you do that?
d. Where did he go?

18. Rearrange the jumbled words: went-Malaysia-to-I-last week
    a. I went to Malaysia last week
    b. Went I to Malaysia last week
    c. To Malaysia I went last week
    d. Last week went I to Malaysia
19. What is the antonym of “Moved”?
    a. Went
    b. Stayed
    c. Visited
    d. Travelled
20. What is the past tense of “call” in the sentence “I ___ my Mother yesterday”
    a. Call
    b. Calls
    c. Called
    d. Calling

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Kunci Jawaban Pre-Test:

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

Kunci Jawaban Post-Test:

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

APPENDIX 3

STUDENTS' ANSWER

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Hak Cip
1. Dilara
a. Pe
b. Pe
2. Dilara

PRE-TEST

Name : AHD
Class : VIII

1. What is the correct past tense form of "help" in the sentence "She ___her mother yesterday"
   a. Help
   b. Helps
   c. Helped
   d. Helping
2. Which sentence contains an irregular verb?
   a. They played basketball
   b. She closed the door
   c. He wrote a story
   d. I jumped high
3. Identify the context of this sentence "Where did you study English?"
   a. Time
   b. Reason
   c. Action
   d. Place
4. What is the past tense of "go" in the sentence " They ___ to the beach last summer'
   a. Go
   b. Gone
   c. Went
   d. Going
5. Which word has the same meaning as "talked"?
   a. Spoke
   b. Listened
   c. Read
   d. Called
6. Which word is the antonym of "Started"?
   a. Began
   b. Prepare
   c. Finished
   d. Continued
7. What is the synonym of "went"?
   a. Stayed
   b. Traveled
   c. Stood
   d. Returned
8. Which sentence uses a regular verb?
   a. She walked to the park yesterday
   b. He wrote a letter last night
   c. They ran to school this morning
   d. I swam in the pool last weekend
9. What is the context of this sentence "Who gave you this book?"
   a. Action
   b. Person
   c. Time

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1. Dilara
a. Pe
b. Pe
2. Dilara

11. Which word is the opposite of "won"?
    a. Achieve
    b. Succeed
    c. Champion
    d. Lost

12. Choose the correct verb to complete the sentence "He___ to the library yesterday"
    a. Gone
    b. Go
    c. Going
    d. Went

13. What is the past tense of "take" in the sentence "I ___ a picture yesterday"
    a. Take
    b. Took
    c. Taken
    d. Taking

14. Rearrange the jumbled words: played-He-the guitar-beautifully
    a. He played beautifully the guitar
    b. The guitar he played beautifully
    c. Beautifully he played the guitar
    d. He played the guitar beautifully

15. Which word has the same meaning as "ate"?
    a. Drank
    b. Consumed
    c. Bought
    d. Produced

T=18
F=2.

16. Which questions show an action?
    a. What did you do last night?
    b. When did she go home?
    c. Who did he ask for help?
    d. Where did you study?

17. Which of the following questions mention a time?
    a. What did you do last night?
    b. When did she go home?
    c. Who did he ask for help?
    d. Where did you study?

18. Rearrange the jumbled words: a movie-watched-last night-We
    a. We a move last night watched
    b. We watched a movie last night
    c. A movie we watched last night
    d. Watched we a movie last night

19. What is the opposite of "before"?
    a. Behind
    b. In
    c. After
    d. On

20. What is the past tense of "study" in the sentence "You ___ last night"
    a. Study

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PRE-TEST

Name : mip
Class : VIII

1. What is the correct past tense form of "help" in the sentence "She ___her mother yesterday"
   a. Help
   b. Helps
   c. Helped
   d. Helping
2. Which sentence contains an irregular verb?
   a. They played basketball
   b. She closed the door
   c. He wrote a story
   d. I jumped high
3. Identify the context of this sentence "Where did you study English?"
   a. Time
   b. Reason
   c. Action
   d. Place
4. What is the past tense of "go" in the sentence " They ___ to the beach last summer'
   a. Go
   b. Gone
   c. Went
   d. Going
5. Which word has the same meaning as "talked"?
   a. Spoke
   b. Listened
   c. Read
   d. Called
6. Which word is the antonym of "Started"?
   a. Began
   b. Prepare
   c. Finished
   d. Continued
7. What is the synonym of "went"?
   a. Stayed
   b. Traveled
   c. Stood
   d. Returned
8. Which sentence uses a regular verb?
   a. She walked to the park yesterday
   b. He wrote a letter last night
   c. They ran to school this morning
   d. I swam in the pool last weekend
9. What is the context of this sentence "Who gave you this book?"
   a. Action
   b. Person
   c. Time
   d. Place

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Hak C
1. Dila
a. P
b. P
2. Dila

11. Which word is the opposite of "won"?
    a. Achieve
    b. Succeed
    c. Champion
    d. Lost
12. Choose the correct verb to complete the sentence "He___ to the library yesterday"
    a. Gone
    b. Go
    c. Going
    d. Went
13. What is the past tense of "take" in the sentence "I ___ a picture yesterday"
    a. Take
    b. Took
    c. Taken
    d. Taking
14. Rearrange the jumbled words: played-He-the guitar-beautifully
    a. He played beautifully the guitar
    b. The guitar he played beautifully
    c. Beautifully he played the guitar
    d. He played the guitar beautifully
15. Which word has the same meaning as "ate"?
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    b. Consumed
    c. Bought
    d. Produced
16. Which questions show an action?
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    c. Who did he ask for help?
    d. Where did you study?
17. Which of the following questions mention a time?
    a. What did you do last night?
    b. When did she go home?
    c. Who did he ask for help?
    d. Where did you study?
18. Rearrange the jumbled words: a movie-watched-last night-We
    a. We a move last night watched
    b. We watched a movie last night
    c. A movie we watched last night
    d. Watched we a movie last night
19. What is the opposite of "before"?
    a. Behind
    b. In
    c. After
    d. On
20. What is the past tense of "study" in the sentence "You ___ last night"
    a. Study
    b. Studied

