Improving Students Vocabulary Mastery By Using Learning English – 6000 Essential Words Application At First Grade Students Of SMPN 03 Bantan

A THESIS

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ABSTRACT

The research aimed to find out improving students' vocabulary mastery by using Learning English-6000 Essential Words application. The research was conducted by using Classroom Action Research (CAR). The subject of this research was grade VII-B of SMPN 03 BANTAN 2020/2021 academic year that consisted of 20 students. The object of this research was to improve students' vocabulary mastery by using Learning English-6000 Essential Words application. This researcher was conducted in two cycles which each consists' of planning, acting, observing, and reflecting. The data were collected through qualitative and quantitative data. The qualitative data were gained by analyzing the interview and the observation result. Then, quantitative data were obtained from the students' vocabulary score of based test, post-test, and questionnaire. Based on the result of this research showed that there was an improvement on students' vocabulary mastery, it can be seen from the mean score of based test were 55.87, the mean score of post-test I was 71.05, and the mean score of post- test cycle 2 was 89.68. In addition, there were only 2 students (10%) who passed *Kriteria Ketuntasan Minimal (KKM)* in the based test. Meanwhile, in the first cycle, there were 6 students (30%) who passed Minimum Mastery Criterion (KKM), and it gained which was in the post-test cycle 2 there were 18 students (90%) who passed Minimum Mastery Criterion (KKM). By seeing the fact, it can be concluded the criteria of success was achieved. Then, from the result of questionnaire it showed that there was improvement of positive responses in the teaching-learning process of vocabulary by using through Learning English-6000 Essential Words application. The mean of pre-questionnaire was 40.9%. Then, the mean of post-questionnaire it was increase to 94.3%. It improved 53.4%. Furthermore, the

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results of observation and interview showed that the students were motivated in teaching-learning process during the implementation of Learning English-6000 Essential Words application.

Keywords: *Vocabulary, Learning English-6000 Essential Words application*

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In arranging this thesis, a lot of people have provided motivation, advice, and support for the researcher. In this valuable chance, the researcher intended to express gratitude and appreciation to all of them. First, the researcher’s deepest appreciation goes to beloved parents, for the endless love, pray, and support, for the phone call every time in order to remind me to keep going and never giving up.

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Finally, I would like to thank everybody who was important to the successful realization of this undergraduate thesis. This undergraduate thesis is far from perfect, but it is expected that it will be useful not only for the researcher, but also for the readers. For this reason, constructive thoughtfull suggestion and critics are welcomed.

Pekanbaru, August 2020

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CHAPTER I

INTRODUCTION

1.1 Background of The Problem

Language has very important role in human life, to communicate, to deliver idea or information from a person to another. Based on Oxford Dictionaries, Language is a system of communication that used by human in particular places or time. It is the most important thing to get information and on the other hand we can also get knowledge, language is also able to express our feelings and emotions in conveying the idea.

In this world there are many languages, there are international languages, national languages, and regional languages based on tribes. Nowdays, everyone scrambles to learn and explore international languages, as we know that international languages have English, Mandarin, etc. But at this time, the discussion will be focus to English as an international language.

Based on the researcher observation, the first grade student on SMPN 03 BANTAN, from 5 classes almost half of the students have difficulties in English. It caused by the lack of confidence in using English, they still think that English is not important for their future, without they know that English really important and usefull. Those negative motivation make the students face one of the extreme problem in their English learning, lack of vocabulary.

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Beside the lack of confidence in speaking English, students have limited vocabulary so that makes them confused and do not know how to speak English and enjoy English subjects. Learning vocabulary items play a vital role in all languages skills (listening, speaking, reading, and writing). By seeing the fact, it being a must for student to learn and know how to trick in order to have more vocabulary than before, if get a good one trick to have much vocabullary it will confidence and feeling better in English.

Vocabulary mastery is one of the most important things to make our communication be fluent and smooth. Brown (1987:87) states that "if the learners have a good vocabulary mastery it will support the learners in all aspect when they learn English language".its means if learners have much vocabulary in english it can help them to speak english well. By having a lot of vocabulary can make us interact more freely when we break the mind, and be conveyed in a flexible manner what is in the mind, one of them in the right choice of words is also one of the factors that boost the results of good communication in language, by having lots of vocabulary makes it easy for everything to communicate and in explaining things to be conveyed. If learners have a little vocabulary, it will be difficult to communicate, convey thoughts in English, especially for students.

