IMPROVING STUDENTS' VOCABULARY USING APPLICATION "RUANG GURU" AT SMPN 35 MAKASSAR

SKRIPSI

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SKRIPSI

IMPROVING STUDENTS VOCABULARY USING APPLICATION
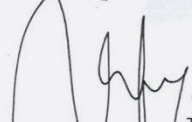"RUANG GURU" AT SMPN 35 MAKASSAR
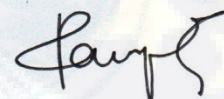PAGE OF APPROVAL

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ABSTRACT

RONAL SIMON 2022. IMPROVING STUDENTS' VOCABULARY USING APPLICATION "RUANG GURU" AT SMPN 35 MAKASSAR. Skripsi of the English Education Study Program, Faculty of Teacher Training and Education, Bosowa University. (Supervised by Ulfah Syam, and Rampeng.

The aim of this research is conducted in order to improve students' vocabulary through Ruang Guru application at the first grade of SMPN 35 Makassar. This study was experimental research with a pre-experimental One Group Pre-test and post-test research design, namely giving a test before treatment, then giving a test after treatment using the Ruang Guru application. The sample of this study was is grade VII.2 students. A total of 23 students. The research was conducted in 4 meetings. The data collection technique used in the study was a test technique which was analyzed with descriptive statistics. The data obtained were also analyzed using SPSS version 22.0 program. The results showed that there was an effect of the learning model using the Ruang Guru application on the learning students at VII.2 SMP Negeri 35 Makassar. This can be seen based on the results of the SPSS version 22 analysis.

Keywords: Ruang Guru Application, Vocabulary, Media

ABSTRAK

RONAL SIMON 2022. MENINGKATKAN KATA KATA SISWA MENGGUNAKAN APLIKASI "RUANG GURU" DI SMPN 35 MAKASSAR. Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Bosowa. (Dibimbing oleh Ulfah Syam, dan Rampeng.

Tujuan dari penelitian ini dilakukan untuk meningkatkan kosakata siswa melalui aplikasi Ruang Guru di kelas I SMPN 35 Makassar. Penelitian ini merupakan penelitian eksperimen dengan desain penelitian pre-experimental One Group Pre-test and post-test yaitu pemberian tes sebelum perlakuan, kemudian pemberian tes setelah perlakuan menggunakan aplikasi Ruang Guru. Sampel penelitian ini adalah siswa kelas VII.2. Sebanyak 23 siswa. Penelitian dilakukan dalam 4 kali pertemuan. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah teknik tes yang dianalisis dengan statistik deskriptif. Data yang diperoleh juga dianalisis menggunakan program SPSS versi 22.0. Hasil penelitian menunjukkan bahwa ada pengaruh model pembelajaran dengan menggunakan aplikasi Ruang Guru terhadap hasil belajar siswa di kelas VII.2 SMP Negeri 35 Makassar. Hal ini dapat dilihat berdasarkan hasil analisis SPSS versi 22.

Kata kunci : Aplikasi Ruang Guru, Vocabulary, Media

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During the process of writing this skripsi, it can't be separated from the support and sincere prayers to the writer. Therefore, on this occasion the writer would like to express her his deepest gratitude to:

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Finally, the writed has tried his best with all the abilities that I have for this thesis, but as an ordinary human being, the writed is also not free from mistakes and shortcomings. Therefore, the authors expect suggestions and constructive criticism. With all humility, the writed hopes that this ordinary work can be a contribution to science.
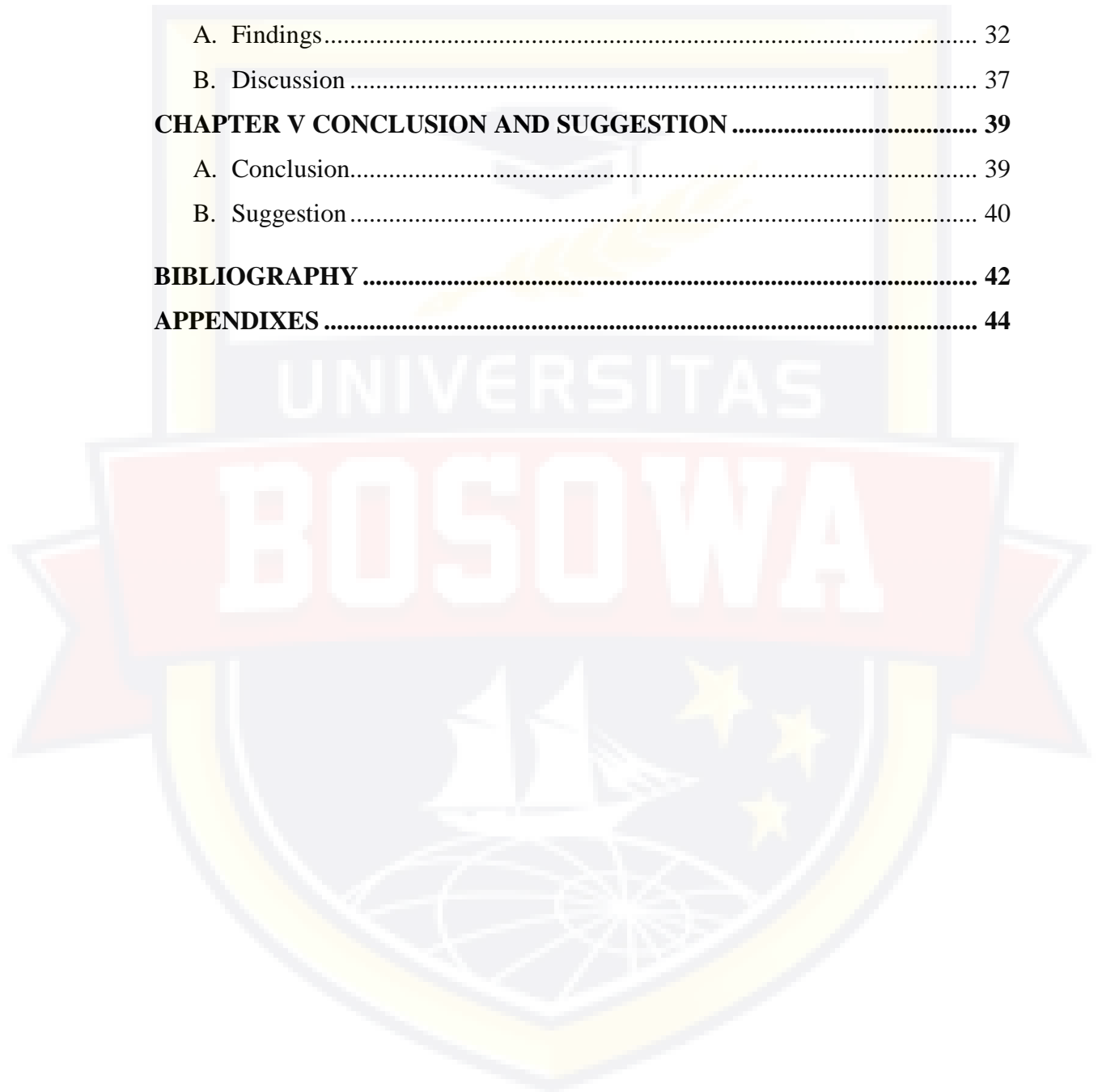
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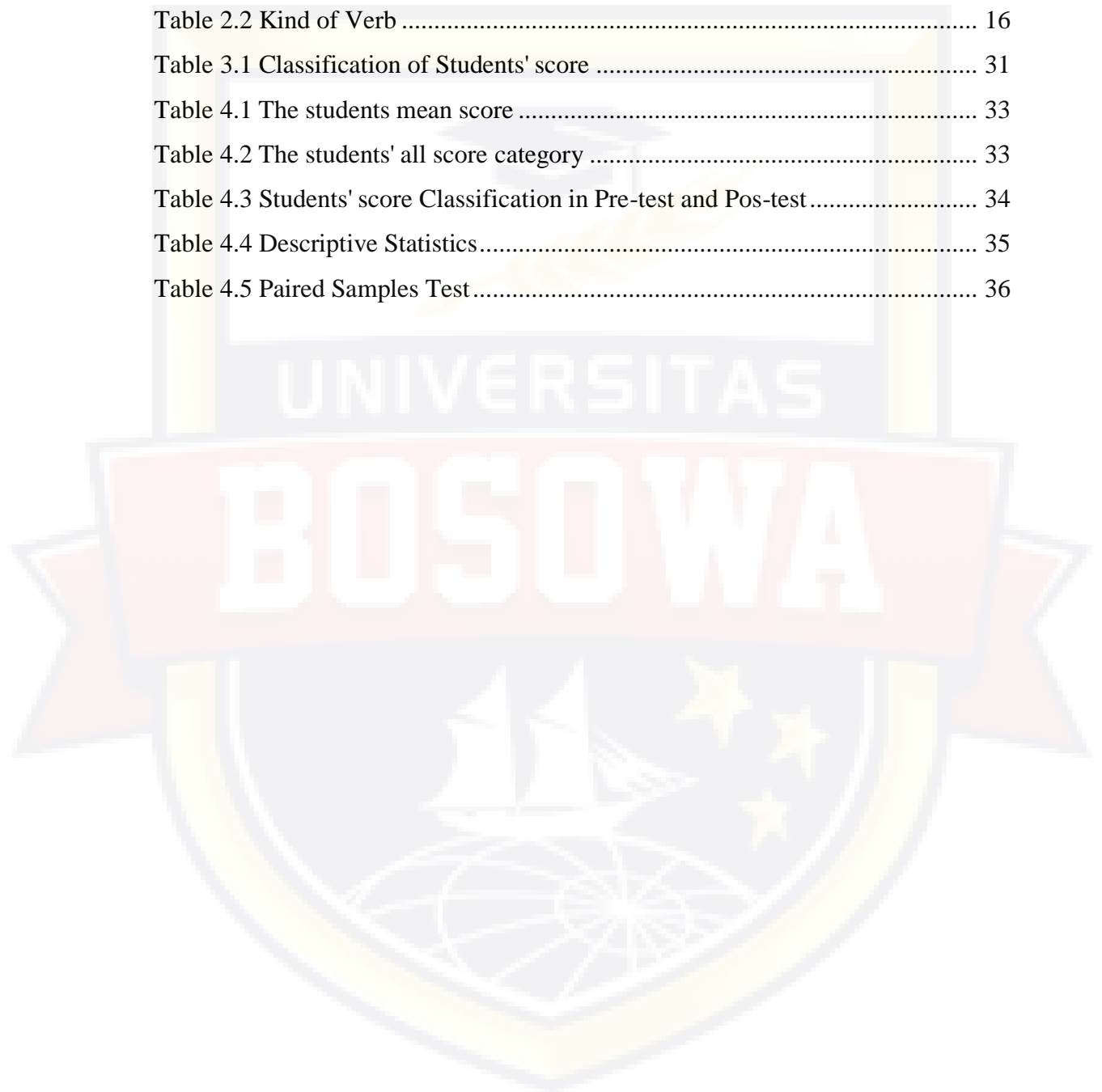The writer