T = 13
f = 7

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Hak Ci
1. Dila
a. P
b. P
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PRE-TEST

Name : Rmr
Class : VIII

1. What is the correct past tense form of "help" in the sentence "She ___her mother yesterday"
   a. Help
   b. Helps
   c. Helped
   d. Helping
2. Which sentence contains an irregular verb?
   a. They played basketball
   b. She closed the door
   c. He wrote a story
   d. I jumped high
3. Identify the context of this sentence "Where did you study English?"
   a. Time
   b. Reason
   c. Action
   d. Place
4. What is the past tense of "go" in the sentence " They ___ to the beach last summer'
   a. Go
   b. Gone
   c. Went
   d. Going
5. Which word has the same meaning as "talked"?
   a. Spoke
   b. Listened
   c. Read
   d. Called
6. Which word is the antonym of "Started"?
   a. Began
   b. Prepare
   c. Finished
   d. Continued
7. What is the synonym of "went"?
   a. Stayed
   b. Traveled
   c. Stood
   d. Returned
8. Which sentence uses a regular verb?
   a. She walked to the park yesterday
   b. He wrote a letter last night
   c. They ran to school this morning
   d. I swam in the pool last weekend
9. What is the context of this sentence "Who gave you this book?"
   a. Action
   b. Person
   c. Time
   d. Place

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11. Which word is the opposite of "won"?
    a. Achieve
    b. Succeed
    c. Champion
    d. Lost
12. Choose the correct verb to complete the sentence "He___ to the library yesterday"
    a. Gone
    b. Go
    c. Going
    d. Went
13. What is the past tense of "take" in the sentence "I ___ a picture yesterday"
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    b. Took
    c. Taken
    d. Taking
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    c. Beautifully he played the guitar
    d. He played the guitar beautifully
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    b. Consumed
    c. Bought
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    d. Where did you study?
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    b. We watched a movie last night
    c. A movie we watched last night
    d. Watched we a movie last night
19. What is the opposite of "before"?
    a. Behind
    b. In
    c. After
    d. On
20. What is the past tense of "study" in the sentence "You ___ last night"
    a. Study
    b. Studied

T = 17
F = 3

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© H
Hak C
1. Dil
a.
b.
2. Dil

PRE-TEST

Name : Zag
Class : VIII

1. What is the correct past tense form of "help" in the sentence "She ___her mother yesterday"
   a. Help
   b. Helps
   c. Helped
   d. Helping
2. Which sentence contains an irregular verb?
   a. They played basketball
   b. She closed the door
   c. He wrote a story
   d. I jumped high
3. Identify the context of this sentence "Where did you study English?"
   a. Time
   b. Reason
   c. Action
   d. Place
4. What is the past tense of "go" in the sentence " They ___ to the beach last summer'
   a. Go
   b. Gone
   c. Went
   d. Going
5. Which word has the same meaning as "talked"?
   a. Spoke
   b. Listened
   c. Read
   d. Called
6. Which word is the antonym of "Started"?
   a. Began
   b. Prepare
   c. Finished
   d. Continued
7. What is the synonym of "went"?
   a. Stayed
   b. Traveled
   c. Stood
   d. Returned
8. Which sentence uses a regular verb?
   a. She walked to the park yesterday
   b. He wrote a letter last night
   c. They ran to school this morning
   d. I swam in the pool last weekend
9. What is the context of this sentence "Who gave you this book?"
   a. Action
   b. Person
   c. Time
   d. Place

UIN SUSKA RIAU
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1. Di
a.
b.
2. Di

11. Which word is the opposite of "won"?
    a. Achieve
    b. Succeed
    c. Champion
    d. Lost

12. Choose the correct verb to complete the sentence "He___ to the library yesterday"
    a. Gone
    b. Go
    c. Going
    d. Went

13. What is the past tense of "take" in the sentence "I ___ a picture yesterday"
    a. Take
    b. Took
    c. Taken
    d. Taking

14. Rearrange the jumbled words: played-He-the guitar-beautifully
    a. He played beautifully the guitar
    b. The guitar he played beautifully
    c. Beautifully he played the guitar
    d. He played the guitar beautifully

15. Which word has the same meaning as "ate"?
    a. Drank
    b. Consumed
    c. Bought
    d. Produced

T = 19
F = 1

16. Which questions show an action?
    a. What did you do last night?
    b. When did she go home?
    c. Who did he ask for help?
    d. Where did you study?

17. Which of the following questions mention a time?
    a. What did you do last night?
    b. When did she go home?
    c. Who did he ask for help?
    d. Where did you study?

18. Rearrange the jumbled words: a movie-watched-last night-We
    a. We a move last night watched
    b. We watched a movie last night
    c. A movie we watched last night
    d. Watched we a movie last night

19. What is the opposite of "before"?
    a. Behind
    b. In
    c. After
    d. On

20. What is the past tense of "study" in the sentence "You ___ last night"
    a. Study
    b. Studied

UIN SUSKA RIAU
© H
Hak
1. Di
a.
b.
2. Di

PRE-TEST

Name : 125
Class : 8

1. What is the correct past tense form of "help" in the sentence "She ___her mother yesterday"
   a. Help
   b. Helps
   c. Helped
   d. Helping
2. Which sentence contains an irregular verb?
   a. They played basketball
   b. She closed the door
   c. He wrote a story
   d. I jumped high
3. Identify the context of this sentence "Where did you study English?"
   a. Time
   b. Reason
   c. Action
   d. Place
4. What is the past tense of "go" in the sentence " They ___ to the beach last summer'
   a. Go
   b. Gone
   c. Went
   d. Going
5. Which word has the same meaning as "talked"?
   a. Spoke
   b. Listened
   c. Read
   d. Called
6. Which word is the antonym of "Started"?
   a. Began
   b. Prepare
   c. Finished
   d. Continued
7. What is the synonym of "went"?
   a. Stayed
   b. Traveled
   c. Stood
   d. Returned
8. Which sentence uses a regular verb?
   a. She walked to the park yesterday
   b. He wrote a letter last night
   c. They ran to school this morning
   d. I swam in the pool last weekend
9. What is the context of this sentence "Who gave you this book?"
   a. Action
   b. Person
   c. Time
   d. Place

