THE EFFECTIVENESS OF USING KAHOOT APPLICATION IN TEACHING VOCABULARY

A GRADUATING PAPER

Submitted to the Board of Examiners
as a partial fulfillment of the requirements for
the degree of Sarjana Pendidikan (S.Pd)

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SALATIGA
2019
DECLARATION

In the name of Allah,

Hereby, the writer declare that this graduating paper is created by the writer. This paper does not contain any material published by other people and it doesn’t cite any other people’s ideas except those quoted overtly.

This declaration is written with the full concern of the writer.

Salatiga, 30th August 2019

The writer

[Signature]

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Ari Lestari
Salatiga, 3rd September 2019

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THE ATTENTIVE COUNSELOR’S NOTE
Case: Ari Lestari’s Graduating Paper

To the Dean of Teacher Training and Education Faculty

After reading and correcting Ari Lestari’s graduating paper entitled “THE EFFECTIVENESS OF USING KAHoot APPLICATION IN TEACHING VOCABULARY”, I have decided and would like to propose that this paper can be accepted by the Teacher Training Education Faculty. I hope this paper will be examined as soon as possible.

Counselor

Sari Farnulasih, S.Pd.I., M.A.
NIP. 198109122011012004
A GRADUATING PAPER
THE EFFECTIVENESS OF USING KAHoot APPLICATION IN TEACHING VOCABULARY

WRITTEN BY:
Ari Lestari
NIM. 23030150074

has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty at the State Institute for Islamic Studies (IAIN) Salatiga on September 11th, 2019, and hereby considered to have completed the requirements for the degree of Sarjana Pendidikan (S.Pd) in English Education.

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Salatiga, 11th September 2019
MOTTO

“Indeed, hardship is followed by ease”
-Holy Qur’an 94:6-
DEDICATION

This graduating paper is dedicated to:

1. Allah SWT and Prophet Muhammad PBUH.
2. My beloved parents, Supangat and Ponirah, who always support me unconditionally and being my motivation to live this life.
3. My two beloved sisters who also support me with their own ways, Sulistryiana Febriastuti and Desi Ayu Ambarwati.
4. My big family who supported my education and finishing this graduating paper.
5. My university buddies (Yaya, Atma, Alfi, Nensy, Dayah and Awal, Septi, Tiara).
7. Yuni and Nisa, Sofi and Muna who also supported me.
8. My neighbours who motivated me to finish this graduating paper.
9. People who has supported, guided and helped me in finishing this graduating paper.
DECLARATION AND PERMISSION OF PUBLICATION

In the name of Allah the Most Gracious and the Most Merciful.

I myself who have signed below:

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Declare that this graduating paper is written by the writer and I surely do not copy from the other writers' except the information from references. Theory and citation are use surely to clarify the ethnic codes of writing from the graduating paper. I briefly give permission to publish this graduating paper on IAIN Salatiga E-repository.

Salatiga, 4th September 2019
The Writer

Ari Lestari
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AKNOWLEDGEMENT

Bismillahirrohmanirrohim

Assalamu’alaikum Warrahmatullahi wabarrakatuh

Alhamdulillahi robbil’alam, All praises to be Allah SWT, the Most Gracious and the Most Merciful who always bless and guide the writer so the writer can finish this graduating paper. Bless and mercy is upon great Prophet Muhammad SAW for his guidance that leads the writer to the truth.

However this paper will not be finished without supports, advices and help, and encouragement from several people and institution. Hence, the writer would like to express special thanks to:

1. Prof. Zakiyyudin, M. Ag, the Rector of State Institute of Islamic Studies (IAIN) Salatiga.
2. Prof. Dr. Mansur, M.Ag, the Dean of Teacher Training and Education Faculty of State Institute for Islamic Study (IAIN) Salatiga.
3. Norwanto, M. Hum., Ph.D, the Head of English Education Department.
4. Sari Famularsih, M.A, the counselor who has supported and directed with her suggestions to the writer for finishing this graduating paper from the beginning to the end.
5. All lecturers and staffs of State Institute for Islamic Studies (IAIN) Salatiga.
6. Sas Sulistyorini Pratiwi, S.Pd as the teacher of SMP N 7 Salatiga who has guided and helped the writer conducting the research.
7. 7th grade students of SMP N 7 Salatiga especially 7A and 7D who have participated in conducting the research.

8. All of my besties that have supported the writer in finishing this graduating paper.

9. All of people who have supported the writer in finishing this graduating paper.

Salatiga, 3rd September 2019
The writer

Ari Lestari
NIM. 23050130074
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ABSTRACT


The objectives of the study were to find out how Kahoot Application applied for students on the seventh grade of SMP N 7 Salatiga in improving vocabulary mastery and to find out whether Kahoot Application is effective enough to be applied in teaching vocabulary or not.

The research was a quasi-experimental research. The techniques of collecting data were test and documentation. There were two tests that used in the research, which are pre-test and post-test. The subject of this research is students of 7th grade at SMP N 7 Salatiga. It involved 56 students.

Kahoot is applied for students of VII D as the experimental group. Students made groups consists of 5-8 students. Then, they used their gadgets to access the material on Kahoot Application that had been shared by the researcher. the result found that the value of \((t_o)\) was 1.065 < (\(tt\)) 2.00758, then based on the basis of decision through the comparison the value of \((t_o)\) and \((tt)\), it can be concluded that \((H_o)\) is accepted and \((H_a)\) is rejected. It is concluded that Kahoot is not effective to be applied in students on the 7th grade of SMP N 7 Salatiga.

Keywords: Kahoot Application, Vocabulary
CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the problem of the study, the objective of the study, significances of the study, definition of key terms, and graduating paper outline.

A. Background of the Study

Maxom (2009) stated that language is all about the real communication and that is sometimes goes beyond words. People from around the world communicate with language and there are many different languages that they have made as tools for communication. One of the languages is English. Nowadays, English, as an international language, becomes an important language. English helps people to communicate with other people from all over the world. On the other hand, Indonesia puts English as a foreign language. No wonder if English becomes the important subject that should be taught in schools. This is made the teacher has a responsibility in teaching English process.

Srivener (1994: 20) mentions that English has four skills consist of listening, speaking, reading and writing. Those four skills are also supported
with several elements to be mastered. One of the elements is vocabulary. It is impossible for learners to master the English without mastering vocabulary first (Krashen and Terrel, 1983). Vocabulary is one of important thing in English. Rozakis (2003) stated that having good vocabulary strengthens the students’ communication skill. In addition having lots of vocabulary will make students able to express more ideas and to have a good communication because students can learn and understand the words and the concept of using the words.

Ms. Sas Sulistyorini Pratiwi, S.Pd, the teacher of seventh grade students of SMP N 7 Salatiga said that the students had problems in mastering vocabulary. The teacher also told that when students tried to memorize the new vocabulary, they forgot the vocabulary that they have gotten before. Actually, the teacher made a strategy for her students to make a private vocabulary dictionary. It was filled by students with the new difficult vocabulary that they found. Each student had a different vocabulary list in her or his private dictionary, because each student must be found different vocabulary. The teacher checked their private dictionaries in the English learning process. The student also said that English had various vocabulary to be used in a context, so it was difficult to determine the suitable word that should be chosen. Furthermore, the teacher use the packet book entitled “When English Rings the Bell” and her own book written by Longman as the guide book to teach vocabulary in her class. The teacher
added that she ever brought realia, tape and LCD to teach in her class, but it was not continued.

The researcher realized that the students need a new media to improve their vocabulary mastery. It is also supported in this new era, when the technological advancement grows rapidly. This is caused by the effects of globalization that changes the humans’ life pattern, from traditional era into the digital era. Unfortunately, many students of junior high schools are not good enough in utilizing this digital era in the classroom. Most of students take the advantages of the digital era with something that they think it is interesting for them, such as online games. It means that in teaching junior high school students, teachers need to be creative in packing a classroom that interest students by taking the advantages of digital era to improve the students’ vocabulary. According to the problem that has explained above, the researcher tried to find a new media to improve the students’ vocabulary mastery by using Kahoot Application in teaching English. The teacher can design the content of the Kahoot application with the appropriate material that being taught.