Ronal Simon

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CHAPTER I

INTRODUCTION

This chapter contains about background, identification of problem, scope of the research, formulation of the problem and objective of the research.

A. Background of the Research

English as international language is spoken almost all over the world. In the global era, English takes an important role as communication language used in many sector of life, such as trading, bilateral relationship, politic, science, technology and many others. In fact, people use the language to express their feelings, ideas, and desires. English has become the language used by many people over the world to connect and share with another. Therefore, people should understand and master English in order to gain broader knowledge, information andtechnology.

People need to communicate in doing daily activities and making an interaction to other people in their life. English uses as a medium language in all aspects of national relationship with other countries such as diplomatic, social, cultural, international commerce and also in education.[1]In other word English takes an important role in communication such a medium for every nation to communicate each other.

In Indonesian government, English is considered as the first foreign language and the compulsory subject to be taught in secondary schools.Also, it considers as optional subject or local content materials to be taught in

.

elementary school and as a requirement subject to pass National Examination.

The objective of teaching English is to enable students to communicate in English orally and written form. Accuracy and fluency are aspects of language proficiency. Accuracy refers to mastering language components; pronunciation, vocabulary and grammar. Meanwhile, fluency refers to mastering language skills: listening, speaking, reading and writing. Moreover, mastering language skills is the objective of English teaching based on the current School-Based Curriculum.

The objective of teaching vocabulary for the first grade of junior high school at SMPN 35 Makassar is to enable students to master vocabulary about functional text and monologue text or paragraph in the form of descriptive and procedure. Moreover, based on Competency Standard- *Standar Kompetensi* (*SK*) and Basic Competency- *Kompetensi Dasar* (*KD*), the first grade students are expected to be able to express meaningful ideas in term of functional text and simple short essay in the form of *descriptive* and procedure to interact with people in their nearest environment. The work of vocabulary is presented in the form of text types, usually known as genres.

Vocabulary is one of English components or sub skill that must be taught to the learners, because vocabulary has the primary role for all languages. Moreover, there are some researchers regarding that vocabulary more important than grammar. Among them is McCarthy in his book stated "no matter how well the student learns grammar, no matter how successfully the sounds of L2 just cannot happen in any meaningful way." in other words

the first that to be master for language learner in learning language especially English is vocabulary.

In addition to knowing English words and their meanings, one must know also how the words work together in English sentences.[5] It concludes that in teaching vocabulary is not only to give the meaning of the word but teach how the word works in sentence, because there are many words that have multiple meanings. In this case the grammar should be taught together with the vocabulary to the language learners to avoid many problems in learning English language.

Problem in learning and teaching English still exist at school, because English language is completely different from the Indonesian language in the system of the structure, pronunciation and vocabulary. For example, students tend to forget the meaning of the word which have been taught or practiced before. Usually vocabulary is taught through memorizing words or drilling patterns. For teachers creating English teaching effectively and efficiently is not an easy job, therefore, that the English teacher must be able to organize teaching learning activities. They have to present materials by using a suitable teaching technique. A good teaching technique makes students understand and master the lesson like the other lessons which need a suitable technique and methods, teaching language also needs a suitable techniques and methods. In reality learning English specially to memorize vocabulary is boring for some students. The technique used in teaching vocabulary is monotonous; the students just memorize the changes of verbs, the word

related to nouns, adjectives and adverbs. There are many technique and methods of language teaching that can be selected for teaching vocabulary, some of the teacher are using kind of games such as: stick figure, puzzle, card game, wall cards, pictures and etc.

Teaching learning process of language cannot be separated from the curriculum or syllabus. Based on our curriculum, the purposes of teaching English in Indonesia is "students can master four skills (listening, speaking, reading and writing)". But in many work fields most of students cannot state their ideas and opinion well since they are not accustomed to speak, feeling shy, hesitation and fear to make a mistake. Commonly, it is caused by the limited vocabulary Based on the researcher's observation through conducting preliminary study during teaching learning English activity at the first grade at SMPN 35 Makassar the researcher found that many students of first grade at SMPN 35 Makassar had difficulties in learning English especially in the vocabulary. It was proved by the observation of the students' in the practical learning/PPL. The mean of the students' English score was 49.6. Meanwhile, the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) was 60.0. The result indicates that the students' English achievement was very low. Besides, it was supported by the result of interview to the English teacher when researcher was internship that the students' difficulties come from the weaknesses of students' vocabulary. Also, the students had difficulty in differentiating the form of word grammatically such as parts of speech: noun, verb, adjective, and adverb. Furthermore, the students tend to be bored

and low participation in English class.

Those problems of vocabulary must be solved, because it can be the difficulties for the students to continue the next level or grade. Also the students may have low motivation in learning English because they feel English is difficult. Furthermore, the students will have boredom in English class.

One of the teaching media that can make the students motivated to learn English is using the suitable media which is "Ruang Guru" media. Ruang Guru as media teaching take an advantages in learning English in Covid-19 situation which what we need is systematic application which can help us in the teaching process. Learning vocabulary word which is used by the students is always the same word around their conversation of their daily activities which consist of: noun, verb, adjective and adverb. The teacher only has to improve students' vocabulary by a suit media especially Ruang Guru as a media itself.

Nowadays, there is a learning application that can be accessed on smartphones, this learning application is also widely used by students and teachers to carry out the learning and teaching process. The Ruang Guru application is the most complete learning application for all learning difficulties.