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Hak Cip
1. Dilara
a. Pe
b. Pe
2. Dilara

11. Which word is the opposite of "won"?
    a. Achieve
    b. Succeed
    c. Champion
    d. Lost
12. Choose the correct verb to complete the sentence "He___ to the library yesterday"
    a. Gone
    b. Go
    c. Going
    d. Went
13. What is the past tense of "take" in the sentence "I ___ a picture yesterday"
    a. Take
    b. Took
    c. Taken
    d. Taking
14. Rearrange the jumbled words: played-He-the guitar-beautifully
    a. He played beautifully the guitar
    b. The guitar he played beautifully
    c. Beautifully he played the guitar
    d. He played the guitar beautifully
15. Which word has the same meaning as "ate"?
    a. Drank
    b. Consumed
    c. Bought
    d. Produced
16. Which questions show an action?
    a. What did you do last night?
    b. When did she go home?
    c. Who did he ask for help?
    d. Where did you study?
17. Which of the following questions mention a time?
    a. What did you do last night?
    b. When did she go home?
    c. Who did he ask for help?
    d. Where did you study?
18. Rearrange the jumbled words: a movie-watched-last night-We
    a. We a move last night watched
    b. We watched a movie last night
    c. A movie we watched last night
    d. Watched we a movie last night
19. What is the opposite of "before"?
    a. Behind
    b. In
    c. After
    d. On
20. What is the past tense of "study" in the sentence "You ___ last night"
    a. Study

T = 13
F = 7

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Hak Cip
1. Dilara
a. Pe
b. Pe
2. Dilara

POST TEST

Name : AF
Class : VIII

1. What is the past tense of "watch" in the sentence " They ___ a movie last weekend"
   a. Watch
   b. Watching
   c. Watched
   d. Watches
2. Which sentence contains an irregular verb?
   a. She baked cookies
   b. He met his friend
   c. They cooked dinner
   d. I played chess
3. Which of the following sentences mention a place?
   a. The dog ate a plate of meat
   b. They played soccer at the park
   c. The cat ran away
   d. She studied last night
4. What is the past tense of "play" in the sentence "They ___ soccer yesterday"
   a. Play
   b. Plays
   c. Played
   d. Playing
5. What is the synonym of "went"?
   a. Stayed
   b. Moved
   c. Arrived
   d. Came
6. Which word is the opposite of "After"?
   a. Before
   b. In front of
   c. Behind
   d. Next to
7. Which word has the same meaning as "then"?
   a. While
   b. During
   c. Before
   d. Later
8. Choose the correct verb to complete the sentence "We ___ to Istanbul last week"
   a. Travels
   b. Traveled
   c. Travelleds
   d. Traveling
9. Identify the context of this sentence "We went to the library last week"
   a. Reason
   b. Place
   c. Person
   d. Emotion

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Hak Cip
1. Dilar
a. Pe
b. Pe
2. Dilar

11. What is the opposite of "Finished"?
    a. Finish
    b. Started
    c. Continued
    d. Ended
12. Which sentences use an irregular verb?
    a. They decided to stay in Pekanbaru
    b. I called my mother last night
    c. We moved to Singapore
    d. She grew up in my town
13. What is the past tense of "see" in the sentence "I ___ a beautiful sunset last night"
    a. See
    b. Sees
    c. Saw
    d. Seen
14. Rearrange the jumbled words: She-a cake-yesterday-made
    a. She a cake made yesterday
    b. Made she a cake yesterday
    c. A cake she made yesterday
    d. She made a cake yesterday
15. What is the synonym of "Said"?
    a. Told
    b. Asked
    c. Wrote
    d. Described
16. Identify the context of this sentence "The house was beautiful"
    a. Shape
    b. Size
    c. Place
    d. Person
17. Which of the following questions mention a person?
    a. When did she go home?
    b. Who did she ask for help?
    c. How did you do that?
    d. Where did he go?
18. Rearrange the jumbled words: went-Malaysia-to-I-last week
    a. I went to Malaysia last week
    b. Went I to Malaysia last week
    c. To Malaysia I went last week
    d. Last week went I to Malaysia
19. What is the antonym of "Moved"?
    a. Went
    b. Stayed
    c. Visited
    d. Travelled
20. What is the past tense of "call" in the sentence "I ___ my Mother yesterday"
    a. Call

T=16
F=4

UIN SUSKA RIAU
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Hak Cip
1. Dilara
a. Pe
b. Pe
2. Dilara

POST TEST

Name : HH
Class : VIII

1. What is the past tense of "watch" in the sentence " They ___ a movie last weekend"
   a. Watch
   b. Watching
   c. Watched
   d. Watches
2. Which sentence contains an irregular verb?
   a. She baked cookies
   b. He met his friend
   c. They cooked dinner
   d. I played chess
3. Which of the following sentences mention a place?
   a. The dog ate a plate of meat
   b. They played soccer at the park
   c. The cat ran away
   d. She studied last night
4. What is the past tense of "play" in the sentence "They ___ soccer yesterday"
   a. Play
   b. Plays
   c. Played
   d. Playing
5. What is the synonym of "went"?
   a. Stayed
   b. Moved
   c. Arrived
   d. Came
6. Which word is the opposite of "After"?
   a. Before
   b. In front of
   c. Behind
   d. Next to
7. Which word has the same meaning as "then"?
   a. While
   b. During
   c. Before
   d. Later
8. Choose the correct verb to complete the sentence "We ___ to Istanbul last week"
   a. Travels
   b. Traveled
   c. Travelleds
   d. Traveling
9. Identify the context of this sentence "We went to the library last week"
   a. Reason
   b. Place
   c. Person
   d. Emotion

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Hak Cipt
1. Dilara
a. Pe
b. Pe
2. Dilara