In case that most of students especially at junior high school feel bored and think that English learning is a nightmare. There are ways that can make students improve their skills and are interested in English in the learning process and students

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can enjoy it, such as utilizing media in the current technological era. Using technology in the form of sophisticated applications as a medium in teaching English helps students learn faster and easier. Many students especially students of SMPN 03 Bantan love technology because they will be interested and enjoy learning English using technology, because today they live surrounded by technology. Furthermore by using old ways that make students less active in the class, by the fact researcher found many teachers still use the old strategies to teach about vocabulary mastery, such as reminding the difficult word that student found in the text.in fact, the era is always move forward, especially when we talk about technology, the phenomena also effect the trend of student interest when they learn something. In this case English language.

In order to respond the problem, we have to optimized and choose the best strategy to make our students have a good interest with English. Further, we can give a positive perspective to student about English. English is very different from Bahasa, from the structure, pronunciation and vocabulary. English teaching involves of four languages skills, they are Listening, Speaking, Reading and Writing. Pronunciation, grammar, and vocabulary are components in English. And vocabulary is one of the components contained in language.

In fact, using technology in teaching can be an effective alternative way for the teacher, include in teaching vocabulary. As cited in Ahmadi (2018), Larsen-Freeman and Anderson (2011) agreed and supported the view that technology give positive impact for the teacher in providing the teaching resources and bring positive learning

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experiences to the learners. Especially in this modern era, by using technology teachers can provide many effective and authentic materials to the students. Beside, it is also can bring a good motivation and good atmosphere to the students because they must be familiar with the media.

One of the application that can be a solution for the teacher for teaching vocabulary is *English-6000 Essential Word.* English-6000 Essential Word, is a good English learning application for Beginner to Upper-Intermediate levels with 6000+ words with pictures and pronunciations of native speakers. 10 main topics divided into 145 subtopics with a wide range of words will enrich learners vocabulary significantly. Start with basic words and topics, the application includes flashcard, test and listening tasks features and games as the method of learning.

Based on the facts and research of the researcher at SMPN 03 Bantan, the researcher hope that research can offer alternatives in providing media in vocabulary teaching. Motivate the students to prove that English is no longer a nightmare and make English being fun by improve their vocabulary mastery. Beside, during the *Covid19 Pandemic* where the learning proccess must be held from home, this media can be one of the best choice to support the learning. The research itself will be conducted by *online* as the government appeals.

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Futhermore, by seeing the phenomenon that students really addicted by their gadget including when they are learning and all the reasons above, the researcher is interested in conducting a study entitled " **Improving Students Vocabulary Mastery By Using *Learning English – 6000 Essential Words* Aplication At First Grade Students Of SMPN03 Bantan".**

1.2 Identification of The Problem

In implementing vocabulary teaching is not as easy as the planning that has been designed. Certainly many problems that arise when in the teaching and learning process in the classroom, have been explained before, there are some factors that cause the students have lack of vocabulary.

Firstly, students still have very low motivation in learn English and makes them lazy to learn English so they are bored with English lessons. The way of teaching in the classroom that is not quite right with a very monotonous system, which makes students bored and there is no interest in English especially to collect and find out a lot of English vocabulary.

Secondly, students do not know what is the purpose of having proper English mastery. They still have a huge perspective it is not important to learn English, so there is no sense of interest in English lessons. Other aspects of self-motivation are low on students and sometimes think English is funny and laugh the learning process.

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Third, difficulties that students feel within the limitations of English vocabulary are lazy to find out the meaning of words in the dictionary, and low curiosity in learning English vocabulary. Besides that low sense of seriousness due to bored with a monotonous system, so students have difficulty memorize and easy to forget every new word they just knew or even a word in English that they actually knew for a long time but again they have no curiosity to look up the meaning of the word in the dictionary and consider English vocabulary to be unimportant .

1.3 Limitation of Problem

The researcher focused on the lack of vocabulary of the student, students have to taught and learn by using *Learning English – 6000 Essential Words* Application in learning process to improve their motivation and their English vocabulary. The research conducted at the first grade students' of SMPN03 Bantan.