Quoted from Ruang Guru official website, Ruang Guru is a company founded on 2014 and operates in non-formal education which focuses on education-based service. Currently, Ruang Guru has various technology

based learning services, including virtual class service, learning videos subscription, online exams platform, private courses marketplace, and other educational contents which can be accessed through website and Ruang Guru application. The mission of Ruang Guru is to provide and extend access to good quality education through technology for all students, anytime and anywhere. In 2019, Ruang Guru has cooperated with 32 out of 43 provincial governments and more than 326 city government and has more than 10 million users (elementary, junior high school and senior high school students) (Kartosapoetro, 2019). Ruang Guru in the world of education is an online tutoring place or forum where everyone looks for and provides information, discuss and share thoughts between one or more people only by using a mobile device or technology connected to new media.

Vasques (2009) said that, tutoring: "Academic support via instruction or guidance; assistance with course work to help students gain proficiency as appropriate" Whenever we talk about tutoring, most of us relate to the traditional face-to-face teaching methodology but in current years the notion of tutoring has changed completely. Tutoring can be in the form of super camp tutoring, conventional tutoring, and online tutoring courses.

Ruang Guru application may help students to facilitate them to improve their vocabulary, it is used as a personal bookstore and dictionary for every student that can be as medium to improve their vocabulary, it is also easy to create, easy to bring and also can be the facilitator in the teaching process. This learning strategy is expected make the students more active in English

class, motivated and enjoy in learning English. In conclusion, by using Ruang Guru application the students of SMPN 35 Makassar can improve their vocabulary and help them to remember about noun, verb, adjective, and adverb easily. It is expected to be positive atmosphere in the classroom. It is also can be an alternative way to keep the students' vocabulary. According with the explanation above, the researcher intends to conducted classroom action research entitled *Improving Students' Vocabulary Using Application "Ruang Guru" at SMPN 35 Makassar.*

B. The Identification of the Problem

Based on the background of the problem above, it can be identified some problems:

1. The difficulties in understanding English language because lack of vocabulary.

2. The difficulties in using the English vocabulary in the sentence.

3. The difficulties in understanding the form of word or vocabulary such as noun, verb, adjective, and adverb.

C. The Limitation of the Research Focus

Based on the background above, the researcher limits the research focus on improve students' vocabulary through Ruang Guru Application at the first grade of SMPN 35 Makassar.

D. The Formulation of the Problem

In line with the background of the research, the researcher formulates

the research question as follows: Does Ruang Guru Application improved students' vocabulary at the first grade of SMPN 35 Makassar?

E. The Aim of the Research

The aim of this research is conducted in order to improve students' vocabulary through Ruang Guru application at the first grade of SMPN 35 Makassar.

F. The Significance of the Research

The finding (result) of this research is expected for 3 (three) groups are:

1. The teacher

The result of this research is expected to be able to enrich the teachers' knowledge in terms of teaching English vocabulary and to solve the problem of students' difficulties in memorizing the meaning of word or vocabulary and parts of speech: noun, verb, adjective and adverb at SMPN 35 Makassar.

2. The students

This research expected to encourage the students mastering the English lesson, the students feel relax and enjoy when they learn English lesson, and solve their problem in understanding the meaning of word in the sentence, because the teacher use the suitable technique in teaching. Therefore, the students can use the vocabulary they have learned in the communication.

3. The further researcher

This research expected to give a new knowledge of the further researcher to do the better research of teaching and learning cases, and to solve the students' vocabulary problems, and also the teachers that have the similar 5problem with this researcher.

CHAPTER II

THEORITICAL OF LITERATURE

This chapter concerns with related literature, Ruang Guru Application, learning Media, vocabulary, previous related findings and conceptual framework.

A. Theoretical Review

1. The General Concept of Vocabulary

Vocabulary cannot be separated from the language; it is important part of language. Hari Mukti Krida Laksana points out "Vocabulary is a component of a language that maintains all of information about meaning and using word in language."[1]It means that vocabulary is the important part of language, without vocabulary the language cannot be used to maintain all information in language. Vocabulary can be defining as sound that expresses a meaning and forms an independent unit in a language. It can be said that vocabulary is smallest unit of speech that processes individual meaning to speak and can be used to interact one another and vocabulary can be say as a group of words on certain language as a part in teaching-learning in a foreign language.

According to Krashen and Terrell stated in David Nunan book "The status of vocabulary has been considerably enhanced. This has come about part lyasa result of the development to communicative apron a china language teaching. On the other word vocabulary has become one of the objects of the research in the methodology of teaching till become

as a result of the development of communicative approach. Vocabulary should be taught especially for foreign language teaching- learning activity; because even the students have mastered grammatical form, they could not the communication in the foreign language without mastering a vocabulary. To master a language is not easy because some aspects of language are not easy to learn, it is impossible to learn a language without mastering vocabulary.

2. **The Purpose of Learning Vocabulary**

To learn something people have to know the purpose of the things their learn, in this case the purpose of learning vocabulary is to help the learners easier in expressing the idea because the vocabulary is all of the words contained in a language, the word property owned by a speaker or a writer, words used in a field science, compiled a list of words like the dictionary is accompanied brief explanations through game; this problem is not only enriching vocabulary through lessons language but also through other study. Learning language not only prepare the material as much as possible, but the major provides training to the students how to use language who has taught it actively, whether oral or written form. Manydefinition of the purpose of learning vocabulary can be found from the experts: large vocabulary helps us express our ideas precisely in communication. We often believe that need a large number of words to master English language well it is not always wrong because we are hoped to realize that without a certain amount of vocabulary, it seems it

is quite impossible to use the language precisely and vividly. We sometimes have difficulties; in understanding the meaning of the word, in differentiating the word form, and in applying the word in a sentence.

Indonesian National Education Department also pointed about learning vocabulary: "In accordance essentially language learning, learning vocabulary not taught the words or phrases separated off, but was involved in discourse context, with regard to subjects and also related with specific areas as an example of the discourse on the theme games. In order to achieve optimal learning outcomes vocabulary, teachers need to equip their students with words related to particular field. In every field of science used special words. Vocabulary enrichment effort needs to be done continuously and can be obtained through certain areas."

From the description above it can be conclude that vocabulary understanding is very important as one means to understand the language of relationship with its context, both the Indonesian and English context. The students are able to communicate both verbally or in writing. To achieve those students, need in Arm ability adequate mastery of vocabulary to make students to communicate optimally. Therefore, the words related in specific areas to the students are the words round them like nouns, verbs, adjectives and adverbs.

3. The Problems of Vocabulary

There are several strong reasons for which the vocabulary components of language course need to be carefully planned. According to Paul Nation Firstly because different vocabulary gives greatly different return for learning, it is important to make sure that learner have a good control of the high frequency words of the language before moving on the less frequent vocabulary. Secondly, most language teaching courses make vocabulary learning more difficult than it should be as a result of the way vocabulary in the course is sequenced. Grouping, opposites, synonyms, and items in a lexical set together courses. Interference that results in confusion for the learners it is simple matter to avoid this problem. Thirdly, vocabulary learning opportunities and the quality of vocabulary learning can be greatly increased through the careful design of both vocabulary and other skill activities.

From the explanation above we know that learning and understanding the vocabulary is an important thing to do in learning the target language, because by learning, memorizing and understanding a target language vocabulary the students supposeto apply their vocabulary in speaking, understanding the text and communication.

Many problems faced by Indonesian students to learn a target language such as English in vocabulary is they cannot understand what the connection between the new vocabulary they have learned with the function of the vocabulary or word, then they cannot apply their new

vocabulary in their mind by using it in the communication. Term used to classify words based on their functional categories are called part of speech. The classification of the words of a language in this way is dependent on their function in communication. Noun can occur in certain places in sentence and serve certain function. Verb, adjective and adverb also occur in certain laces in sentences and serves special functions. If we just look at a word, it is sometimes difficult to know how to classify it. E.g.: can, could be noun, verb, adjective and adverb.

Words have traditionally been classified into part of speech: nouns, verb, adjective, and adverbs are the four largest groups. The remaining classifications are essentially function words. They may substitute for words in one of largest group serve as signals for various patterns, or relate one group of words to another. In English, the functional categories include pronouns and interjections.[6] In this case the writer will talk about the four largest groups such as noun, verb, adjective and adverb.