11. What is the opposite of "Finished"?
    a. Finish
    b. Started
    c. Continued
    d. Ended
12. Which sentences use an irregular verb?
    a. They decided to stay in Pekanbaru
    b. I called my mother last night
    c. We moved to Singapore
    d. She grew up in my town
13. What is the past tense of "see" in the sentence "I ___ a beautiful sunset last night"
    a. See
    b. Sees
    c. Saw
    d. Seen
14. Rearrange the jumbled words: She-a cake-yesterday-made
    a. She a cake made yesterday
    b. Made she a cake yesterday
    c. A cake she made yesterday
    d. She made a cake yesterday
15. What is the synonym of "Said"?
    a. Told
    b. Asked
    c. Wrote
    d. Described
16. Identify the context of this sentence "The house was beautiful"
    a. Shape
    b. Size
    c. Place
    d. Person
17. Which of the following questions mention a person?
    a. When did she go home?
    b. Who did she ask for help?
    c. How did you do that?
    d. Where did he go?
18. Rearrange the jumbled words: went-Malaysia-to-I-last week
    a. I went to Malaysia last week
    b. Went I to Malaysia last week
    c. To Malaysia I went last week
    d. Last week went I to Malaysia
19. What is the antonym of "Moved"?
    a. Went
    b. Stayed
    c. Visited
    d. Travelled
20. What is the past tense of "call" in the sentence "I ___ my Mother yesterday"
    a. Call

T = 12
F = 8

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1. Dilara
a. Pe
b. Pe
2. Dilara

POST TEST

Name : M. ASR
Class : VIII

1. What is the past tense of "watch" in the sentence " They ___ a movie last weekend"
   a. Watch
   b. Watching
   c. Watched
   d. Watches
2. Which sentence contains an irregular verb?
   a. She baked cookies
   b. He met his friend
   c. They cooked dinner
   d. I played chess
3. Which of the following sentences mention a place?
   a. The dog ate a plate of meat
   b. They played soccer at the park
   c. The cat ran away
   d. She studied last night
4. What is the past tense of "play" in the sentence "They ___ soccer yesterday"
   a. Play
   b. Plays
   c. Played
   d. Playing
5. What is the synonym of "went"?
   a. Stayed
   b. Moved
   c. Arrived
   d. Came
6. Which word is the opposite of "After"?
   a. Before
   b. In front of
   c. Behind
   d. Next to
7. Which word has the same meaning as "then"?
   a. While
   b. During
   c. Before
   d. Later
8. Choose the correct verb to complete the sentence "We ___ to Istanbul last week"
   a. Travels
   b. Traveled
   c. Travelleds
   d. Traveling
9. Identify the context of this sentence "We went to the library last week"
   a. Reason
   b. Place
   c. Person
   d. Emotion

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1. Dilara
a. Pe
b. Pe
2. Dilara

11. What is the opposite of "Finished"?
    a. Finish
    b. Started
    c. Continued
    d. Ended
12. Which sentences use an irregular verb?
    a. They decided to stay in Pekanbaru
    b. I called my mother last night
    c. We moved to Singapore
    d. She grew up in my town
13. What is the past tense of "see" in the sentence "I ___ a beautiful sunset last night"
    a. See
    b. Sees
    c. Saw
    d. Seen
14. Rearrange the jumbled words: She-a cake-yesterday-made
    a. She a cake made yesterday
    b. Made she a cake yesterday
    c. A cake she made yesterday
    d. She made a cake yesterday
15. What is the synonym of "Said"?
    a. Told
    b. Asked
    c. Wrote
    d. Described
16. Identify the context of this sentence "The house was beautiful"
    a. Shape
    b. Size
    c. Place
    d. Person
17. Which of the following questions mention a person?
    a. When did she go home?
    b. Who did she ask for help?
    c. How did you do that?
    d. Where did he go?
18. Rearrange the jumbled words: went-Malaysia-to-I-last week
    a. I went to Malaysia last week
    b. Went I to Malaysia last week
    c. To Malaysia I went last week
    d. Last week went I to Malaysia
19. What is the antonym of "Moved"?
    a. Went
    b. Stayed
    c. Visited
    d. Travelled
20. What is the past tense of "call" in the sentence "I ___ my Mother yesterday"
    a. Call

T = 15
F = 5

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Hak Cip
1. Dilara
a. Pe
b. Pe
2. Dilara

POST TEST

Name : Mba
Class : VIII

1. What is the past tense of "watch" in the sentence " They ___ a movie last weekend"
   a. Watch
   b. Watching
   c. Watched
   d. Watches
2. Which sentence contains an irregular verb?
   a. She baked cookies
   b. He met his friend
   c. They cooked dinner
   d. I played chess
3. Which of the following sentences mention a place?
   a. The dog ate a plate of meat
   b. They played soccer at the park
   c. The cat ran away
   d. She studied last night
4. What is the past tense of "play" in the sentence "They ___ soccer yesterday"
   a. Play
   b. Plays
   c. Played
   d. Playing
5. What is the synonym of "went"?
   a. Stayed
   b. Moved
   c. Arrived
   d. Came
6. Which word is the opposite of "After"?
   a. Before
   b. In front of
   c. Behind
   d. Next to
7. Which word has the same meaning as "then"?
   a. While
   b. During
   c. Before
   d. Later
8. Choose the correct verb to complete the sentence "We ___ to Istanbul last week"
   a. Travels
   b. Traveled
   c. Travelleds
   d. Traveling
9. Identify the context of this sentence "We went to the library last week"
   a. Reason
   b. Place
   c. Person
   d. Emotion

UIN SUSKA RIAU
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Hak Cipta
1. Dilarar
a. Pen
b. Pen
2. Dilarar