Based on the explanation above, the researcher is going to propose research entitled “The Effectiveness of Using Kahoot Application in Teaching Vocabulary (An Experimental Research on the Seventh Grade Students of SMP N 7 Salatiga in the Academic Year of 2019/2020)".
B. Problem of the Study

According to the background of the study above, the researcher provides the research questions as follows:

1. How is Kahoot Application applied for teaching vocabulary on the seventh grade students of SMP N 7 Salatiga?
2. Is Kahoot Application effective to be applied in teaching vocabulary?

C. Objectives of the Study

According to the statements of the problem the study above, the objectives of this research are as follows:

1. To find out how Kahoot Application is applied for teaching vocabulary on the seventh grade students of SMP N 7 Salatiga.
2. To find out whether Kahoot Application is effective to be applied in teaching vocabulary or not.

D. Significances of the Study

The research will be beneficial as follows:

1. Theoretical Advantages
   a. The result of this research can be useful for the teacher in teaching English.
   b. The result of the teacher can be useful for someone who wants to conduct the similar research in English teaching to improve students’ vocabulary mastery.
2. Practically Advantages

a. The Researcher

The result of this research can be used to improve the writer’s teaching ability in the future.

b. The Teacher

The result of the research can be used as a reference in choosing the appropriate media in teaching English.

c. The Student

The result of the research can motivate and help students in improving their vocabulary mastery.

E. Definition of Key Terms

The writer wants to explain the terms of the research to make a clear meaning, they are:

1. Kahoot

Kahoot is an online game that tests student’s knowledge by using course content. The game is free for both teachers and students, and simply requires a multimedia tool to participate (Siegle, 2015). Kahoot website can be accessed by cellphone, laptop, or Chromebook. Teachers can create quizzes using multiple choice questions shows in a game-based format for the students. The quizzes present questions that can be answered by choosing one of four possible choices, and questions can show various multimedia contents such as pictures or
videos (Siegle, 2015). The teacher also gets a facility to select the amount of time that the students have to respond for each question. (Siegle, 2015).

The students can join the game via a specific game code that and are able to create their own nicknames to be displayed on the game screen. If a name is inappropriate for school use, the teacher can simply click on the name and the student is kicked out of the game (Siegle, 2015).

2. Vocabulary

Vocabulary is one of important element of English that has to be mastered. Vocabulary mastery is having the ability to correctly define and use each word appropriately in a sentence (Cameron, 2001). Defining the meaning of words and building it into sentences are two specific skills to have a good English.

3. Media

Nity and Singh (2017) stated that media defined as the reflection of society and it shows what and how society works. It helps in making people informed and entertaining the public, educate and make people aware of the current happenings.
F. Graduating Paper Outline

This research is divided into five chapters in sequence, they are:

Chapter I is introduction that consist of background of the study, the problem of the study, the objective of the study, significances of the study, definition of key terms, and graduating paper outline. Chapter II contains with literature review, review of previous studies and hypothesis of the study. Chapter III presents research methodology which contains with research approach, research method, research design, time and setting of research, population and sample, research instrument, technique of data collection, and data analysis method. Chapter IV presents the research analysis and discussion. The researcher analyzes the research findings and discusses the result of the research. The last part is Chapter V that consists of a summary of all the research.
CHAPTER II
LITERATURE REVIEW

This chapter presents theoretical review which underlying theories of vocabulary and Kahoot Application, the review of previous study and the last part of this chapter is the hypothesis.

A. Theoretical Review

1. An Overview of Vocabulary
   a. Definition of Vocabulary

   Vocabulary is one of important element of English that has to be mastered. Vocabulary mastery is having the ability to correctly define and use each word appropriately in a sentence (Cameron, 2001). Defining the meaning of words and building it into sentences are two specific skills to have a good English.

   b. Kinds of Vocabulary

      1) Active Vocabulary

      It also called as working vocabulary or functional vocabulary. It consists of words a person uses for speech or writing as he or she fully understands the meaning of the words.

      2) Passive Vocabulary
It also called as recognition vocabulary. It consists of words a person encounters in a newspaper and editorials or in other speeches. These are unfamiliar words that can be judged based on its context of use.

c. Types of Vocabulary

1) Reading Vocabulary

It’s all the words that person can identify when reading.

2) Writing Vocabulary

It’s all the words that person which are used in various forms of writing.

3) Listening Vocabulary

It’s all the words that person recognize when listening speech or communication.

4) Speaking Vocabulary

It’s all the words that person uses in communication.

2. An Overview of Kahoot Application

a. Definition of Kahoot

Kahoot is a student response system that encourages student to participate and keeps them involved because of its game-based platform (Dellos, 2015). Kahoot helps the students to be active in the learning process. Some researchers have called Kahoot as a combination of a student response system and a game-based learning
platform (Wang, 2014; Sharma & Unger, 2016). It’s like a learning process with using a game.

Kahoot allows teachers to create online quizzes that can be accessed through students’ smart phones, tablets, or computers (Dellos, 2015; “The Kahoot! Guide, 2016). The teacher can make quizzes or platform deals with the material that being taught, and then the teacher shares the link of the platform with the students. Students can access the platform by using their smartphones or their other supporting devices.

Kahoot’s features offer the ability to earn points, engaging sound effects, and motivational music (Wang & Lieberoth, 2016). This feature of Kahoot can attract students’ participation and makes learning process fun. Research also suggests that Kahoot’s audio and music create a positive learning experience for the users that encourages participation (Wang & Lieberoth, 2016).

b. History of Kahoot

A few years ago, several talented entrepreneurs; Johan Brand, Jamie Brooker and Morten Versvik put their heads together to make learning awesome. In a project with the Norwegian University of Technology and Science, they teamed up with Professor Alf Inge Wang, and were later joined by Norwegian entrepreneur, Asmund Furuseth. Kahoot was launched in private beta in March 2013 at SXSWedu. In September 2013, the beta was opened to public and It’s
been a quite ride ever since. Kahoot is addressed to the classroom first, but it seems game-based learning. It also played in business training session, at sporting and cultural events, or in any social and learning context.

c. Kahoot Application in Teaching Vocabulary

Kapuler (2015) listed Kahoot as one of the top 100 new online apps to use in the classroom. Kahoot came in at number 36 on the list of apps rated for their effectiveness and usefulness for teaching and/or assessing students in the classroom (2015). This information suggests that Kahoot may be an effective tool for vocabulary acquisition. Kahoot is a relatively new online tool and as a result there is limited research on the effect of Kahoot in the classroom, and a lack of evidence for its effectiveness as a tool to teach content vocabulary. Kahoot does fall into the category of an online game, and, there are, however, numerous studies about the effectiveness of using other online games to teach content vocabulary (Huang, 2015; Hung, 2015;
Wolsey, Smetana, & Grisham, 2015; Dalton & Grisham, 2011; Walsh, 2014). Yip and Kwan (2006) conducted a study and found that using video games to teach in the classroom could capture a learner’s attention better than traditional methods. This in turn may lead to better vocabulary acquisition if the online games are used for vocabulary instruction. The study focused on 100 students who used web-based vocabulary instruction that included games. They found that after learning vocabulary with the websites that included games, the experimental group outperformed the control group on the vocabulary post-test (Yip & Kwan, 2006). Results of this study suggest that Kahoot may be an effective tool for vocabulary instruction. The online game Kahoot has the potential to serve as an interactive technology based instructional tool that may increase student retention of science vocabulary terms. Kahoot allows educators to create surveys and game-based quizzes that they can join using a pin number (Johns, 2015). The students select answer choices on a personal device such as a Chromebook, laptop, or smartphone that coincide with questions that are displayed on the smartboard (Johns, 2015). Students are able to play the games without needing an account username (Dellos, 2015), and create a nickname that will be displayed during the game (Johns, 2015). Furthermore, Kahoot quiz game questions may include multimedia visuals such as pictures and
videos to further engage students (Dellos, 2015) and students get to earn points for answering questions correctly and quickly.