Noun is a word used as the name of anything, person, animal, object, place, situation, quality or idea. Noun is divided commonly into six they are: 1. Proper noun, 2. Common noun, 3. Material noun, 4. Collective noun, 5. Abstract noun, 6. Possessive noun. In another source noun are the names given to people and objects: John, Marry, tree, cave. English nouns have no grammatical gender. They are not arbitrarily classed as masculine and feminine or neuter. Instead, they have logical gender, in which the gender of word depends on the gender of the person

or object itself. They have singular and plural forms ex: boy-boys, woman-women, class-classes, desk, and desks. Nouns are divided into two general groups countable and uncountable. Countable noun are things we can count so we can say "one banana and two bananas". Uncountable noun are the things we cannot say "one rice", "two rices" but only one form "rice". Example

Table 2.1 Countable and Uncountable Noun

Countable Noun	Uncountable Noun
One book, two books	Water, salt
A battery, two batteries	A bowl of rice, a piece of paper
Some song	Some music
A few jobs	A little work

Verb is a word that expresses an action or state of being, and the time of when it is. From all of the part of speech verb is the most important like the moving power and the motor of sentence because without it there is no sentence. Verb also helps you to say exactly what you mean; one verb can convey a variety meaning. English verb have three principles parts-the present, past and past participle. With regular verbs, the past and past participle are the same. With irregular verbs, all three forms may be different.[7]Example:

Table 2.2 Kind of Verb

Kind ofverb	Toinfinitive	V1/present	V2/past	V3/pastparticiple
Irreguler	To go	Go	Went	Gone
Regular	To work	Work	Worked	Worked

Adjective is a word used to qualify a noun or pronoun, it divided into seven:1. Proper adjective, 2. Adjective of quality or state, 3. Adjective of number or quantity, 4. Distributive adjective, 5. Demonstrative adjective, 6. Interrogative adjective, 7. Possessive adjective. In English (exception of the demonstratives) are not inflected for gender and number. They have no singular and plural forms, and they do not agree with their nouns in gender.8

Adverb is a word which modifies a verb, adjective or another adverb. Many adverbs are formed from adjectives with additional of suffix "ly". Adverb: there is really no simple test for adverbs, for one thing, they are often expression rather than individual word; and for another there are number of different kinds of adverbs. The most common adverbs are expression of time, place and manner.

4. **Mobile Media**

Media is means of expressing massage and information. When the media brings instructional messages or information that contains learning purposes, it can be called as learning media. It is absolutely important to use learning media in teaching because a media can help the students in their study and also the presence of a learning media in teaching process

is going to make the teaching and learning process become more interesting and the material taught will be easier to understand. In addition, by using a learning media, the teaching and learning process is more effective and efficient.

Oz (2013: 1032), claims that mobile media recently emerged as a new kind of learning that allows learners to acquire learning material anywhere and at any time using mobile and Internet technology. Alrasheedi (2014: 212) also claims that m-learning has so far offered users some unique features that are unlikely to be available on traditional learning platforms and even on e-learning. The first of these features is flexibility in terms of time, place, speed and space that cannot be achieved with a non-mobile version of a device.

Growth of m-learning, suggests that integrating mobile technologies as new tools in the education world has some major benefits. Some of them are to increase motivation, increase interactivity, collaboration and involvement in various learning activities, and particularly this learning gives learners control over what, where, when and how they will learn, and create a sense of togetherness Oz (2013: 1032).

According to Hanafi and Samsudin (2012:1) all of today's learning activities are made possible through m-learning, which is empowered by progress on mobile technology operating systems, particularly android

platforms. Androids allow users to communicate with anyone at any time and place almost instantly beyond many barriers.

Miangah and Nezarat (2012: 313) indicated that listening practice can be considered the first stage in learning English. With the advent of a new generation of mobile phones, this now allows it to design a multimedia mobile system to learn listening skills through listening practice.

Hwang and Chen (2013) indicated that mobile phone use in collaborative English learning can reduce students' stress and facilitate collaboration in learning English. Furthermore, mobile technology makes it more comfortable for students to do various activities, especially getting students to interact with each other and share what they have learned Hwang (2014: 504). From these opinions could be drawn to the conclusion that the media app has many advantages can be used for English listening study. Mulyani Dewi (2012:13) stated that the function of a leaning media is as the followings: As an auxiliary tool to create effective learning situation. As an Integral part of all learning situation. To concrete the abstract concept, so a learning media can decrease verbal comprehension. To build up students' motivation to learn. Whereas Sahid (2010:3) grouped learning media as follows: Visual Media: the media which can show information that just can be seen and read. For example: picture, photo, graphic, diagram,poster, cartoon, comic, book, etc.

Audio Media: the media which can show information that just can be heard. For example: radio, tape recorder, language laboratory, MP3 player, etc.

Projected Still Media: the media that need projector to show the information which inform of no- motion picture/writing. For example: Power Point slide, micro film, etc.

Projected Motion Media: the media that need projector to show information inform of motion picture/writing. For example: film, television, video (VCD, DV, VTR), computer, etc.

5. **Ruang Guru**

Quoted from Ruang Guru official website, Ruang Guru is a company founded on 2014 and operates in non-formal education which focuses on education-based service. Currently, Ruang Guru has various technology based learning services, including virtual class service, learning videos subscription, online exams platform, private courses marketplace, and other educational contents which can be accessed through website and Ruang Guru application. The mission of Ruang Guru is to provide and extend access to good quality education through technology for all students, anytime and anywhere. In 2019, Ruang Guru has cooperated with 32 out of 43 provincial government and more that 326 city government and has more than 10 million users (elementary, junior high school and senior high school students) (Kartosapoetro, 2019). In regard to learning at home, Ruang Guru becomes one of the

most popular applications with increment of daily active users
(Masyrafina, 2020). Ruang Guru first appeared in the private teacher
search marketplace. Until now, Ruang Guru with more than 50,000
teachers who can be facilitated, has become the leading technology-based
education service in Indonesia and is developing employment
opportunities for teachers who had never before thought. This
achievement is due to communication role done by Ruang Guru,
especially through social media who have the largest followers as online
learning company in Indonesia.

In supporting the learning process, Ruang Guru is equipped with
various learning features such as: ruang belajar, ruang guru digital boot
camp, ruang les online, ruang les, dan ruang uji.

An explanation of Ruang Guru's features is as follows:

a. **Ruang belajar**

Ruang belajar is a place for students to study independently
online through learning missions (learning journey) consisting of
thousands of videos, info graphic summaries, as well as thousands
o5f quizzes and practice questions for each sub-topic of the lesson.
Teachers can also take advantage of the application "Ruang belajar",
A Learning Management System service that is provided free of
charge to teachers and students in Indonesia. The Ruang Guru
application helps teachers provide assignments and monitor student
learning progress. Teachers can give assignments and exams to

students online anywhere and anytime. The teacher can monitor the results of assignments that students work directly and easily. The teacher can evaluate students' abilities for each subject automatically.

b. **Digital bootcamp**

Digital bootcamp is online tutoring that supports all student learning preparations, from grade 6 elementary school to grade 12 high school to SBMPTN. Here, students will get a complete range of learning facilities ranging from group chat subjects with teacher (tutor) standby which will help students learn from the learning module, online tryouts, and other learning facilities both in the app and outside the Ruang Guru app. Through the "digital bootcamp" service Ruang Guru managed to help more than 96% of participants achieve an average score above 70 in the 2017 National Examination.

c. **Ruang les**

Ruang les is a private teacher search portal provided by the Ruang Guru Application, where users or students have the freedom to choose tutors as needed. The existence of this space, allows students to further enhance their abilities academically and non-academically. "Ruang les" service provides thousands of profiles of quality private tutors that students can choose to guide them to study at home or other agreed locations. Students can also convey their

learning needs and Ruang Guru will choose the most suitable teacher (tutor) for their students. Students can order private teachers who are experienced in their fields.

d. Ruang Les Online

Ruang lesonline is a feature that is almost the same as Ruangles, if the space feature provides a service to order tutors and their learning activities face-to-face then Ruang lesonline is an application that only provides live chat that is used by teachers/tutors with students to assist students in solving questions or questions. Through their smartphone, students can take photos of difficult questions they face and discuss them (online chat) with tutors through the Online Les Room feature.

e. Ruang uji

Ruang uji is a place for students to measure their readiness to take the exam by doing a tryout. Not only the National Examination, children can also find SBMPTN, UTS, UAS and UKG questions. Finished doing, the child can immediately get a discussion, analysis of your weaknesses and ranking topics.