11. What is the opposite of "Finished"?
    a. Finish
    b. Started
    c. Continued
    d. Ended
12. Which sentences use an irregular verb?
    a. They decided to stay in Pekanbaru
    b. I called my mother last night
    c. We moved to Singapore
    d. She grew up in my town
13. What is the past tense of "see" in the sentence "I ___ a beautiful sunset last night"
    a. See
    b. Sees
    c. Saw
    d. Seen
14. Rearrange the jumbled words: She-a cake-yesterday-made
    a. She a cake made yesterday
    b. Made she a cake yesterday
    c. A cake she made yesterday
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    a. Told
    b. Asked
    c. Wrote
    d. Described
16. Identify the context of this sentence "The house was beautiful"
    a. Shape
    b. Size
    c. Place
    d. Person
17. Which of the following questions mention a person?
    a. When did she go home?
    b. Who did she ask for help?
    c. How did you do that?
    d. Where did he go?
18. Rearrange the jumbled words: went-Malaysia-to-I-last week
    a. I went to Malaysia last week
    b. Went I to Malaysia last week
    c. To Malaysia I went last week
    d. Last week went I to Malaysia
19. What is the antonym of "Moved"?
    a. Went
    b. Stayed
    c. Visited
    d. Travelled
20. What is the past tense of "call" in the sentence "I ___ my Mother yesterday"
    a. Call

T = 17
F = 3.

UIN SUSKA RIAU
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Hak Cipt
1. Dilara
a. Per
b. Per
2. Dilara

POST TEST

Name : Rzs
Class : VIII

1. What is the past tense of "watch" in the sentence " They ___ a movie last weekend"
   a. Watch
   b. Watching
   c. Watched
   d. Watches
2. Which sentence contains an irregular verb?
   a. She baked cookies
   b. He met his friend
   c. They cooked dinner
   d. I played chess
3. Which of the following sentences mention a place?
   a. The dog ate a plate of meat
   b. They played soccer at the park
   c. The cat ran away
   d. She studied last night
4. What is the past tense of "play" in the sentence "They ___ soccer yesterday"
   a. Play
   b. Plays
   c. Played
   d. Playing
5. What is the synonym of "went"?
   a. Stayed
   b. Moved
   c. Arrived
   d. Came
6. Which word is the opposite of "After"?
   a. Before
   b. In front of
   c. Behind
   d. Next to
7. Which word has the same meaning as "then"?
   a. While
   b. During
   c. Before
   d. Later
8. Choose the correct verb to complete the sentence "We ___ to Istanbul last week"
   a. Travels
   b. Traveled
   c. Travelleds
   d. Traveling
9. Identify the context of this sentence "We went to the library last week"
   a. Reason
   b. Place
   c. Person
   d. Emotion

UIN SUSKA RIAU
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Hak Cip
1. Dilar
a. Pe
b. Pe
2. Dilar

11. What is the opposite of "Finished"?
    a. Finish
    b. Started
    c. Continued
    d. Ended
12. Which sentences use an irregular verb?
    a. They decided to stay in Pekanbaru
    b. I called my mother last night
    c. We moved to Singapore
    d. She grew up in my town
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    b. Sees
    c. Saw
    d. Seen
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    a. She a cake made yesterday
    b. Made she a cake yesterday
    c. A cake she made yesterday
    d. She made a cake yesterday
15. What is the synonym of "Said"?
    a. Told
    b. Asked
    c. Wrote
    d. Described
16. Identify the context of this sentence "The house was beautiful"
    a. Shape
    b. Size
    c. Place
    d. Person
17. Which of the following questions mention a person?
    a. When did she go home?
    b. Who did she ask for help?
    c. How did you do that?
    d. Where did he go?
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    a. I went to Malaysia last week
    b. Went I to Malaysia last week
    c. To Malaysia I went last week
    d. Last week went I to Malaysia
19. What is the antonym of "Moved"?
    a. Went
    b. Stayed
    c. Visited
    d. Travelled
20. What is the past tense of "call" in the sentence "I ___ my Mother yesterday"
    a. Call

T=19
F=1

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State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
   a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
   b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

APPENDIX 4

THE SCORE OF PRE-TEST & POST-TEST

UIN SUSKA RIAU

PRE-TEST STUDENTS' SCORE

Nama	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Total	Score
AHD	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	18	90
AA	1	0	1	1	1	1	1	0	1	1	1	0	1	1	0	0	1	0	1	1	14	70
AZA	1	1	1	1	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	1	17	85
AF	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	95
EE	1	0	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	0	1	0	14	70
F	1	1	1	0	0	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	15	75
GIR	0	1	0	1	0	1	1	1	0	1	1	0	0	1	0	1	1	1	1	1	13	65
HH	1	1	1	1	0	0	1	0	1	0	1	1	1	1	1	0	1	1	0	1	13	65
HHH	0	0	1	0	0	1	1	1	0	1	0	1	1	1	0	0	1	0	1	1	11	55
II	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	100
M ASR	1	0	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	16	80
M HH	1	1	1	0	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	16	80
M. INI	0	0	1	1	0	1	1	0	0	1	1	0	1	1	0	1	1	0	1	1	12	60
M. RAA	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	17	85
M. SFR	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	100
MIP	1	1	1	0	1	1	1	0	0	1	1	0	0	1	0	1	1	1	0	1	13	65
MAA	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	17	85
MBA	1	1	0	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	0	1	16	80
M HA	0	0	1	0	1	1	1	0	0	1	1	1	1	0	0	1	1	0	1	1	12	60
RMR	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	17	85
RM	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	0	16	80
RZS	1	1	0	1	1	0	1	1	0	0	1	1	1	0	0	0	1	1	1	1	13	65
SAAR	1	1	1	1	1	1	1	1	0	1	0	0	0	1	0	1	0	1	1	1	14	70
SAA	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	17	85
ZMH	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	15	75
ZAG	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	19	95

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POST-TEST STUDENTS' SCORE

Nama	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Total	Score
AHD	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	100
AA	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	0	16	80
AZA	1	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	0	0	1	15	75
AF	1	0	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	16	80
EE	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	1	17	85
F	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	18	90
GIR	0	0	0	1	0	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	13	65
HH	1	1	1	0	1	1	0	1	1	0	1	0	0	1	0	1	0	1	1	0	12	60
HHH	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	16	80
II	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	100
M ASR	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	0	0	1	15	75
M HH	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	19	95
M. INI	1	1	1	0	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	1	16	80
M. RAA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	100
M. SFR	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	100
MIP	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	1	17	85
MAA	1	0	1	1	1	1	1	1	1	0	1	0	1	1	0	0	1	1	1	0	14	70
MBA	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	17	85
M HA	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	16	80
RMR	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	17	85
RM	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	19	95
RZS	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	19	95
SAAR	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	19	95
SAA	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	17	85
ZMH	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	17	85
ZAG	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	100

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larang mengutip sebagian atau seluruh karya tulis ini t
a mencantur
n dan menye
kan sumber:
unan laporan, penulisan kritik atau tinja
bentuk apapun tanpa izin UIN Suska Riau.
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APPENDIX 5
RECOMMENDATION LETTERS

UIN SUSKA RIAU

Workshop.