First, if the teacher wants to make a content using Kahoot, he or she should log in to the Kahoot application. Then the teacher can make questions or host game by clicking the features. After finishing the content design, the teacher can share it by using code for the students to access it.

d. **Strengths and Weakness of Kahoot**

1) There are several strengths when using Kahoot, as follows:
   a) The learning process becomes fun.
b) Students are trained to use technology as the media in the learning process.

c) Students’ motoric skill are trained when they operating Kahoot.

2) There are also several weaknesses when using Kahoot, as follows:

a) There are many supporting facilities for students to operate Kahoot as the media in learning process.

b) Limited time of learning process.

c) Teacher has to design the Kahoot, and it has to take enough time to spend.

B. Review of the Previous study

Research conducted by Abrams & Walsh (2014), Huang (2015), Hung (2015), Wang (2015), Yip & Kwan (2006), Kennedy, Deshler, and Lloyd (2015), and Su and Cheng (2015) indicate that the use of technology such as multimedia online games are effective in a variety of classrooms, suggesting Kahoot may be used to increase the vocabulary acquisition of students with learning disabilities in the science classroom. Using online games in the classroom appears to provide added benefits for students such as increased focus and better class participation. The fact that science vocabulary is uncommon and new to a student creates the need for enhanced vocabulary instruction (Cohen, 2012).

The other researcher, Pede (2017) stated that his research shows the positive effect that playing Kahoot has on science language
acquisition in students with learning disabilities. It also showed that Playing Kahoot in class does have some positive effects on keeping students focused and increasing on task behavior. The results of the student satisfaction survey were positive and showed that the students enjoyed playing Kahoot as well as found it beneficial to their assessment preparedness. While this study demonstrates the positive effects that Kahoot has on science vocabulary acquisition in students with learning disabilities, further studies are recommended to be conducted with a larger number of participants, and over a greater time period to further the research on Kahoot and vocabulary acquisition.

Another research also conducted by Ciaramella (2017) was supported the previous research above. The results of her research seem to indicate that using Kahoot to help students with learning disabilities and other health impairments to acquire and retain vocabulary words is effective. All seven students showed an increase in their mean scores from the baseline phase to the intervention phase for both vocabulary acquisition and retention. The seven students were engaged during each Kahoot review session and indicated on the student satisfaction survey that they found Kahoot fun, they looked forward to using it, and that it kept them on task.
C. Hypothesis of the Research

A hypothesis is a statement predicting how variables relate to each other. Creswell (2012: 187) argued that “Hypothesis testing is a procedure for making a decision about the result by comparing an observed value of a sample with a population value to determine if no difference or relationship exists between the values”. In this research, the researcher uses two hypotheses. There are an alternative hypothesis and null hypothesis. The researcher states the hypothesis as follows:

1. $H_a$ (Alternative Hypothesis)

"The use of Kahoot Application is effective for teaching vocabulary of 7th grade students of SMP N 7 Salatiga.”

2. $H_0$ (Null Hypothesis)

"The use of Kahoot Application is not effective for teaching vocabulary of 7th grade students of SMP N 7 Salatiga.”
In this chapter, the researcher wants to present the research design, location and time of the research, population and sample, variable, instrument of the research and technique of data collection.

A. Research Design

The Researcher uses a quasi experimental research as the framework. There are a pre-test, a treatment using Kahoot application and post-test for experimental group. The second one is control group, which given a pre-test, no treatment and post-test.

Table 3.1 Design of the Research

<table>
<thead>
<tr>
<th></th>
<th>Pre test</th>
<th>Treatment</th>
<th>Post Test</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Experimental Group</strong></td>
<td>O1</td>
<td>X</td>
<td>O2</td>
</tr>
<tr>
<td><strong>Control Group</strong></td>
<td>O3</td>
<td>-</td>
<td>O4</td>
</tr>
</tbody>
</table>

Note:

O1: Pre-test Experimental Group

O2: Post Test Experimental Group

O3: Pre Test Control Group
O4: Post Test Control Group

X : Treatment for experimental group (using Kahoot application).

- : No treatment for control group.

There are a pre-test, a treatment using Kahoot application and post-test for experimental group. The second one is control group, which given a pre-test, no treatment and post-test.

B. Location and Time of the Research

The research conducts for the students of the seventh grade students of SMP N 7 Salatiga in the academic year of 2019/2020. The research is held on 22nd August 2019 to 30th August 2019. There is the time schedule of the research, as below:

<table>
<thead>
<tr>
<th>No</th>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>22nd July 2019</td>
<td>Pre-observation</td>
</tr>
<tr>
<td>2</td>
<td>21st August 2019</td>
<td>Pre-Test for Experimental Group</td>
</tr>
<tr>
<td>3</td>
<td>28th August 2019</td>
<td>Treatment (using Kahoot Application) for Experimental Group</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pre-Test for Control Group</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post-Test for Experimental Group</td>
</tr>
<tr>
<td>4</td>
<td>30th August 219</td>
<td>No treatment (using LKS) for Control Group</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post-Test for Control Group</td>
</tr>
</tbody>
</table>
C. Population and Sample

1. Population

Maxom (2009:76) stated that the study population is a group of elements from which you actually draw your sample. The population of the research is the students of the seventh grade students of SMP N 7 Salatiga in the academic year of 2019/2020.
2. Sample

Maxom (2009:76) also stated that sample is the number of individual cases that you ultimately draw and from which/whom you generate the data. The samples of this research are two classes of the seventh grade students of SMP N 7 Salatiga in the academic year of 2019/2020, which consist of about 56 students. The samples were 28 students of VII D as experimental group the and 28 students of VII A as the control group.

D. Variable

Leavy (2017) stated that variable is a characteristic that can be different from one element to another, or can change over time. The variables of the research are below:

1. Dependent Variable

Dependent variable is a variable that is affected or influenced by another variable. Researcher observes the dependent variable to determine the effect of manipulation (Gravetter and Wallnau, 2013). The dependent variable of this research was students’ vocabulary mastery.

2. Independent Variable

Independent variable is one that likely affects or influences another variable. Researchers manipulate independent variables (Gravetter &
Wallnau, 2013). The Independent variable in this research is the using of Kahoot.

E. Instrument of the Research

The researcher use written tests which are pre-test and post-test as the research instrument. The researcher also uses photo, recording audio, syllabus, lesson plan and students’ assignment for documentation.

F. Testing of the Research Instrument

The two main criteria for evaluating quantitative research are actually tapping what we think it is tapping. Reliability refers to the consistency of results. A good measure should be both valid (measure what validity and reliability. Validity refers to the extent to which a measure is it’s supposed to measure) and reliable (the results are) (Babbie, 2013). There are several forms of validity and reliability.

1. Validity

Although it isn’t possible to prove conclusively that a measure is valid, there are different types of validity we can try to achieve, thus imbuing our measure with credibility (Adler & Clark, 2011).