B. Previous Related Research Finding

The first research has been conducted by Yesi Violita Ginting in 2019, entitled "The Use of Ruang guru Applications for High School Students' Learning Interests (Correlational Study of the Influence of the Use of Ruang Guru Application on the Learning Interest of SMA Negeri 1 Berastagi

Students"). The aims of this study were to analyze the effect of the use of the Ruang Guru application on the learning interest of students in grade 2 of SMA Negeri 1 Berastagi and to evaluate students' interest in studying in 2nd grade of SMA Negeri 1 Berastagi. This study uses a correlational research method with a quantitative approach. The population in this study were 346 from 2nd grade students of SMA Negeri 1 Berastagi. The sample was determined using the Slovin formula and obtained as many as 186 people. The results showed that the Ruang Guru application has complete features by presenting all subjects learned at school and general knowledge that is not learned at school. In this study the Ruang Guru application has an effect on the learning interest of students in grade 2 of SMA Negeri 1 Berastagi.

The second research has been conducted by ErlinaLangi (2018), entitled "The Effect of Online Media Communication on Application of Ruang guru PT. Ruang Raya Indonesia Towards Students' Learning Achievement in Senior High School 1 Manado". The aims of this research are the extent or whether the effect of online media communication on application of Ruang Guru PT. Ruang Raya Indonesia towards students' learning achievement in Senior High School 1 Manado. Which is related to the theory of Uses and gratification. To prove the 18 hypotheses, the researcher uses simple regression data analysis techniques, based on the results of the analysis of whether the effect of online media communication on application of Ruang Guru PT. Ruang Raya Indonesia towards students' learning achievement in Senior High School 1 Manado with validity test all variables are said to be

valid. So, it can be concluded that all the questions in the questionnaire can be used in this study and also get significant results. The researcher used previous studies to help and provide information related to support this research. The similarity between the two studies above is that they examined the effect of the use of the Ruang Guru application toward senior high school students, while this research investigated how the use of the Ruang Guru toward junior high school students in improving their English vocabulary. Although this study has similar research objective to the first previous study, however, this study utilized different theories in analyzing the data.

C. **Conceptual Framework**

The conceptual framework underlying this research is given in the following diagram.

Teaching Vocabulary

Using Ruang guru Application

Analysis

Finding
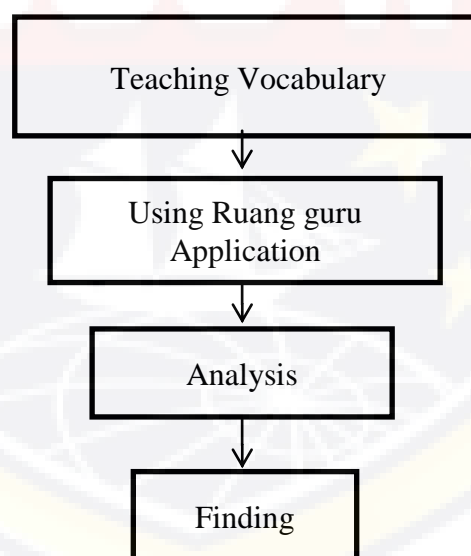
Figure- 2.1 Conceptual Framework

The diagram above describes about how to describing the method in using learning and teaching process, in this part the research use the method

because there are students 'problems, especially in vocabulary subject, this method has goals to increase the students' vocabulary skills. The writer will Ruang Guru application as a media to increase students' vocabulary, thewriter will use it in experimental and it makes the students' interest in learning new vocabulary.

D. Hypothesis

The hypothesis of the research is formulated as follows:

H_o : The use of Ruang guru application as a increase students' vocabulary skill at the first grade of SMPN 35 Makassar.

H_1 : The use of Ruang guru application as a media can increase students' vocabulary skill at the first grade of SMPN 35 Makassar.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the description of research design, population and sample, research variables and operational definition, research instrument, data collecting procedure and techniques of data analysis.

A. Research Design

This study used a pre-experimental method. Before being given treatment, students were given a pre-test (vocabulary test) to determine initial knowledge (O1), then vocabulary was taught, and the last used of students was given a post-test to test students' abilities. vocabulary improvement (O2). The comparison between the pre-test and post-test scores determines the success of the treatment. The writer used the Ruang Guru application as a medium to teach vocabulary skill.

The design can be present as follows:

O_1	X	O_2
Pretest	Treatment	Posttest

Where:

O_1 = Pre-test

X = Treatment

O_2 = Post-test

B. Time and Location of the Research

This research was conducted at SMP Negeri 35 Makassar at class 7.2, academic year 2021/2022. The writer held four meetings.

C. Population and Sample of the Research

1. Population

The population of this research west the first-grade students of SMPN 35 Makassar in academic year 2021/2022 consisting of 270 students divided into nine classes which each class consisted of approximately 23 students.

2. Sample

The Researcher used take one class using saturated sampling technique as a research sample. According to Sugiyono, (2016: 124) saturation sampling is a sampling technique when all members of the population are used as samples. I choose this technique because the technique is done when the population is small, less than 30 people.

D. Research Variable and Operational Definition

1.   Variable of the Research

This research has two kinds of variables, namely independent variable and dependent variable. In this research, the independent variable is Ruang Guru application while dependent variable is the students' vocabulary skill.

2. Operational Definition of Variables

To prevent bias interpretation especially related to the terms used in this study, operational definitions of the involve variables are formulating as follows:

a. Vocabulary.

Hari Mukti Krida Laksana points out "Vocabulary is a component of a language that maintains all of information about meaning and using word in language'. It means that vocabulary is the important part of language, without vocabulary the language cannot be used to maintain all information in language. Vocabulary can be defining as sound that expresses a meaning and forms an independent unit in a language.

b. Ruang Guru

Ruang Guru is a company founded on 2014 and operates in non-formal education which focuses on education-based service. Currently, Ruang Guru has various technology based learning services, including virtual class service, learning videos subscription, online exams platform, private courses marketplace, and other educational contents which can be accessed through website and Ruang Guru application. The mission of Ruang Guru is to provide and extend access to good quality education through technology for all students, anytime and anywhere.

E.   Instruments of the Research

In this study, vocabulary test as a research instrument. In the vocabulary test, the researcher gave several questions to the students. The test is given twice, before and after the treatment or teaching and learning process. Students are given a pre-test to determine their vocabulary skills before using the Ruang Guru application and the post-test measures whether Ruang Guru can improve or not on vocabulary skill.

F.   The Validity and the Reliability of the Instrument

1.   Validity and Reliability of the Test

An instrument is considered as valid if it is able to test what should be test. It can explain the data from the variables which are accurately research. Before instruments test to students, the researcher consult with expert (the supervising lecturer) whether the instruments are appropriate or not to measure the research variables. The expert will give feedbacks, opinion, and suggestions based on their skill Taherdoost, (2018:29).

In content validity, the test will develop in reference to the Standard of Competence and Basic Competence of junior high school first grade of the first semester of English subject while in construct validity will use examine whether the test has a consistent representation with theories underlying the material given or not.

After having test, the validity of the instrument, the next step is to examine the reliability. The instrument reliability estimate by using Inter-

rater reliability test. The calculations will use a computer program IBM

SPSS

G. Procedure of Collecting Data

In collecting the data, the writer collects the data by employing these

procedures:

1. Pre-test

Before the students using Ruang guru application, the writer gave

pre-test for the students to find out the student's prior knowledge.

2. Treatment

After the researcher gave the pre-test for the students, the writer

asks the students to learn English with fun way by using Rung Guru

application, the researcher introduces the Ruang guru Application and

how to use it. The treatment is done after the students have to finish the

session in Ruangguru.This treatment take four times meeting and each

meetings pend 40 minutes.

The following steps are undertaken:

a. The researcher introduced Ruang guru application and how to

operate the application.

b. The researcher introduced the material about vocabulary

(Introduction to noun and Review on verb).

c. The researcher asks the students to do the task in the application.

d. The students do the exercise two day and have to finish the

challenge.

3. Post-test

Post-test was given to all students, to know their improvement in vocabulary of English. This is administered to measure the students' progress in vocabulary after having the treatments. The question in the post-test is similar in pre-test.

H. Technique of Analysis Data

This analysis compare the students' achievement and performance during the pre-test, treatment, and post-test. For both pre-test and post-test, the researcher will use scoring guide which provides rating scale of vocabulary skill.

Calculating the mean score, standard deviation, frequency table, and the value of t-test in identifying the difference between pre-test and post-test the writer used inferential analysis in SPSS (Statistic Product and Statistic Solution) version 22 program. It means that the writer did not use manual computation. All the data collected were accounted by using SPSS (Statistic Product and Statistic Solution) version 22.