LEMBAR DISPOSISI

INDEKS BERKAS
KODE : 002

HAL : **Pengajuan Pembimbing**

TANGGAL : **26 Januari 2024**

ASAL : **Diah Mardiah / 12110422601**

TANGGAL PENYELESAIAN: **SIFAT:**

- INFORMASI	DITERUSKAN KEPADA:
Using Busuu Application: Its Effects on Students' Vocabulary Mastery at SMPN 21 Pekanbaru Dosen Pembimbing : Harun Natasha, M.Pd Kajur PBI 7/2/24	1. Kajur PBI 2. 3. 4.

*) 1. Kepada bawahan "Instruksi" atau "Informasi"
2. Kepada atasan "Informasi" coret "Instruksi"

Nama : Diah Mardiah

Gmail → mardiahd399@gmail.com

Pekanbaru, 12 Februari 2024

Hal : Permohonan SK pembimbing

Lampiran : -

Kepada
Yth. Dekan
Fakultas Tarbiyah dan Keguruan
UIN SUSKA RIAU
Di Pekanbaru

Assalamualaikum Wr. Wb

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama	: Diah Mardiah
NIM / HP	: 12110422601/0812-7625-6095
Tempat / tanggal lahir	: Tangerang, 19 Desember 2000
Semester / Tahun	: VI / 2024
Jurusan	: Pendidikan Bahasa Inggris

Dengan ini saya mengajukan kepada bapak/ ibu permohonan SK pembimbing dengan judul **"USING BUSUU APPLICATION: ITS EFFECT ON STUDENTS' VOCABULARY MASTERY AT SMPN 21 PEKANBARU"**

Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah Ibu Harum Natasha, M. Pd. Dengan ini saya melampirkan sebagai persyaratan :

1. Foto copy kartu tanda mahasiswa.
2. Foto copy kartu rencana study.
3. Foto copy kartu hasil study.
4. Foto copy synopsis.

Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak/ibu dapat mempertimbangkan, atas perhatian saya ucapkan terima kasih.

Wassalmua'alaikum Wr. Wb

MENGETAHUI Ketua Jurusan	Hormat Saya,
Dr. Faurina Anastasia, S.S., M.Hum.	Diah Mardiah
NIP. 198106112008012017	NIM. 12110422601

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Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor: Un.04/F.II.4/PP.00.9/4658/2024 Pekanbaru,20 Februari 2024
Sifat : Biasa
Lamp. : -
Hal : ***Pembimbing Skripsi***

Kepada
Yth. Harum Natasha, M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warhmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama	:DIAH MARDIAH
NIM	:12110422601
Jurusan	:Pendidikan Bahasa Inggris
Judul	:Using Busuu Application: Its Effect on Students' Vocabulary Mastery at SMPN 21 Pekanbaru
Waktu	: 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

W a s s a l a m
an. Dekan
Wakil Dekan I

Dr. Zarkasih, M.Ag.
NIP. 19721017 199703 1 004

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

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KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA

1. Jenis yang dibimbing : Proposal
   a. Seminar usul Penelitian :
   b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Harum Natasha, M. Pd
   a. Nomor Induk Pegawai (NIP) : 198203012009012009
3. Nama Mahasiswa : Diah Mardiah
4. Nomor Induk Mahasiswa : 12110422601
5. Kegiatan : Bimbingan Skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	23/4/2024	Bab I & II		
2.	3/5/2024	Bab I, II, III		
3	6/5/2024	Bab III		
4.	14/5/2024	Acc Sempro		

Pekanbaru, 14 Mei 2024
Pembimbing,

Harum Natasha, M. Pd.
NIP. 198203012009012009

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LAMPIRAN BERITA ACARA
UJIAN PROPOSAL

Nama : Diah Mardiah
Nomor Induk Mahasiswa : 12104222601
Hari/ Tanggal : Senin / 03 Juni 2024
Judul Proposal Penelitian : Using Busun Application: Its Effect on Students' Vocabulary Mastery at SMPN 21 Pekanbaru

NO	URAIAN PERBAIKAN
	1. Revise the background 2. Revise grammatical mistakes. 3. Revise your writing! 4. Revise the table! 5 Revise References!

Pekanbaru, 3 Juni 2024

Penguji I

Dr. Rza Amalia, S.S., M.Pd

Penguji II

Mainar Pitri, S.Pd., M.Pd

Note:
Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing

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PENGESAHAN PERBAIKAN UJIAN PROPOSAL

Nama Mahasiswa	: Diah Mardiah
Nomor Induk Mahasiswa	: 12110422601
Hari/Tanggal Ujian	: Senin/03 Juni 2024
Judul Proposal Ujian	: Using Busuu Application: Its Effect on Students' Vocabulary Mastery at SMPN 21 Pekanbaru
Isi Proposal	: Proposal ini sudah sesuai dengan masukan dan saran ketika ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Dr. Riza Amelia, S.S., M.Pd	PENGUJI I		
2.	Mainar Fitri, M. Pd	PENGUJI II		

Mengetahui
a.n. Dekan
Wakil Dekan I

Dr. Zarkasih, M.Ag.
NIP. 19721017 199703 1 004

Pekanbaru, 05 Juli 2024
Peserta Ujian Proposal

Diah Mardiah
NIM. 12110422601

im Riau

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ENGLISH LANGUAGE STUDY PROGRAM

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NOMOR : 111

HAL	: Pergantian Judul
Hari / Tanggal	: Kamis, 3 Oktober 2024
ASAL	: **Diah Mardiah**
NIM	: 12110422601

TANGGAL PENYELESAIAN : **SIFAT :**

-INFORMASI
Dari

Using Busuu Application : Its Effect on Students' Vocabulary Mastery at SMPN 21 Pekanbaru

Menjadi

Using Busuu Application : Its Effect on Students' Vocabulary Mastery at SMP IT Al Fityah Pekanbaru

DITERUSKAN KEPADA
1.Kajur PBI
2.
3.
4.