<table>
<thead>
<tr>
<th>Table 3.3 Overview of Inferential Statistical Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statistical test</td>
</tr>
<tr>
<td>t-Test</td>
</tr>
<tr>
<td>Method</td>
</tr>
<tr>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Analysis of variance (ANOVA)</td>
</tr>
<tr>
<td>Analysis of covariance (ANCOVA)</td>
</tr>
<tr>
<td>Chi-square (C²)</td>
</tr>
<tr>
<td>Cramer’s V</td>
</tr>
<tr>
<td>Pearson product–moment Correlation</td>
</tr>
<tr>
<td>Multiple r regression</td>
</tr>
</tbody>
</table>
2. Reliability

If a measure, a survey instrument, or an experimental intervention is reliable, it will yield consistent results. Interterm reliability refers to the use of multiple questions or indicators intended to measure a single variable (Fallon, 2016).

a. Test of Normality

Normality testing is conducted to know whether the each sample of obtained data are distributed normally or not. In this research, normality test is done toward the result of the students’ score of the post-test in measuring vocabulary mastery. Knowing about the normality, it used One Sample Kolmogorov Smirnov Formula by using SPSS program 16.0 version. Normality test is done by using the rule of Asymp. Sig (2 tailed) or p. If Asymp. Sig (2 tailed) or p > 0.05. It means that the distribution test is normal. The normality test of this research was done toward the students’ post-test score of the control and experiment group.
**b. Test of Homogeneity**

It is used to know whether the obtained data is homogeneous or not. In this research, homogeneity test was done toward the result of the students’ score of the pre-test in measuring vocabulary mastery. It uses the test of Homogeneity Variance Formula by using SPSS program 16.0 version. Homogeneity testing was done after doing the distribution score of the data involved. The variance can be said that it belongs to
homogeneous if the significance result is more than 0.050. The assumption of Levene testing is the homogenous variance data group. There is a criterion of testing. If the significance is lower than 0.050 ($Sig < 0.050$), the data is heterogenic, on contrary, if the significance is higher than 0.050 ($Sig > 0.050$) the data is homogeneous.

### 3.6 Test of Homogeneity of Variance

<table>
<thead>
<tr>
<th></th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ score</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Based on Mean</td>
<td>.375</td>
<td>1</td>
<td>54</td>
<td>.543</td>
</tr>
<tr>
<td>Based on Median</td>
<td>.463</td>
<td>1</td>
<td>54</td>
<td>.499</td>
</tr>
<tr>
<td>Based on Median and with adjusted df</td>
<td>.463</td>
<td>1</td>
<td>46.580</td>
<td>.499</td>
</tr>
<tr>
<td>Based on trimmed mean</td>
<td>.425</td>
<td>1</td>
<td>54</td>
<td>.517</td>
</tr>
</tbody>
</table>

The explanation above, the result of the test of homogeneity was 0.375. It means that the significance is more than 0.050. The testing of homogeneity variance of the control and experimental group in measuring the students’ vocabulary mastery showed that the data has homogenous variance, so it qualified to be analyzed.

### G. Technique of Collecting Data

To collect the data, the researcher used test and non-test.

1. **Test**
The researcher gave the test to both the control and experimental groups. The test was applied before and after the treatments. This research used two kinds of test, they were:

a. **Pre-test**

A pretest provides a measure on some attribute or characteristic that is assessed for participants in an experiment before they receive a treatment (Creswell, 2012: 297). The pre-test was used to find out how far students’ vocabulary mastery before using Kahoot Application.

b. **Post-test**

A post-test is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment (Creswell, 2012: 297). The function of post-test is to know how far students’ vocabulary mastery after using Kahoot Application.

2. **Non-test**

a. **Documentation**

The documentation was taken during the researcher’s research. Researcher used some related documents to the object. In this research, researcher documented the students test sheets, students name list, lesson plans and photos during the process of research.
H. Technique of Data Analysis

Based on the explanation above, the researcher did some steps to analyze the data, they are:

1. Descriptive Analysis
   It aims to explain and describe the research data.

2. Test of Normality
   It aims to know if the data of each sample of the research are distributed normally.

3. Paired Sample t Test
   It used for knowing whether any mean differences of the paired samples. The requirement for doing this test is the data should be distributed normally. The data that analyzed in this test are the experiment’s pre-test with the experiment’s post-test and the control’s pre-test and the control’s post-test.

4. Test of Homogeneity
   It aims to know the data variance of the research, it belongs to homogeny or heterogenic.

5. Independent Sample t Test
   It aims to find the unpaired difference mean of the data. The data that analyzed in this test are the experiment’s post-test and control’s post-test. The basis of decision, as follows:
   a. If the \((t_o)\) is higher than the \((tt)\), the alternative hypothesis \((H_a)\) is accepted and the null hypothesis \((H_o)\) is rejected. “The use of Kahoot
Application is effective for teaching vocabulary of 7th grade students of SMP N 7 Salatiga.”

b. If the $(t_o)$ is lower than the $(tt)$, the alternative hypothesis $(H_a)$ is rejected and the null hypothesis $(H_o)$ is accepted. “The use of Kahoot Application is not effective for teaching vocabulary of 7th grade students of SMP N 7 Salatiga.”
CHAPTER IV

DATA ANALYSIS AND DISCUSSION

This chapter presents the data analysis and the discussion of the research conduct. In this chapter, the researcher analyzes the collection data.

C. To find out how Kahoot Application is applied for teaching vocabulary on the seventh grade students of SMP N 7 Salatiga

The researcher applied Kahoot Application in the experimental group with these following steps:

1. The researcher roles as the teacher opened the class with greeting.
2. The researcher stated the aim of the research.
3. The researcher shared the pre-test.
4. The researcher asked the students to do the test.
5. The researcher asked the students to submit the answers when they finished doing it or the time was up.
6. The researcher scored the pre-test

Here is the table that shows the result score of the students’ pre-test in the experiment class:

<table>
<thead>
<tr>
<th>NO</th>
<th>NAMA</th>
<th>NILAI</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AZA</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>2</td>
<td>ANDM</td>
<td>52</td>
</tr>
<tr>
<td>3</td>
<td>AHP</td>
<td>52</td>
</tr>
<tr>
<td>4</td>
<td>AM</td>
<td>64</td>
</tr>
<tr>
<td>5</td>
<td>AA</td>
<td>64</td>
</tr>
<tr>
<td>6</td>
<td>AAS</td>
<td>68</td>
</tr>
<tr>
<td>7</td>
<td>AAA</td>
<td>72</td>
</tr>
<tr>
<td>8</td>
<td>CSD</td>
<td>80</td>
</tr>
<tr>
<td>9</td>
<td>DLS</td>
<td>-</td>
</tr>
<tr>
<td>10</td>
<td>DRK</td>
<td>-</td>
</tr>
<tr>
<td>11</td>
<td>DNA</td>
<td>68</td>
</tr>
<tr>
<td>12</td>
<td>EPSP</td>
<td>80</td>
</tr>
<tr>
<td>13</td>
<td>FKP</td>
<td>44</td>
</tr>
<tr>
<td>14</td>
<td>IAPSE</td>
<td>48</td>
</tr>
<tr>
<td>15</td>
<td>LSB</td>
<td>48</td>
</tr>
<tr>
<td>16</td>
<td>MFS</td>
<td>40</td>
</tr>
<tr>
<td>17</td>
<td>NWN</td>
<td>80</td>
</tr>
<tr>
<td>18</td>
<td>RDKW</td>
<td>56</td>
</tr>
<tr>
<td>19</td>
<td>RBP</td>
<td>36</td>
</tr>
<tr>
<td>20</td>
<td>RRA</td>
<td>52</td>
</tr>
<tr>
<td>21</td>
<td>RF</td>
<td>64</td>
</tr>
<tr>
<td>22</td>
<td>RK</td>
<td>36</td>
</tr>
<tr>
<td>23</td>
<td>SKH</td>
<td>64</td>
</tr>
<tr>
<td>24</td>
<td>SH</td>
<td>-</td>
</tr>
<tr>
<td>25</td>
<td>WAS</td>
<td>32</td>
</tr>
<tr>
<td>26</td>
<td>ZAQA</td>
<td>68</td>
</tr>
<tr>
<td>27</td>
<td>ZZNA</td>
<td>28</td>
</tr>
<tr>
<td>28</td>
<td>ZMA</td>
<td>64</td>
</tr>
</tbody>
</table>
7. The researcher continued treatment by opened the experiment group using greeting.