1.4 Formulation of The Problem

The writters formulates the research problem into the following questions:

1. Is there any significant improvement on the students vocabulary of the first grade students of SMPN03 Bantan after they taught and learn by using *Learn English 6000 Essential Word*?
2. Whether *Learn English 6000 Essential Word* application is suitable to use as an alternative or supporting media in teaching vocabulary mastery?

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3. Whether the using of *Learn English 6000 Essential Word* can increase student motivation in vocabulary mastery learning?

1.5 Objectives of The Research

1. To know if there is significant improvement on the students vocabulary of the first grade students of SMPN03 Bantan after they taught and learn by using *LEARN ENGLISH 6000 ESSENTIAL WORD*.
2. To find out whether the *Learn English 6000 Essential Word* application is suitable to use as an alternative or supporting media in teaching vocabulary mastery.
3. To find out whether Whether the using of *Learn English 6000 Essential Word* can increase student motivation in vocabulary mastery learning

1.6 Needs of The Research

1. For the teacher

   To help teachers in the in learning process by giving alternatives media in teaching and improving student vocabulay mastery and help teachers to avoiding boredom of the students in learning English, specifically vocabulary mastery.

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2. For the student

   The main goal is to make it easier for students to have a high level of English vocabulary mastery and improve students interest in learning English. So students who have a high level of vocabulary will become interested in learning English further.

3. For the next researcher

   To help in the form of providing information to researchers in the future as an illustration in conducting similar studies.

1.7 Definition of The Key Term

In order to avoid missunderstanding in this research, some definition of the term are given here.

1. Vocabulary Mastery

Vocabulary is list of words used in a book with definition or translation (Hornby, 2012:1120). Hornby (2012:721) states mastery is defined as complete knowledge, great skill and control. It means that mastery is the students knowledge or skill to understand something. Having a proper vocabulary mastery will make students easy to master the target language and improve their knowledge. In this study, vocabulary mastery refers to great skill of mastered and implement the word for a particular language including the meaning in their daily conversation.

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2. Learn English 6000 Essential Word

According to the description of the application on Official Site of *LEARN ENGLISH 6000 ESSENTIAL WORD*, this Application is one of application that we can use in learning english. The application help you build up your english vocabulary quickly by using the most effective way – visual memory technique. This application consist by 6000+ words with picture and pronounciations of native speakers. 10 main topics divided into 145 subtopics with a wide range of words will enrich your vocabulary significantly.

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CHAPTER II

THEORITICAL FRAMEWORK

2.1 Nature of Vocabulary

Vocabulary in simple perception can be defined as the words that leaners learn in foreign language. While Neuman and Dwyer (2009:385) also defined vocabulary as words that learners must know in order to communicate effectively. Futhermore, Thornbury (2002:75), says vocabulary is word thay known and has meaning.

According to Oxford Dictionaries, vocabulary is the words that need to know or uses and have a meaning. In addition, Burns (2005:295) stated that vocabulary is stock of words that used by people in language. Moreover, Hornby (2012:1120) defined vocabulary as word in language and it is used in communication, books, subject and others in language aspect. From those definitions, it can be concluded that vocabulary is list of words that needed by speakers to communicate or express their ideas.

In language learning, vocabulary is an essential component that learners need to be mastered well. It will difficult for learners to learn if they have lack of vocabulary. According to Cameron (2001:74), vocabulary is one of knowledge that has a great role in language study. On the other hand, Nation (2001:6) stated that, there is a vital role that played by learning vocabulary in all language skills. Richard and Renandya (2002:255), vocabulary is a core component in language mastery and provides much for speakers in acquiring all language skills.

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There are many researchers have a similiar argument for the role of vocabulary in language, by seeing those fact many researchers argue that vocabulary is one of the most important component in learning language skills.

2.2 Types of Vocabulary

Vocabulary has been discussed many times by many experts and it is already divided into various type of vocabulary. The first is refered to the vocabulary that student had been learn and able to use. The second one refered to the one that students would recognize when they meet the words, but they may not be able to pronounce the word. In relation to kinds of vocabulary, Nation (2001:11) states that there are four kinds of vocabulary in the text:

a. High frequency words. These words are almost 80% of the running words in the text;
b. Academic words. Typically, these words make up about 9% of the running words the text;
c. Technical words. These words make up about 5% of the running words in the text;
d. Low frequency words. These are the words of moderate frequency that did not manage to get into the high frequency list. They make up over 5% of the words in an academic text.