4/10/2024

***) 1. Kepada bawahan "Instruksi" atau Informasi**
2.Kepada atasan "Informasi" coret "Istruksi"

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UIN SUSKA RIAU
Di Pekanbaru

Assalamualaikum Wr. Wb

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Nama	: Diah Mardiah
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Tempat / tanggal lahir	: Tangerang, 19 Desember 2000
Semester / Tahun	: VII / 2024
Jurusan	: Pendidikan Bahasa Inggris
Dosen Pembimbing	: Harum Natasha, M. Pd.

Dengan ini saya mengajukan kepada Bapak/Ibu permohonan pergantian lokasi penelitian dari **"Using Busuu Application: Its Effect on Students' Vocabulary Mastery at SMPN 21 Pekanbaru"** menjadi **"Using Busuu Application: Its Effect on Students' Vocabulary Mastery at SMP IT Al Fityah Pekanbaru"**.

Dengan demikian surat permohonan ini saya sampaikan. Sekiranya Bapak/Ibu dapat mempertimbangkan, atas perhatian saya ucapkan terima kasih.

MENGETAHUI
Ketua Jurusan

Dr. Faurina Anastasia, S.S., M.Hum.
NIP. 198106112008012017

Hormat Saya,

Diah Mardiah
NIM.12110422601

Kasim Riau

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Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.3/PP.00.9/21794/2024 Pekanbaru, 01 Oktober 2024
Sifat : Biasa
Lamp. : -
Hal : ***Mohon Izin Melakukan PraRiset***

Kepada
Yth. Kepala Sekolah
SMP IT Al Fityah Pekanbaru
di
Tempat

Assalamu'alaikum warhmatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: Diah Mardiah
NIM	: 12110422601
Semester/Tahun	: VII (Tujuh)/ 2024
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam
a.n. Dekan
Wakil Dekan III

Dr. Amirah Diniaty, M.Pd. Kons.
NIP. 19751115 200312 2 001

asim Riau

UIN SUSKA RIAU

SEKOLAH MENENGAH PERTAMA ISLAM TERPADU

Al Fityah

Alamat : Jalan Swakarya, Tuah Karya, Tuah Madani, Pekanbaru, Riau
Telepon : (0761) 7875170 Fax. (0761) 587156 Posel : smpit_alfityah@yahoo.com
Laman : www.smpitalfityah.sch.id HP: 082385952778

SURAT KETERANGAN

Nomor : 176/SMPIT-FTY/S.Ket/2024

Yang bertanda tangan di bawah ini :

Nama	: Susilawati, S.Pd.
NIY	: 2013.06.2.2.03
Jabatan	: Kepala SMP Islam Terpadu Al Fityah

Berdasarkan surat masuk yang kami terima dari Pascasarjana UIN Suska Riau, nomor: Un.04/F.II.3/PP.00.9/21794/2024 tentang permohonan izin Pra Riset, maka dengan ini kami menerangkan:

Nama	: Diah Mardiah
NIM	: 12110422601
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

Telah diizinkan dan selesai melaksanakan Pra Riset di SMP Islam Terpadu Al Fityah Pekanbaru.

Demikian surat keterangan ini dibuat untuk dapat diketahui dan dipergunakan sebagaimana mestinya.

Dikeluarkan di : Pekanbaru
pada tanggal : 11 Oktober 2024

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Susilawati, S.Pd.
NIY. 2013.06.2.2.03

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Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : B-22320/Un.04/F.II/PP.00.9/10/2024 Pekanbaru,14 Oktober 2024 M
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : ***Mohon Izin Melakukan Riset***

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: Diah Mardiah
NIM	: 12110422601
Semester/Tahun	: VII (Tujuh)/ 2024
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : Using Busuu Application: Its Effect On Students' Vocabulary Mastery At SMP IT Al Fityah Pekanbaru
Lokasi Penelitian : SMP IT Al Fityah Pekanbaru
Waktu Penelitian : 3 Bulan (14 Oktober 2024 s.d 14 Januari 2025)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam
a.n. Rektor
Dekan

Dr. H. Kadar, M.Ag.
NIP.19650521 199402 1 001

Tembusan :
Rektor UIN Suska Riau

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PEMERINTAH KOTA PEKANBARU
DINAS PENDIDIKAN
Jl. H. Syamsul Bahri No. 8 Kelurahan Sungaisibam Kecamatan Bina Widya
Kode Pos. 28293 Telp. (0761) 42788, 855287 Fax. (0761) 47204
PEKANBARU
website : www.disdikpku.org email : disdikpku@yahoo.com

Pekanbaru, 18 November 2024

Nomor : 800/Disdik.Sekretaris.1/03623/2024

Lampiran : -

Perihal : Izin Melaksanakan Riset / Penelitian

Kepada Yth,
SMP IT Al Fityah Pekanbaru

di -

Pekanbaru

Berdasarkan surat dari Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru nomor : Nomor: BL.04.00/Kesbangpol/2916/2024 tanggal 04 November 2024 perihal Izin Riset / Penelitian, atas nama :

Nama	: DIAH MARDIAH
NIM	: 12110422601
Mahasiswa	: PENDIDIKAN BAHASA INGGRIS UIN SUSKA RIAU
Judul Penelitian	: USING BUSUU APPLICATION: ITS EFFECT ON STUDENTS' VOCABULARY MASTERY AT SMP IT AL FITYAH PEKANBARU

Pada prinsipnya kami dapat menyetujui yang bersangkutan melaksanakan riset pada SMP IT Al Fityah Pekanbaru, sehubungan dengan itu diharapkan agar saudara dapat membantu kelancaran tugas yang bersangkutan.