8. The researcher asked the students to make groups consists of 5-8 students and used one gadget or smartphone.

9. The researcher asked the students to join Kahoot.com.

10. The students logged in the account.

11. The students tried to enter the code of the games.

12. The students saw the materials on Kahoot.

13. The researcher shared the post-test.

14. The researcher asked the students to do the post-test.

15. The researcher scored the post-test.

Here is the table that shows the result score of the students’ post-test in the experiment class:

<table>
<thead>
<tr>
<th>NO</th>
<th>NAMA</th>
<th>NILAI</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AZA</td>
<td>56</td>
</tr>
<tr>
<td>2</td>
<td>ANDM</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>AHP</td>
<td>48</td>
</tr>
<tr>
<td>4</td>
<td>AM</td>
<td>48</td>
</tr>
<tr>
<td>5</td>
<td>AA</td>
<td>56</td>
</tr>
<tr>
<td>6</td>
<td>AAS</td>
<td>-</td>
</tr>
<tr>
<td>7</td>
<td>AAA</td>
<td>60</td>
</tr>
<tr>
<td>8</td>
<td>CSD</td>
<td>68</td>
</tr>
<tr>
<td>9</td>
<td>DLS</td>
<td>72</td>
</tr>
<tr>
<td>10</td>
<td>DRK</td>
<td>40</td>
</tr>
</tbody>
</table>
D. To find out whether Kahoot Application is effective to be applied in teaching vocabulary or not

1. Analysis of Pre-Test and Post-Test of Control Class

   The analysis of pre-test and post-test of control class aims to find out if there any increasing score or not. There is a summary of the analysis of the pre-test and the post-test of control class that shows in the table below:

   Table 4.3 Paired Samples Statistics
Based on the table above, the mean score of the pre-test score was 52.640 and the mean score of the post-test was 56.000 so there was an 3.36 increasing score. It means that there is an increasing score in the result of students’ learning in control group.

2. Analysis of Pre-Test and Post-Test of Experimental Class

The analysis of pre-test and post-test of experimental class aims to find out if there any increasing score or not. There is a summary of the analysis of the pre-test and the post-test of control class that shows in the table below:
Based on the table above, the mean score of the pre-test of the experiment class was 54.364 and the mean score of the post-test was 59.636 so it increased 5.272 and it means that if there is an increasing score in the result of students’ learning in experimental.

3. *t* Post-test Experiment Class and Post-Test Control Group Analysis

The analysis of independent-sample *t*-test towards post-test of experiment class and post-test of control group aims to know if there any significant difference in the score of the experiment post-test and the control post-test. The conclusion of the research can be stated as significance if \( (t_o) > (t) \) in the significance standard 5% and the score *Sig. (2-tailed)* \(< 0.05.*

<table>
<thead>
<tr>
<th>Pair 1</th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>54.364</td>
<td>22</td>
<td>15.3516</td>
<td>3.2730</td>
</tr>
<tr>
<td>Posttest</td>
<td>59.636</td>
<td>22</td>
<td>11.7049</td>
<td>2.4955</td>
</tr>
</tbody>
</table>

Table 4.4 Paired Samples Statistics

<table>
<thead>
<tr>
<th>Final Test</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Result of the Study</td>
<td>28</td>
<td>53.857</td>
<td>20.5836</td>
<td>3.8899</td>
</tr>
<tr>
<td>Control</td>
<td>28</td>
<td>53.857</td>
<td>20.5836</td>
<td>3.8899</td>
</tr>
<tr>
<td>Experiment</td>
<td>25</td>
<td>58.880</td>
<td>12.1392</td>
<td>2.4278</td>
</tr>
</tbody>
</table>

Table 4.5 Group Statistics
The summary of the $t$ post-test analysis can be found that the mean score of the experimental class was 58.880 and the mean score of the control class was 53.857, so it can be concluded that the mean score of the students’ learning result in the experiment class was 5.023 higher than the control class. From the explanation above, statistic descriptively can be concluded that there were differences of the mean score of the students’ learning result from the control and experiment class.

Table 4.6 Independent Samples Test

<table>
<thead>
<tr>
<th>Equal variances assumed</th>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Sig.</td>
<td>T</td>
<td>Df</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>1.095</td>
<td>44.531</td>
<td>.279</td>
</tr>
</tbody>
</table>

Before interpreting the output result, it is important to know the basis of taking decision in the independent sample $t$ test, as follows:
a. If the value of Sig. (2-tailed) > 0.05 so (H₀) is accepted and (Hₐ) is rejected, it means that there is no significant difference in the result of students’ learning score between control class and experiment class.

b. If the value of Sig. (2-tailed) > 0.05 so (H₀) is rejected and (Hₐ) is accepted, it means that there is a significant difference in the result of students’ learning score between control class and experiment class.

Based on the output table of “Independent Sample Test” on the “Equal variances assumed” can be found that value of Sig. (2-tailed) was 0.292 > 0.05. Based on the basis of decision in the independent sample (tₒ), it can be concluded that (H₀) is accepted and (Hₐ) is rejected. It can be concluded that there is no significant difference between the result of students’ mean score between control class and experiment class.

It found that value of the (tₒ) was 1.065, then search the (tt) using the (α/2); (df) equals to (0.05/2);(51) equals to 0.025;51. So, it found that the value (tt) was 2.00758. So that, the value of (tₒ) was 1.065 < (tt) 2.00758, then based on the basis of taking decision through the comparison the value of (tₒ) and (tt), it can be concluded that (H₀) is accepted and (Hₐ) is rejected, it means that there is no significant difference in the result of students’ mean score between control class and experiment class.

E. Discussion
Based on the result above, the researcher wants to deliver that Kahoot Application doesn’t give any significant effect in the students’ learning result. The result showed that Sig. (2-tailed) was 0.292 > 0.05. It can be concluded that \( H_0 \) is accepted and \( H_a \) is rejected, it means that there is no significant difference between students who taught without or using Kahoot as the media. It can be caused by many factors. The first factor might be the lack of supporting facility. In operating Kahoot application, there are many facilities that are used during the research conduct. There are 2 most important things, which are gadgets and good internet connection. During the research, the students depended on the good internet connection to conduct the learning process, and it also determined the duration of the time that used in the class. When the internet connection was bad, the time of learning process also wasted. Besides, the other factor is students should log in to access the Kahoot Application using Kahoot account or gmail account which also took a long time. It is concluded that Kahoot Application doesn’t effective to be applied in students on the 7th grade of SMP N 7 Salatiga.
BAB V
CLOSURE

This chapter presents the conclusion and the suggestion of this graduating paper, as follows:

A. Conclusion

1. To find out how Kahoot Application is applied for teaching vocabulary on the seventh grade students of SMP N 7 Salatiga

The researcher applied Kahoot Application in the experimental group with these following steps:

a. The researcher roles as the teacher opened the class with greeting.

b. The researcher stated the aim of the research.

c. The researcher shared the pre-test.

d. The researcher asked the students to do the test.

e. The researcher asked the students to submit the answers when they have finished doing it or the time was up.

f. The researcher scored the pre-test

g. The researcher continued treatment by opened the experiment group using greeting.

h. The researcher asked the students to make groups consists of 5-students and used one gadget or smartphone.
i. The researcher asked the students to join Kahoot.com.

j. The students logged in the account.

k. The students tried to enter the code of the games.

l. The students saw the materials on Kahoot.

m. The researcher shared the post-test.

n. The researcher asked the students to do the post-test.

o. The researcher scored the post-test.

The mean score shows that the result of the pre-test of the experiment class was 54.364 and the mean score of the post-test was 59.636 so it increased 5.272 and means that if there is an increasing score in the result of students’ learning in experimental group.

2. To find out whether Kahoot Application is effective to be applied in teaching vocabulary or not

Before interpreting the output result, it is important to know the basis of taking decision in the independent sample t test, as follows:

a. If the value of Sig. (2-tailed)>0.05 so (H₀) is accepted and (Hₐ) is rejected, it means that there is no difference in the result of students’ learning score between control class and experiment class.

b. If the value of Sig. (2-tailed)>0.05 so (H₀) is rejected and (Hₐ) is accepted, it means that there is a difference in the result of
students’ learning score between control class and experiment class.