Table 3.1 Classification of students' score

No.	Classification	Score
1	Excellent	96-100
2	Very Good	86-95
3	Good	76-85
4	Fair Good	66-75
5	Fair	56-65
6	Poor	36-55
7	Very Poor	0-35

(Depdiknas in Muktabir, 2017:28)

CHAPTER IV

FINDINGS AND DISCUSSION

The findings presented in this section consist of data obtained through a test to see if there is an improvement in students' vocabulary after giving them treatment. This section discusses the description and interpretation of the findings in this study. The findings that the writer report in this study are based on the analysis of data collection and application of the techniques described in the previous chapter.

A. Findings

In this section, the writer described the result of data analysis in the pre-test and post-test. It was found from the result of the test. The test was conducted twice, namely pre-test and post-test, the writer gave an oral test to students before and after treatment.

To determine the students' vocabulary ability, the writer conducted a pre-test and post-test. Pre-test and post-test were conducted to get students' vocabulary scores. After analyzing the data obtained from the pre-test and post-test, the following are the results of the data analysis. The results of students' vocabulary scores on the pre-test and post-test can be seen in the table below:

1. **The improvement of the students' vocabulary in term of noun and verb**

<p align="center">**Table 4.1: The students mean score.**</p>

Indicator	Pre-test score	Post-Test score	Improvement
Students Vocabulary (Noun & Verb)	55,65	72,15	29,61%

Table above show that there is improvement of the students' vocabulary totally mean score in pre-test before gave treatments was 55,65 and after gave treatments students' vocabulary totally mean score in post-test became 72,15. Therefore, it could be summarized that students' vocabulary was improve became 29,61%.

2. **The students' rate percentage and frequency**

<p align="center">**Table 4.2: The students' all score category.**</p>

No.	Category	Score	Pre-Test		Post-Test	
			Freq	%	Freq	%
1	Excellent	96-100	-		-	
2	Very Good	86-95	-		-	
3	Good	76-85	-		5	21,73%
4	Fairly Good	66-75	5	21,73%	12	52,17%
5	Fair	56-65	4	17,39%	6	26,08%
6	Poor	36-55	13	56,52%	-	
7	Very Poor	0-35	1	4,34%	-	
	TOTAL		23		23	

The table show that the category frequency and percentage of students' vocabulary, there are different between pre-test and post-test. The result of pre-test before applied Ruang guru application, there was no students in category excellent, very good and good. Only 5 students in fairly good, 4 students in category fair, 13 students in category poor and 1 student got category very poor.

The result of post-test after applied the Ruang guru application shows there is no students in category poor, very poor, very good and excellent. Only 5 students in category good, 12 students in category fairly good, 6 students in category fair.

3. **Table 4.3 Students' Score Classification in Pre-test and Post-test**

No	Student's Inintial	Pre-test	Classification	Pos-test	Classification
1	AKD	70	Fair Good	85	Good
2	NIH	65	Fair	80	Good
3	RZM	60	Fair	75	Fair Good
4	NA	55	Poor	65	Fair
5	NAM	55	Poor	60	Fair
6	JC	55	Poor	65	Fair
7	AN	55	Poor	65	Fair
8	AFZ	50	Poor	70	Fair Good
9	AA	55	Poor	65	Fair
10	TNK	50	Poor	75	Fair Good
11	ANZ	50	Poor	70	Fair Good
12	An	50	Poor	60	Fair
13	NP	45	Poor	75	Fair Good
14	NK	45	Poor	65	Fair
15	RDB	45	Poor	70	Fair Good
16	PP	40	Poor	70	Fair Good
17	NAMSPG	35	Very Poor	70	Fair Good
18	MFRSU	70	Fair Good	80	Good

19	FM	70	Fair Good	75	Fair Good
20	QAZA	60	Fair	75	Fair Good
21	AL	70	Fair Good	75	Fair Good
22	NUT	60	Fair	65	Fair
23	LRMA	70	Fair Good	75	Fair Good
	TOTAL	**1280**		**1630**	

Source: Students' Score Pre-test and Post-test

Based on the table 4.3 above, the classification students' score pre-test and post-test; In the pre-test; 5 (21%) students were classified as fair good, 4 (17%) students were classified as fair, 13 (56.5%) were students classified as poor and 1 (4.3%) student were classified as very poor. In the post-test; 3 (13. %) students were classified as good, 12 (52.1%) students were classified as fair good, 8 (37.7%) students were classified as fair. From the result of classification students' score pre-test and post-test is the score of post-tests higher than the score pre-test.

4. **Descriptive Statistics**

After calculating the result of the students' pre-test and post-test, the mean score and standard deviation were presented in the following table:

Table 4.4. Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	23	35,00	70,00	1280,00	55,6522	10,25852
Postest	23	60,00	85,00	1659,00	72,1304	6,31236
Valid N (listwise)	23					

Based on the pre-test and post-test data on this page, it is clear that there is a significant significance of students' speaking ability in the post-test through the treatment of these students by using Ruangguru

application in the pre-test, the mean score was 55,6522 and the standard deviation was 10,25852. Meanwhile, in the post-test, the mean score was 72,1304 and the standard deviation was 6,31236. The average value of the post-test is higher than the pre-test.

After conducting pre-test and post-test scores of students in the experimental class, the writer uses t-test to test the hypothesis.

T-test is a test to measure whether there is a significant difference between the results of the students' mean scores on the pre-test and post-test. By using the t-test inferential analysis or the significance test run by SPSS Version 22, significant differences can be more easily analyzed.

In this study, the Null hypothesis (H_0) states that the use of Ruang guru application can't increase students' vocabulary skill at the eight grade of SMPN 35 Makassar

While the Alternative Hypothesis (H_1) states that the use of Ruang guru application can increase students' vocabulary skill at the seven grades of SMPN 35 Makassar. If the significance value is 2 or sig. (2-tailed) is lower than 0.05, H_1 accepted and H_0 rejected.

Table 4.5 Paired Samples Test

		Paired Differences							Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	
					Lower	Upper			
Pair 1	pretest – postest	-16,47826	9,30723	1,94069	-20,50301	-12,45351	-8,491	22	,000

The result of t-test stated that Sig. (2-tailed) was 0.000. The result provided that the Sig. (2-tailed) table was lower than the level of significance. So, the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. This means that the use of Ruang guru application can improve students' vocabulary skill at SMPN 35Makassar.

B. Discussion

The description of the data collected through the test as described in the previous section shows that the Ruang guru application is able to improve students' vocabularie abilities. This is supported by the Writed experience when conducting pre-test and post-test. In the pre-test, most of the students leak in speaking because they less memorized the vocabulary.

While in the post-test (after treatment) there were several improvements achieved by the students such as have much more vocabulary when they are spoken. This is also supported by the frequency and percentage level of students' pre-test and post-test results. The value of students after being given treatment is better than before being given treatment. Based on the results of the pre-test score, many students had difficulty in vocabulary.

In summary, the mean pre-test score was 55.65 while the post-test mean was 72.15. Based on the results of the pre-test score before applied Ruangguru application, there was no students in category excellent, very good and good. Only 5 students in fairly good, 4 students in category fair, 13 students in category poor and 1 students got category very poor. The result of post-test after applied the Ruangguru application shows there is no students in

category poor, very poor, very good and excellent. Only 5 students in category good, 12 students in category fairly good, 6 students in category fair.

From the calculation of the average value of the pre-test and post-test, it is known that the average value of the pre-test is 55.65 with a poor classification, while the post-test average value is 72.15 with a very good classification.

Based on the post-test percentage of students, all students' scores in the post-test were higher than in the pre-test, so it can be concluded that Ruang guru application can improve vocabulary after being given treatment by the author. In the statistical section stated in the hypothesis test, the results show the statistical test 'Asymp.sig (2-tailed) worth 0.000 less than 0.005 analysis of the data obtained in the statistic "H0 accepted". There are differences in students' vocabulary ability at the time of pre-test and post-test. in the pre-test, the mean score was 55.65. in the post-test, the mean score was 72.15. The average value of the post-test is higher than the pre-test. So it can also be concluded that Ruang guru application improve the vocabulary ability of twenty three students at SMPN 35 Makassar.

Table above show that there is improvement of the students' vocabulary totally mean score in pre-test before gave treatments was 55,65 and after gave treatments students' vocabulary totally mean score in post-test became 72,15. Therefore, it could be summarized that students' vocabulary was improve became 29,61%.