Beside, Hatch and Brown (1995:370), separate vocabulary into two kinds. They are receptive vocabulary and productive vocabulary.

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a. Receptive Vocabulary

Receptive vocabulary is words that learners can understand and recognize when the vocabularies are used in a context, but the learners cannot produce.

b. Productive Vocabulary

Productive vocabulary is the words that can be understand and pronounced correctly by learners. The words used to be use by learners in speaking and writing.

Based on the theory of kinds of vocabulary above, the researcher decided to focus on receptive vocabulary. Because in this research, the researcher focused on improving the understanding of learners to the vocabularies that learners still confuse. Further, the discussion of vocabulary cannot be separated from vocabulary mastery discussion. According to to Webster (2014:732), mastery refers to:

a. The authority of a master: dominion; the upper hand in a competition; superiority and ascendancy.
b. Possession or display or great skill or technique; skill or knowledge that makes on master of one subject.

On the other hand, Hornby (2012:721) defined mastery as great understanding of a particular thing. Those definition can be concluded as mastery means a great and complete knowledge on something or subject that makes someone master the related subject. Alqahtani (2015:26), stated that vocabulary mastery refers to the great skills of learners or speakers in processing word in a language. Those theories give us a conclucion to us that vocabulary mastery is the individual's skill on the acquiring of

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word in language. The acquiring also based on the motivation, interest and needs of learners or speakers.

Vocabulary mastery is an essential element in languge learning. By mastering the vocabulary aspect learners will be helped in comprehence the language, in this case English. The statement that researcher stated has been strengthen by the statement from Pikulsi and Temleton (2004:1), stated that vocabulary mastery affects the mastery of the four language skills mastery.

Learning vocabulary also learn about the usage of the words in correct way. The meaning of the words also determined by the context when the words are used. If the learners or speakers can automatically knows the meaning of the words when they heard it and have capability to put the words in a sentence correctly by the context, it can be indicated that the learners or the speakers has been mastered about those words.

Vocabulary mastery cannot be a spontaneous process and easy to mastered . The process of vocabulary mastery itslef has been started since someone is still an infant. Basically, the first language of the learners comes from they mother tongue. They will learn about the vocabulary through the simple words by listening the words that used by people. By seeing the context of this discussion, it is known that English vocabulary learning cannot run successfully without English ability (English skills) because they are very important in English teaching and learning process.

Harmer (2001: 16) in his book, says that there are some aspects that have to be discussed in vocabulary, namely: word meaning (synonym, antonym, connotation, and denotation), extending word use such as idioms, word combination or collocation, and

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the grammar of words which comprises noun, verb, adjective, and adverb.

1. **Meaning**

The meaning can be classified according to the form they attach to. It can be classified into three forms: lexical meaning, morphological meaning, and syntactic meaning. Lexical meaning is the meaning that attaches to words as word. For example, the meaning of a building for human habitation that attaches to house is lexical meaning. Morphological meaning is the meaning that attaches to morpheme. Morpheme is the smallest unit that carries information about meaning or function. And the meaning that attaches to the word arrangement in a sentence is the syntactic meaning. A word meaning can also be defined by its relationship to other words. One should also know the denotation and connotation of a word in order to know the negative or positive meanings that occur in the word.

a) Synonym

The term synonymy derives from Greek: syn- + -nymy. The two parts mean "same and name". Synonymy deals with sameness of meaning, more than one word having the same meaning, alternatively the same meaning being expressed by more than one word. In other words, synonym is words whose denotation is the same but has different connotation.

b) Antonym

Antonym is the opposite of meaning. Antonymy deals with oppositeness of

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meaning. Antonyms are not differentiated for formality or dialect or technicality; antonyms occur within the same style, dialect, or register.

c) Denotation

Denotation is conceptual meaning and dictionary meaning. Denotative meaning is also called as some terms such as den notational meaning, cognitive meaning, conceptual meaning, ideational meaning, referential meaning, or proportional meaning. This is called dennotational, referential, conceptual, or ideational because the meaning refers to a certain referent, concept, or idea from reference.

d) Connotation

Connotation is more complicated than denotation. Denotation is the meaning of a word which has added the component of meaning related to emotional overtones Thus, it can be said that connotation is denotative meaning which is stretched.