Based on the output table of “Independent Sample Test” on the “Equal variances assumed” can be found that value of Sig. (2-tailed) was 0.292 > 0.05. Based on the basis of decision in the independent sample ($t_o$), it can be concluded that ($H_o$) is accepted and ($H_a$) is rejected. It can be concluded that there is no significant difference between the result of students’ mean score between control class and experiment class.

It found that value of the ($t_o$) was 1.065, then search the ($t_t$) using the ($\alpha/2$); ($df$) equals to (0.05/2); (51) equals to 0.025; 51. So, it found that the value ($t_t$) was 2.00758. So that, the value of ($t_o$) was 1.065 < ($t_t$) 2.00758, then based on the basis of decision through the comparison the value of ($t_o$) and ($t_t$), it can be concluded that ($H_o$) is accepted and ($H_a$) is rejected, it means that there is no significant difference in the result of students’ mean score between control class and experiment class. It can be concluded that there is also no significant difference between students who taught without or using Kahoot as the media. It can be caused by many factors. The first factor might be the lack of supporting facility. In operating Kahoot application, there are many facilities that are used during the research conduct. There are 2 most important things, which are gadgets and good internet connection. During the research, the students depended
on the good internet connection to conduct the learning process, and it also determined the duration of the time that used in the class. When the internet connection was bad, the time of learning process also wasted. Besides, the other factor is students should log in to access the Kahoot Application using Kahoot account or gmail account which also took a long time. It is concluded that Kahoot is not effective to be applied in students on the 7th grade of SMP N 7 Salatiga.

B. Suggestion

Based on the research findings, there researcher would like to propose several suggestions, as follows:

1. For the teachers

The teachers are suggested to apply Kahoot Application with a requirement to consider and to pay attention for the supporting facilities. Actually, Kahoot Application is applicable to support the teachers to help the students in mastering vocabulary of the English learning.

2. For the students

The students can use Kahoot Application in another chance and hopefully they can take the advantages from the application to help them in improving their ability in learning English.

3. For the Researchers

The researchers can take the advantages and take the experiences from this research to conduct the similar topics in the future.
REFERENCES


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Maxom, Michelle.2009.*Teaching English as a Foreign Language For Dummies*.West Sussex: John Wiley & Sons, Ltd

Pede, J. 2017. *The effects of the online game Kahoot on science vocabulary acquisition*, (Online),


[https://kahoot.com/company/](https://kahoot.com/company/): Kahoot! About us

APPENDIXES
LISTS OF APPENDICES

1. Syllabus of the 7th Grade Students of Junior High School.
2. Lesson Plan for Experimental Group.
3. Lesson Plan for Control Group.
4. Students’ Pre-Test and Post-Test Score for Experimental Group.
5. Students’ Pre-Test and Post-Test Score for Control Group.
6. Keyword for the Pre-Test
7. Keyword for Post-Test.
10. Consultation sheet of Graduating Paper
11. Proof of Conducted Research.
12. Satuan Kredit Kegiatan (SKK).
1. Syllabus of the 7th Grade Students of Junior High School.
2. Lesson Plan for Experimental Group.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) EXPERIMENT GROUP

Satuan Pendidikan : SMP N 7 Salatiga
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII D/1
Materi Pokok : Informasi terkait jati diri
Alokasi Waktu : 2 x 40 menit
Tahun ajaran : 2019/2020

A. KOMPETENSI INTI

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/keori.

B. KOMPETENSI DASAR

3.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. Perhatikan unsur kebahasaan dan kosa kata terkait hubungan keluarga: pronoun (subjective, objective, possessive).
4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek
dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. INDIKATOR

1. Menunjukkan sikap sungguh-sungguh dalam belajar.
3. Menunjukkan perilaku semangat dalam belajar.
4. Mengetahui makna informasi terkait jati diri, pendek, dan sederhana dan konteks penggunanya.
5. Mengidentifikasi fungsi informasi terkait jati diri, pendek, dan sederhana dalam kegiatan siswa sehari-hari.
7. Mampu menyatakan struktur kalimat yang sesuai dengan konteks penggunaannya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar.
8. Mampu bekerja sama dalam diskusi kelompok.
10. Mampu menyusun informasi terkait jati diri, pendek, dan sederhana dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar.
11. Mampu mengungkapkan informasi terkait contoh jati diri, pendek, dan sederhana di depan umum.
12. Mampu menjelaskan keterkaitan informasi jati diri, pendek, dan sederhana dengan konteks penggunaannya dalam kegiatan siswa sehari-hari.
p. MATERI PEMBELAJARAN

1. Fungsi sosial
   Berkenalan, memperkenalkan diri sendiri/orang lain.

2. Struktur teks
   a. Memulai
   b. Menanggapi (diharapkan/diluar dugaan)

3. Unsur kebahasaan
   a. Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya
   b. Verba: be, have, go, work, live (dalam hubungan keluarga; pronoun (subjective, objective, possessive)
   c. Subjek pronoun: I, You, We, They, He, She, It
   d. Kata ganti possessive my, your, his dsb.
   e. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

4. Topik
   Deskripsi diri sendiri sebagai bagian dari keluarga: ayah, ibu, kakak, adik, yang dapat menumbuhkan perilaku yang termasuk di KI

E. SUMBER/MEDIA PEMBELAJARAN

1. Sumber : Soal
2. Media Pembelajaran : White Board, Board marker, gadget/phone

F. METODE PEMBELAJARAN

1. Pendekatan : Scientific Approach
2. Metode : Project-based Learning

G. LANGKAH-LANGKAH PEMBELAJARAN

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<td>• Tujuan pembelajaran</td>
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H. PENILAIAN

1. Kriteria Penilaian:
   a. Tingkat ketercapaian fungsi sosial Jati diri, pendek, dan sederhana.
   b. Tingkat kelengkapan dan keruntutan Jati diri, pendek, dan sederhana.
   c. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi.
   d. Sifat tanggung jawab, kerjasama, peduli dan percaya diri yang menyertai hadir dalam memahami dan membuat kalimat Jati diri, pendek, dan sederhana.
2. Cara Penilaian:
   a. Praktik: untuk menilai ketrampilan
   b. Tugas membuat informasi terkait jati diri, pendek, dan sederhana.
   c. Observasi: untuk menilai sikap
3. Sasaran penilaian:
   a. Tindakan peserta didik dalam memahami Jati diri, pendek, dan sederhana sesuai fungsi sosialnya, di dalam dan di luar kelas.
   b. Kesungguhan, tanggung jawab, dan kerjasama siswa dalam proses pembelajaran di setiap tahapan.
   c. Kepedulian dan kepercayaan diri dalam melaksanakan komunikasi di dalam dan di luar kelas.
   d. Tes Tertulis: untuk menilai pengetahuan
5. Penilaian Hasil.
   a. Skor Penilaian

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Categorization of Scoring

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<td>85-100</td>
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</table>
Salatiga, 10 Agustus 2019

Mahasiswa Peneliti,

Ari Lestari
NIM. 23030150074
3. Lesson Plan for Control Group

RENCA PELAKSANAAN PEMBELAJARAN (RPP)  
CONTROL GROUP

Satuan Pendidikan : SMP N 7 Salatiga  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VII A/1  
Materi Pokok : Informasi terkait jati diri  
Alokasi Waktu : 2 x 40 menit  
Tahun Ajaran : 2019/2020

A. KOMPETENSI INTI

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu tentu untuk ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyajikan, dan menalar dalam ranah konkret (menunjang, menguraikan, merancang, memodifikasi, dan membaca) dan ranah abstrak (menulis, membaca, dan menggambar) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. KOMPETENSI DASAR

3.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaktional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. Perhatikan unsur kebahasaan dan kosa kata terkait hubungan keluarga; pronoun (subjective, objective, possessive)
4.2 Menyusun teks interaksi transaktional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
C. INDIKATOR

1. Menunjukkan sikap sungguh-sungguh dalam belajar.
3. Menunjukkan perilaku semangat dalam belajar.
4. Mengetahui makna terkait informasi jati diri, pendek, dan sederhana dan konteks penggunaannya.
5. Mengidentifikasi fungsi terkait informasi jati diri, pendek, dan sederhana dalam kegiatan siswa sehari-hari.
7. Mampu menyatakan struktur kalimat yang menyebutkan langkah kerja yang sesuai dengan konteks penggunaannanya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar.
8. Mampu bekerja sama dalam diskusi kelompok.
10. Mampu menyusun informasi jati diri, pendek, dan sederhana dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar.
11. Mampu mengungkapkan informasi terkait contoh informasi jati diri, pendek, dan sederhana di depan umum.
12. Mampu menjelaskan keterkaitan informasi jati diri, pendek, dan sederhana dengan konteks penggunaannanya dalam kegiatan siswa sehari-hari.