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Based on the pre-test and post-test data on this page, it is clear that there is a significant significance of students' speaking ability in the post-test through the treatment of these students by using Ruangguru application in the pre-test, the mean score was 55,6522 and the standard deviation was 10,25852. Meanwhile, in the post-test, the mean score was 72,1304 and the standard deviation was 6,31236. The average value of the post-test is higher than the pre-test.

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While the Alternative Hypothesis (H_1) states that the use of Ruang guru application can increase students' vocabulary skill at the seven grades of SMPN 35 Makassar. If the significance value is 2 or sig. (2-tailed) is lower than 0.05, H_1 accepted and H_0 rejected.

The result of t-test stated that Sig. (2-tailed) was 0.000. The result provided that the Sig. (2-tailed) table was lower than the level of significance. So, the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. This means that the use of Ruang guru application can improve students' vocabulary skill at SMPN 35Makassar.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with the conclusion of findings on the research, and suggestion for English learners and teachers of the research as follows:

A. Conclusion

This research was conducted at seventh grade, especially class 7.2 SMPN 35 Makassar. Based on the formulation of the problem, research objectives, hypothesis testing and analysis results, it can be concluded that the student scores obtained by the during the post-test were more improved than during the pre-test. Students' abilities increase after being given treatment. Students feel more confident in answer activities that included vocabulary.

Based on the post-test percentage of students, all students' scores in the post-test were higher than in the pre-test, so it can be concluded that Ruang guru application affects students' vocabulary ability after being given treatment. In the statistical section stated in the hypothesis test, the results show the statistical test 'Asymp.sig (2-tailed) worth 0.000 less than 0.005 analysis of the data obtained in the statistic "H_0 accepted". There are differences in students' vocabulary ability at the time of pre-test and post-test. in the pre-test, the mean score was 55.65 and the. henceforth, in the post-test, the mean score was 72.15. The average value of the post-test is higher than the pre-test. so, it can also be concluded that there is an effect of Ruang guru application on the vocabulary ability of class 7.2 students at SMPN 35 Makassar.

B. Suggestion

Based on the results of the study, the writed proses to all parties involved in this study about suggestions that are focused on the research findings as follows.

1. Teachers

Teachers who have been assigned to educate students must of course prepare all the materials and learning needs of students, but there is one important side that teachers may not be aware of. By motivating students and supporting students in praising can increase their spirit, in addition to teaching materials about vocabulary, teachers must also pay attention to students' psychological factors that can affect speaking performance and daily behavior

2. Students

Students are encouraged to have high enthusiasm and Ruang guru application in order to have good skills and performance in vocabulary. With high self-confidence, students are able to work on and complete assignments optimally. In addition, by having a strong sense of self-confidence, students don't need to worry about mistakes or failures so that they can improve their courage.

3. Further Research

This study can be used as a reference for further the writer, it can be seen that there are many factors that can affect student learning at the school. One of them is student independence or the motivation that students need at school. Because in this study the writer discussed and looked for Ruang guru application related to vocabulary. It is known that after this research there are problems that are often found in schools but are still ignored. Therefore, other factors are needed that can support completing this research such as motivation students and supporting students in praising can increase their vocabulary, in addition to teaching materials about vocabulary, researchers must also pay attention to students' psychological factors that can performance, and everyday behaviors such as vocabulary

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APPENDIXES

Appendix 1. Instrument of the Research

1. Pre-test

   Students complete the questions that have been prepared by the researcher.

2. Treatment

   After the researcher gave the pre-test for the students, the researcher ask the students to learn English with fun way by using Rung Guru application, the researcher introduces the Ruang guru Application and how to use it. The treatment are done after the students have to finish the session in Ruangguru.This treatment take four times meeting and each meetings pend 40 minutes.

3. Post-test

   Students complete the questions that have been prepared by the researcher.

Appendix 2. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	:	SMP Negeri 35 Makassar
Mata Pelajaran	:	Bahasa Inggris
Materi Pokok	:	Introduction to noun and Review on verb.
Kelas/Semester	:	7.2
Waktu/Durasi	:	2 x 30 Menit.

A. Kompetensi Inti

KI 1 & KI 2:

Kompetensi Sikap Spiritual yaitu, "Menghayati dan mengamalkan ajaran agama yang dianutnya". Adapun rumusan Kompetensi Sikap Sosial yaitu, "Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif,dan pro-aktif sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia".

KI 3:

Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural,dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, danhumaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4:

Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif,dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar/KD dan Indikator Pencapaian Kompetensi/IPK

Kompetensi Dasar/KD	Indikator Pencapaian Kompetensi/IPK
3.5. Membedakan fungsi sosial, struktur kosa-kata, dan unsur kebahasaan introduction to noun and review on verb	3.5.1. Menentukan fungsi sosial teks introduction to noun and review on verb 3.5.2. Menemukan struktur teks introduction to noun and review on verb. 3.5.3. Menentukan unsur kosa-kata introduction to noun and review on verb. 3.5.4. Membuat resume fungsi sosial, kosa-kata dan introduction to noun and review on verb.
4.5. Menangkap makna kosa-kata secara kontekstual terkait dengan fungsi introduction to noun and review on verb	4.5.1. Membuat teks kosa-kata introduction to noun and review on verb.

C. Tujuan Pembelajaran

Melalui diskusi, tanya jawab, penugasan, presentasi dan analisis, peserta didik dapat menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan setara antara dua benda/tindakan, sesuai dengan konteks penggunaannya. Serta menyusun teks naratif lisan dan tulis, dalam bentuk cerita legenda dari suatu tempat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. Sehingga peserta didik dapat menghayati dan mengamalkan ajaran agama yang dianutnya, mengembangkan sikap jujur, peduli, dan bertanggungjawab, serta dapat mengenmbangkan kemampuan berpikir kritis, berkomunikasi, berkolaborasi, berkreasi (4C).

D. Media/alat, Bahan dan Sumber Belajar

Media : Zoom, whatsapp.

Bahan : Buku dan power point.

Sumber : Buku dan Internet.

E. Langkah-Langkah Pembelajaran

Tahap Kegiatan	Langkah – Langkah Pembelajaran	
Kegiatan Pendahuluan (10 Menit)	- Memberi salam dan mengajak peserta didik untuk mengawali kegiatan dengan berdoa. - Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai. - Apresiasi dan motivasi tentang pentingnya mempunyai keterampilan bahasa Inggris di era global dan menyampaikan keterkaitan dengan pembelajaran lainnya. - Guru menyampaikan materi yang akan dipelajari yaitu tentang teks recount lisan dan tulis sederhana, dalam bentuk biografi, terkait tokoh terkenal.	
Kegiatan inti (45 menit)	**Kegiatan Literasi**	Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi teks naratif dengan cara melihat, mengamati, membaca melalui tayangan yang di tampilkan.
	Critical thinking	Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pernyataan yang berkaitan dengan materi yang disajikan dan akan dijawab melalui kegiatan belajar khususnya pada materi teks naratif.
	Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasin mengenai teks naratif.
	Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok

		atau individu yang mempresentasikan.
	Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait teks naratif. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.
Kegiatan Penutup (5 menit)	• Peserta didik dan guru merefleksi kegiatan pembelajaran. • Peserta didik dan guru menarik kesimpulan dari hasil kegiatan Pembelajaran. • Guru memberikan penghargaan (misalnya pujian atau bentuk penghargaan lain yang relevan kepada kelompok yang kinerjanya baik. • Menugaskan Peserta didik untuk terus mencari informasi dimana saja yang berkaitan dengan materi/pelajaran yang sedang atau yang akan pelajari. • Guru menyampaikan materi pembelajaran berikutnya. • Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.	

F. Penilaian Hasil Pembelajaran

Penilaian Pengetahuan : Penilaian berupa tes tertulis pilihan ganda dan uraian.

Penilaian Keterampilan : Penilaian berupa praktik dan produk.

Penilaian Sikap : penilaian dari hasil observasi dan diskusi.