Demikian disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

an. KEPALA DINAS PENDIDIKAN
KOTA PEKANBARU
Sekretaris

VEMI HERLIZA, S.STP.,M.H
Pembina Tingkat I/IVb
NIP. 19781031 201407 2 003

im Riau

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SEKOLAH MENENGAH PERTAMA ISLAM TERPADU

Al Fityah

Alamat : Jalan Swakarya, Tuah Karya, Tuah Madani, Pekanbaru, Riau
Telepon : (0761) 7875170 Fax. (0761) 587156 Posel : smpit_alfityah@yahoo.com
Laman : www.smpitalfityah.sch.id HP: 082385952778

SURAT KETERANGAN

Nomor : 176/SMPIT-FTY/S.Ket/2024

Yang bertanda tangan di bawah ini :

Nama	: Neli Aswita, S.Pd.
NIY	: 2012.08.1.2.07
Jabatan	: Plh. Kepala Sekolah

Berdasarkan surat masuk yang kami terima dari Dinas Pendidikan Kota Pekanbaru, Nomor: 800/Disdik.Sekretaris.1/03623/2024 tentang permohonan izin Riset, maka dengan ini kami menerangkan:

Nama	: Diah Mardiah
NIM	: 12110422601
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau
Judul	: Using Busuu Application: Its Effect On Students' Vocabulary Mastery At SMP IT Al Fityah Pekanbaru

Telah diizinkan dan selesai melaksanakan Riset di SMP Islam Terpadu Al Fityah Pekanbaru.

Demikian surat keterangan ini dibuat untuk dapat diketahui dan dipergunakan sebagaimana mestinya.

Dikeluarkan di : Pekanbaru
pada tanggal : 02 Desember 2024
Kepala Sekolah,

Neli Aswita, S.Pd.
NIY. 2012.08.1.2.07

Riau

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amat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA

1. Jenis yang dibimbing : Skripsi
   a. Seminar usul Penelitian :
   b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Harum Natasha, M.Pd
   a. Nomor Identitas Kepegawaian (NIK) : 198203012009012009
3. Nama Mahasiswa : Diah Mardiah
4. Nomor Induk Mahasiswa : 12110422601
5. Kegiatan :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	7-10-2024	Instrument		
2.	25-01-2025	Chapter 1-5 (Grammar)		
3.	05-02-2025	Chapter 4 dan 5		
4.	11-02-2025	Chapter 4		
5.	19-02-2025	Chapter 5		
6.	24-02-2025	Acc Munaqasyah		

Pekanbaru, 24 Februari 2025
Dosen Pembimbing

Harum Natasha, M. Pd
NIP. 198203012009012009

m Riau

APPENDIX 6
DOKUMENTATION

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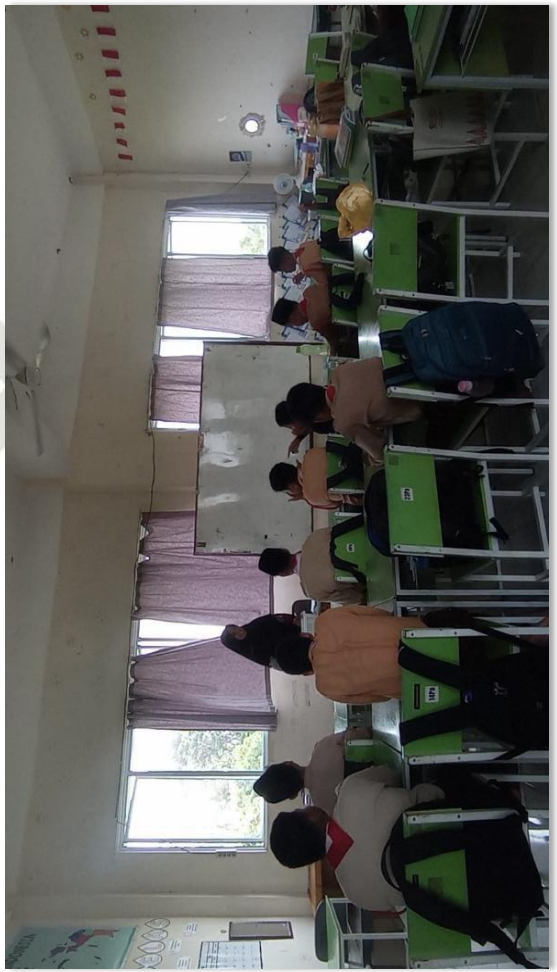
DOCUMENTATION



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CURRICULUM VITAE

Diah Mardiah is the twelfth of fifteen siblings born to Mr. Nawawi and Mrs. Chaeriah. She was born in Tangerang, on December 19, 2000. She completed her elementary education at SDN 167 Pekanbaru in 2014, followed by her junior high school education at SMPN 21 Pekanbaru, graduating in 2017. Then, she continued her study of senior high school education at SMKN Pertanian Terpadu and graduated in 2021. In the same year, she was accepted to be the student of English Education Department at UIN Suska Riau. As part of her academic journey, she participated in the **Kuliah Kerja Nyata (KKN)** program from July to August 2024 in Desa Buluh Nipis, Kampar. Then, she completed her **Pre-Service Practice (PPL)** at SMA IT Al Fityah Pekanbaru from September to November 2024. To fulfill the requirements for her undergraduate degree in English Education, she conducted research from October to December 2024 for her thesis entitled **"Using Busuu Application: Its Effect on Students' Vocabulary Mastery at SMP IT Al Fityah Pekanbaru".**

UIN SUSKA RIAU