D. MATERI PEMBELAJARAN

1. Fungsi sosial
   Berkenalan, memperkenalkan diri sendiri/orang lain.
2. Struktur teks
   a. Memulai
   b. Menanggapi (diharapkan/diluar dugaan)
3. Unsur kebahasaan
   a. Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lalunya


xl
b. Verba: be, have, go, work, live (dalam hubungan keluarga; pronoun)
   (subjective, objective, possessive)

c. Subjek pronoun: I, You, We, They, He, She, It

d. Kata ganti possessive my, your, his, etc.

e. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

4. Topik
   Deskripsi diri sendiri sebagai bagian dari keluarga: ayah, ibu, kakak, adik, yang
dapat menambuhkan perilaku yang termuat di KI.

E. SUMBER/MEDIA PEMBELAJARAN
   1. Sumber : LKS Bahasa Inggris Kelas VII
   2. Media Pembelajaran : White board, board

F. METODE PEMBELAJARAN
   1. Pendekatan : Scientific Approach
   2. Metode : Project-based Learning

G. LANGKAH-LANGKAH PEMBELAJARAN

<table>
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- Salam
- Berdoa
- Apersepsi
- Tujuan pembelajaran

- Siswa mengamati yang materi yang
disampaikan.
- Meminta siswa menuliskan materi yang terkait
   informasi jati diri, pendek, dan sederhana.

- Siswa diminta untuk menanyakan tentang hal-
  hal yang berkaitan Jinformasi jati diri, pendek,
  dan sederhana.
- Siswa diberikan contoh pertanyaan yang bisa
  muncul dari yang disampaikan.
Data Collecting/Experimenting
- Siswa diminta melengkapi kalimat dari materi yang diamati dalam Bahasa Inggris dengan unsure kebahasaan yang sesuai dengan fungsi sosialnya.
  
 Associating
- Siswa diminta bekerja sama dalam mengerjakan soal `Informasi jati diri, pendek, dan sederhana.
  
 Communicating
- Siswa mampu menerapkan hasil kerja kelompoknya dihadapkan teman-temannya secara bergantian.
- Guru memberikan penilaian atas hasil kerja siswa.

Pembagian
| Guru berterima kasih pada siswa. |
| Guru mengucap salam. |

2 menit

II. PENILAIAN
1. Kriteria Penilaian:
   a. Tingkat ketercapaian fungsi sosial terkait informasi jati diri, pendek, dan sederhana.
   b. Tingkat kecepatan dan kerapitan terkait informasi jati diri, pendek, dan sederhana.
   c. Tingkat kecakapan emosi kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi.
   d. Sikap tanggung jawab, kerjasama, peduli dan percaya diri yang menyerai tindakan memahami informasi jati diri, pendek, dan sederhana.

2. Cara Penilaian:
   b. Tugas: untuk menilai peran/sinergi.
   c. Observasi: untuk menilai sikap.

3. Susunan penilaian:
   a. Tindakan peserta didik dalam memahami informasi jati diri, pendek, dan sederhana, sesuai fungsi sosialnya, di dalam dan di luar kelas.
   b. Kesungguhan, tanggung jawab dan kerjasama siswa dalam proses pembelajaran di setiap tahapan.
   c. Kepedulian dan kepercayaan diri dalam melaksanakan komunikasi di dalam dan di luar kelas.

   Tugas: untuk menilai pengetahuan
4. Penilaian Hasil
   a. Skor Penilaian

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<td>85-100</td>
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</table>

Salatiga, 10 Agustus 2019
Mahasiswa Peneliti,

Ari Lestari
NIM. 23030150074

Sas Sulistyorini Pratiwi, S.Pd.
NIP. 196412041988032009

Guru Mapel

Dinastic Sekolah

Sertijahia Marjanto, S.Pd., M.Si.
NIP. 1961988111003
4. The Result of Students' Pre-test and Post-test of the Experimental Group
5. The Result of Students’ Pre-test and Post-test of the Control Group
6. Keyword for the Pre-test
POST-TEST

A. Translate the following words into Indonesian:
1. Have = Memiliki
2. Introduce = Memperkenalkan
3. Work = Kerja
4. Go = Pergi
5. Love = Cinta

B. Fill in the blanks below with the correct answer!
1. She B. a pointed nose.  
2. He D. suit.  
3. They E. football in the yard.  
4. I C. a student.  
5. They A. brothers.  

C. Choose and circle the best answer in the sentences below:
1. She (a) horse. a big horse.  
2. They (at school) English books twice a week.  
3. Aisha (go) school every day.  
4. Siti (want) to buy a new bag.  
5. He (is) a new teacher in this school.  

D. Answer these questions below based on this family tree:

1. Ramadan is Siti's grandfather.  
2. Rahman is Laila's husband.  
3. Diva is Siti's aunt.  
4. Razi is Siti's cousin.  
5. Mrs. Rani has 3 children.  

E. Make your own family tree in at least consist of 5 members:
8. Certification of Graduating Paper Counselor

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIQA,
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Lingkar Salatiga KM 2 Telepon (0248) 0231364 Kode Pos 50716 Salatiga
Website: halaman tentang: http://www.iasalatiga.ac.id e-mail: timsipal@iasalatiga.ac.id

Nomor: B.059/In.21/D1.1/PP.07.3/04/2019
Lamp. : Proposal Skripsi
Hal : Pembimbing Skripsi

Salatiga, 6 April 2019

Kepada
Yth. Ibu Sari Farnulasih, S.Pd.I., M.A.
Di Tempat

Assalamualaikum Wr. Wb.
Dalam rangka penyusunan Skripsi Mahasiswa jenjang Strata Satu, Saudara
ditunjuk sebagai Dosen Pembimbing mahasiswa.
Nama : A. Lestari
NIM : 23030150074
Program Studi : TBI
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : THE STUDENTS’ PERCEPTION TOWARDS THE USE OF
FACEBOOK IN IMPROVING STUDENTS’ WRITING SKILL

Apabila diperlukan, Saudara diminta mengoreksi tema skripsi di atas,
Demikian untuk dikerjakan dan dilaksanakan.
Wassalamualaikum Wr. Wb.

A.n. Dekan,
Wakil Dekan Bidang Akademik

[Signature]

xxi
KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIGA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Lingkar Selatiga Kav.2 Telepon (0298) 8031964 Kode Posa 59716 Salatiga
Website : http://tarbiyah.iainsalatiga.ac.id E-mail : info@tarbiyah.iainsalatiga.ac.id

Nomor : B-324 / In.21/D1.1/PN.03.1/07/2019 Salatiga, 22 Juli 2019
Lamp : Proposal Penelitian.
Hal : Permohonan Izin Penelitian

Kepada
Yth. Kepala SMP Negeri 7 Salatiga
Di Salatiga

Assalamualaikum Wr. Wb.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa :

Nama : Ari Lestari
NIM : 22030150074
Program Studi : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan

Dalam rangka penyelidikan studi Jenjang Strata Satu di IAIN Salatiga, mahasiswa diwajibkan
mencapai standard persyaratan penyelesaian proyek skripsi.

Adapun judul skripsi adalah :

THE EFFECTIVENESS OF USING KAHOOT APPLICATION IN IMPROVING
STUDENTS’ VOCABULARY MASTERY

Dosen Pembimbing : Sari Faramasih, S.Pd.I., M.A.

Kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan
penelitian di SMP Negeri 7 Salatiga, mulai tanggal 22 Juli sampai dengan selesai.
Demikian, atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum Wr. Wb.

A.n. Dekan,
Wallil Dekan Bidang Akademik

Tembusan : 1. Mahasiswa yang bersangkutan
10. Consultation Sheet of Graduating Paper

LEMBAR KONSULTASI SKRIPSI

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Catatan: Jika ada perubahan judul skripsi, harap dicantumkan dalam lembar konsultasi, lakukan pengkajian melalui Pemibming Skripsi keselesai sentiasa dengan Kepala Program Studi tentang Pemibming Skripsi.
11. Proof of Conducted Research

PEMERINTAH KOTA SALATIGA
DINAS PENDIDIKAN
SMP NEGERI 7 SALATIGA
Alamat: Jalan Setiadi 15 Telepon (0298) 322272 Salatiga 30722
E-mail: melusa.siap@gmail.com

SURAT KETERANGAN
Nomor: 070/434

Yang bertanda tangan di bawah ini Kepala SMP Negeri 7 Salatiga menerangkan bahwa:

Nama: Ari Lestari
NIM: 23030150074
Universitas: Institut Agama Islam Negeri Salatiga
Fakultas: Fakultas Tarbiyah dan Ilmu Keguruan – Tadris Bahasa Inggris


Demikian Surat Keterangan ini di buat untuk dapat dipergunakan seperinya.

Salatiga, 4 September 2019

[Signature]

Drs. Koesharjanto, S.Pd., M.Si
NIP. 19660826 198811 1 003
### 12. Satuan Kredit Kegiatan (SKK)

#### DAFTAR NILAI

**SATUAN KREDIT KEGIATAN (SKK)**

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<td>OPAK IAIN Salatiga &quot;Penguatan Nilai-Nilai Islam Indonesia Menuju Negara yang Aman dan Damai&quot;</td>
<td>14 Agustus 2015</td>
<td>Peserta</td>
<td>3</td>
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<tr>
<td>11</td>
<td>Library User Education (Pendidikan Pemustaka)</td>
<td>21 Agustus 2015</td>
<td>Peserta</td>
<td>3</td>
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<tr>
<td>12</td>
<td>English Friendship Camp &quot;Boost Your English Ability Through CEC&quot;</td>
<td>26-27 September 2015</td>
<td>Peserta</td>
<td>3</td>
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<tr>
<td>13</td>
<td>Intensive English Language Program (SIBI)</td>
<td>30 Juni 2016</td>
<td>Peserta</td>
<td>3</td>
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<tr>
<td>14</td>
<td>Intensive Arabic Language Program (SIBA)</td>
<td>30 Juni 2016</td>
<td>Peserta</td>
<td>3</td>
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<tr>
<td>15</td>
<td>Pelatihan Kepramukaan</td>
<td>19-21 Juli 2018</td>
<td>Peserta</td>
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<tr>
<td>16</td>
<td>Seminar dan Sarasehan oleh Forum Komunikasi Mahasiswa Boyolali Salatiga &quot;Satu Langkah Mengenal Boyolali&quot;</td>
<td>2 April 2016</td>
<td>Peserta</td>
<td>3</td>
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<tr>
<td>17</td>
<td>Seminar Training Hypnotherapy &quot;Selangkah Lebih Baik dengan Hipnosis&quot;</td>
<td>26 November 2016</td>
<td>Peserta</td>
<td>3</td>
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<tr>
<td>18</td>
<td>Masa Penerimaan Anggota Baru PMII Kota Salatiga &quot;Menumbuhkan Pemahaman Aswaa sebagai Benteng untuk Mempertahankan NKRI dengan Asas Pancasila&quot;</td>
<td>27-29 Mei 2016</td>
<td>Peserta</td>
<td>3</td>
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<td>19</td>
<td>Festival Ramadhan &quot;Peran Spiritual Keagamaan dalam Meningkatkan Kualitas Pendidikan dan Kebangsaan&quot;</td>
<td>25 Mei 2018</td>
<td>Peserta</td>
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<td>20</td>
<td>Kajian Interaktif dan Pelatihan Beasiswa &quot;The Best Step to Get Scholarship&quot;</td>
<td>26 November 2018</td>
<td>Peserta</td>
<td>3</td>
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<tr>
<td>No</td>
<td>Event Description</td>
<td>Date</td>
<td>Type</td>
<td>Quantity</td>
</tr>
<tr>
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<td>----------------------------------------------------------------------------------</td>
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<td>22</td>
<td>Talk Show Kepenulisan Sejarah Bersama Alumni “Sejarah Islam Nusantara dan Peran Aktif Mahasiswa SPI dalam Penulisan Historiografi”</td>
<td>10 Desember 2018</td>
<td>Peserta</td>
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<tr>
<td>23</td>
<td>Achievement Motivation Training (AMT) “Express Your English to Others”</td>
<td>07 November 2015</td>
<td>Peserta</td>
<td>3</td>
</tr>
<tr>
<td>24</td>
<td>Master Club Program (Post Graduate Scholarship Sharing and Supervision Program with Jeb Wishart)</td>
<td>16 November 2018</td>
<td>Peserta</td>
<td>3</td>
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<tr>
<td>25</td>
<td>Master Club Program (Post Graduate Scholarship Sharing and Supervision Program with awardee LFDP from Malaya University and awardee ICCR from EFL University)</td>
<td>15 Desember 2018</td>
<td>Peserta</td>
<td>3</td>
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<tr>
<td>26</td>
<td>CBC Movie Appreciation</td>
<td>1 April 2019</td>
<td>Peserta</td>
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</tbody>
</table>

**Jumlah**: 121

Salatiga, 8 April 2019

Mengetahui,

Wakil Dekan Bidang

[Signature]

Achmad Maimun, M.Ag.

NIP. 19700510199803 1 003
13. Interview Report

Tanggal: 22 Juli 2019
Narasumber: Ibu Sas Sulistyorini Pratiwi, S.Pd
Kedudukan: Guru Bahasa Inggris kelas VII SMP N 7 Salatiga

Q: Dalam meningkatkan vocabulary itu apakah ada kesulitan?

Apa lagi ya kesulitannya kosa kata? Ya itu anak sering lupa, makanya saya suruh cara lama menghafal baik arti maupun tulisannya sedikit demi sedikit di rumah. Di kelas kadang juga sedikit saya ajak hafalan, misalnya saya mau mengajak belajar 10 kata sifat, saya ajak dulu dari anak juga siapa yang tahu tulis di papan tulis.
Q: Kalau sebelumnya itu pernah menggunakan media apa atau buku panduan apa?

Tanggal: 29 Juli 2019
Nama: NN
Kedudukan: Siswa kelas VII SMP N 7 Salatiga

Q: Apakah menurutmu pelajaran Bahasa Inggris sulit?
A: Sulit

Q: Sulitnya bagaimana?
A: Bahasa Inggris itu banyak maknanya banyak.
14. Documentation Research

(Pre-Test for the experimental Group)

(Treatment for Experimental Group)
(Post-Test for the Experiment Group)

(Pre-Test of the Control Group)
(Treatment of Control Class)

(Post-Test of the Control Group)
CURRICULUM VITAE

I. Personal Identity:

Name : Ari Lestari
Place, Date of Birth : Boyolali, May 7th 1997
Address : Banyuanyar RT 01 RW 01, Banyuanyar, Ampel, Boyolali
Sex : Female
Hobbies : Editing and singing
Mobile : +6281319860908/+6285726298508
Email : lestariari431@gmail.com
Facebook : Ari Lestari
Instagram : @aril_estar

II. Educational Background

1. TK Among Tresno, graduated in 2003.
2. SD N Banyuanyar, graduated in 2009.
3. SMP N 3 Boyolali, graduated in 2012.
4. SMK N 1 Boyolali, graduated in 2015.
5. English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga, graduated in 2019.