Makassar, 23 Maret 2022

Mengetahui,
Guru

Mahasiswa Praktikan

Dyahretno, S.S., M.Pd
NIP.-

Ronal Simon
NIM. 4516101023

Appendix 3. Students' pre-test and pos-test scores

No	Student's Inintial	Pre-test	Pos-test
1	AKD	70	85
2	NIH	65	80
3	RZM	60	75
4	NA	55	65
5	NAM	55	60
6	JC	55	65
7	AN	55	65
8	AFZ	50	70
9	AA	55	65
10	TNK	50	75
11	ANZ	50	70
12	An	50	60
13	NP	45	75
14	NK	45	65
15	RDB	45	70
16	PP	40	70
17	NAMSPG	35	70
18	MFRSU	70	80
19	FM	70	75
20	QAZA	60	75
21	AL	70	75
22	NUT	60	65
23	LRMA	70	75
	TOTAL	**1280**	**1630**

Source: Students' Score Pre-test and Post-test

Appendix 4. Students' Score Classification in Pre-test and Post-test

No	Student's Inintial	Pre-test	Classification	Pos-test	Classification
1	AKD	70	Fair Good	85	Good
2	NIH	65	Fair	80	Good
3	RZM	60	Fair	75	Fair Good
4	NA	55	Poor	65	Fair
5	NAM	55	Poor	60	Fair
6	JC	55	Poor	65	Fair
7	AN	55	Poor	65	Fair
8	AFZ	50	Poor	70	Fair Good
9	AA	55	Poor	65	Fair
10	TNK	50	Poor	75	Fair Good
11	ANZ	50	Poor	70	Fair Good
12	An	50	Poor	60	Fair
13	NP	45	Poor	75	Fair Good
14	NK	45	Poor	65	Fair
15	RDB	45	Poor	70	Fair Good
16	PP	40	Poor	70	Fair Good
17	NAMSPG	35	Very Poor	70	Fair Good
18	MFRSU	70	Fair Good	80	Good
19	FM	70	Fair Good	75	Fair Good
20	QAZA	60	Fair	75	Fair Good
21	AL	70	Fair Good	75	Fair Good
22	NUT	60	Fair	65	Fair
23	LRMA	70	Fair Good	75	Fair Good
	TOTAL	**1280**		**1630**	

Source: Students' Score Pre-test and Post-test

Appendix 5. Data Analysis

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	23	35,00	70,00	1280,00	55,6522	10,25852
Postest	23	60,00	85,00	1659,00	72,1304	6,31236
Valid N (listwise)	23					

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	pretest – postest	-16,47826	9,30723	1,94069	-20,50301	-12,45351	-8,491	22	,000

Appendix 6. Documentation

Picture 1: The researcher was giving the guidance before giving a pre-test

Picture 2: The students were doing pre-test questions

Picture 3. The researcher was giving the treatment

Picture 4. The students were doing post-test questions

Appendix 7. Students Worksheet in Pre-test and Post-Test

Left page:

'12 - B
8 - S

Name : Nadia Udisyah Tone

Class : 7.2

INSTRUMENT FOR TESTING THE STUDENTS IN SKILL VOCABULARY

Pretest / Postest

Part A. Choose the best answer!

1. Call the __c__ to help the patient to go to the hospital.
   a. Police office
   b. Post office
   X Ambulance
   d. Clinic

2. My mother is watching _____ now.
   X A TV
   b. A magazine
   c. A newspaper
   d. A radio

3. My mother always remind me to brush my _____ before sleeping.
   a. Foot
   X Teeth
   c. Shoes
   d. Dress

4. _____ is a kind of Indonesian food.
   a. Pizza
   b. Sushi
   X Fried rice
   d. Kebab

5. I am so sorry, all _____ in this restaurant have been booked.
   a. Rooms
   b. Chairs
   c. Pools
   X Tables

6. I need _____ to buy food or drink.
   X Money
   b. Paper
   c. Book
   d. Wallet

7. Before entering someone's house, we need to take off our _____ outside.
   a. Bags

(handwritten: 60)

(handwritten: Pre test)

Right page:

13 = B
7 = S   65

Name : Nadia Udisyah Tone

Class : 72

INSTRUMENT FOR TESTING THE STUDENTS IN SKILL VOCABULARY

Pretest / Postest

Part A. Choose the best answer!

1. Call the _____ to help the patient to go to the hospital.
   a. Police office
   b. Post office
   X Ambulance
   d. Clinic

2. My mother is watching _____ now.
   a. A TV
   b. A magazine
   c. A newspaper
   d. A radio

3. My mother always remind me to brush my _____ before sleeping.
   a. Foot
   b. Teeth
   c. Shoes
   d. Dress

4. _____ is a kind of Indonesian food.
   a. Pizza
   b. Sushi
   X Fried rice
   d. Kebab

5. I am so sorry, all _____ in this restaurant have been booked.
   a. Rooms
   b. Chairs
   c. Pools
   X Tables

6. I need _____ to buy food or drink.
   X Money
   X Paper
   c. Book
   d. Wallet

7. Before entering someone's house, we need to take off our _____ outside.
   a. Bags

(handwritten: Post-test)

14 = B
6 = 5

75//
15 = B
5 = 5

Left paper:

Name : LIONB RIQUEME MICHAEL Anmut

Class : 72

INSTRUMENT FOR TESTING THE STUDENTS IN SKILL VOCABULARY

Pretest / Postest

Part A. Choose the best answer!

1. Call the __Ambulance__ to help the patient to go to the hospital.
   a. Police office
   b. Post office
   (c) Ambulance
   d. Clinic

2. My mother is watching __A TV__ now.
   (a) A TV
   b. A magazine
   c. A newspaper
   d. A radio

3. My mother always remind me to brush my __Teeth__ before sleeping.
   a. Foot
   (b) Teeth
   c. Shoes
   d. Dress

4. __kebab__ is a kind of Indonesian food.
   a. Pizza
   b. Sushi
   c. Fried rice
   (d) Kebab

5. I am so sorry, all __Tables__ in this restaurant have been booked.
   a. Rooms
   b. Chairs
   c. Pools
   (d) Tables

6. I need __money__ to buy food or drink.
   (a) Money
   b. Paper
   c. Book
   d. Wallet

7. Before entering someone's house, we need to take off our __bags__ outside.
   (a) Bags

Prefest

70

Right paper:

Post test

Appendix 8. Administration

UNIVERSITAS BOSOWA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Urip Sumoharjo Km. 4 Gd. 2 Lt. 4, Makassar-Sulawesi Selatan 90231
Telp. 0411 452 901 – 452 789 Ext. 117,Faks. 0411 424 568
http://www.universitasbosowa.ac.id

Nomor   : A.083/FKIP/Unibos/II/2022
Lampiran : -
Perihal   : **Permohonan Izin Penelitian**

Kepada Yth,
Kepala Sekolah SMPN 35 Makassar
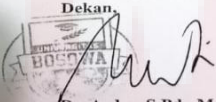di –
    Makassar

Dengan hormat disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini
akan melaksanakan penelitian dalam rangka penyelesaian studi Program S1.

Nama   : Ronal Simon
NIM   : 4516101023
Program Studi : Pendidikan Bahasa Inggris
Fakultas   : Fakultas Keguruan dan Ilmu Pendidikan (FKIP)
                  Universitas Bosowa

Judul Penelitian :

**Improving Students' Vocabulary Using Application "Ruang Guru" At SMPN 35
Makassar**

Sehubungan dengan hal tersebut di atas, dimohon kiranya yang bersangkutan dapat
diberikan izin untuk melaksanakan penelitian.

Atas bantuan dan kerja sama yang baik, kami sampaikan banyak terima kasih.

Makassar, 24 Februari 2022
Dekan,

Dr. Asdar, S.Pd., M.Pd.
NIDN : 0922097001

Tembusan:
    1. Rektor Universitas Bosowa
    2. Arsip.

BIOGRAPHY

RONAL SIMON. Born in Keningau, July 2, 1997. He is 25 years old, the sixth of seven children from the marriage of Simon Sampe's father and Ani Ramba's mother. He started his education at SK. ST. FRANCIS XAVIER from 2004 to 2010. After graduating in 2010, he continued his education at SMP Sekolah Indonesia Kota Kinabalu in 2010 and finished in 2013 Then, continued his education at SMA Sekolah Indonesia Kota Kinabalu from 2013 to 2016, and graduated in 2016. After that, he decided to continue his studies at the University of Bosowa Makassar by closing, English Language Education. Study Program, Faculty of Teacher Training and Education and will be completed in 2022. At the University of Bosowa he is active in several organizations such as the Student Executive Board of the Faculty of Teacher Training and Education (BEM FKIP), and the English Language Education Student Association (HIMAPBING). And I was the general chairman of the Sabah Student Association, South Sulawesi.