2. Use

According to Nation (2001:1), there are some ways to draw the attentions to the use of words by quickly showing the grammatical pattern the word fits into (countable/uncountable, transitive/intransitive, etc), giving a few similar collocates, mentioning any restrictions on the use of the word (formal, informal, impolite, only used with children, etc), and giving a well known opposite or a well known word describing the group or lexical set it fits into.

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3. Spelling

Spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted standard order and an arrangement of letters that form a word or part of a word; the process of forming words by putting letters together. There are some important points that should be considered when teaching vocabulary that is form (pronunciation and spelling). The learners have to know what a word sound is like (its pronunciation) and what it looks like (its spelling).

4. Pronunciation

According to Hewings (2004:3), pronunciation of a language is the main components of speech which combine together. These components range from the individual sounds that make up speech, to the way in pitch (the rise and fall of the voice is used to convey meaning). Pronunciation is also related to phonetic transcription. Since the phonetic transcription represents speech sound consistently, it can be used as a reliable guide to have a control of the spoken language. The main components of pronunciation are sounds, syllables, and words.

a) Sounds

The building blocks of pronunciation are the individual sounds, the vowels and consonants go together to make words. The consonants such as /b/ and /p/ are separate in English because if they are interchanged, they will make new words; for example, in bit and pit. Similarly, the vowels /ɪ/ (as in *it*) and /ʌ/ (as in *up*)

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are separate. It is important to remember that there is a difference between vowel and consonant *letters* and vowel and consonant *sounds*.

b) Syllables

Vowel and consonant sounds combine into syllables. It can be helpful to think of the structure of English syllables as:

[Consonant (s)] + Vowel + [consonant (s)]

This means that various combinations of vowels and consonants are possible:

- Vowel only (e.g. in *a*)
- Consonant + vowel (e.g. in *me*)
- Vowel + consonant (e.g. in *eat*)
- Consonant + vowel + consonant (e.g. in *bag*)

c) Words

A word can be either a single syllable (e.g. *cat, own*) or a sequence of two or more syllables (e.g. window, about [two syllables]; lemonade [three syllables] or electricity [five syllables]). When a word has more than one syllable, one of these syllables is stressed in relation to other syllables in the word, while other syllables are said to be unstressed. For example, in "window" the first syllable is stressed and the second is unstressed, while in "about" the first syllable is unstressed and the second is stressed.

Pronunciation can be said as the act of uttering with articulation; the act of giving the proper sound and accent; utterance; as, the pronunciation of syllables

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of words; distinct or indistinct pronunciation. It is a way in which language is spoken. It includes segmental feature, vowel, and the intonation patterns. The listeners are supposed to apply them well and correctly.

From the definitions above, it can be inferred that learners should master the words of the language because language consists of words. It is in order to be able to use the language approximately. Having mastered a large number of words, they will be able to express their ideas in the language approximately.

2.3 Teaching and Learning English Vocabulary

2.3.1 Teaching English Vocabulary

The teaching of vocabulary is not easy to do. Some people think that vocabulary teaching only wastes the time because vocabulary number is unlimited. The English teachers had better teach English vocabulary first than other aspect of this language, such as grammar, speaking, reading and writing. If students know more vocabulary, it will be easy for them to learn another aspect of English language.

Vocabulary is a central of English language acquisition. According to Murcia (2001:286) vocabulary learning is a central to language acquisition whether the language is first, second, or foreign. According to Hornby (2012), "teaching" is defined as giving instruction to somebody"s knowledge, skill, etc. Based on that explanation, teaching vocabulary is an activity where the teacher gives the students knowledge about vocabulary and how to use it in daily life.

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Harmer (2001:155) gives the wide explanation about some technique for teaching vocabulary that is summarized as follows:

1. Demonstration

The teacher demonstrates the language where he/she wants the students to study by offering them there in action.

2. Explanation

The teacher explains the construction of language in diagram, using textbook, using board or OHP.

3. Discovery

The students can be encouraged to understand new language form by discovering them in a test or by looking at grammatical evidence in order to work out a grammar rule.

4. Check Question

The teacher can check question to see if students have understood the meaning and use in the text or paragraph.

5. Presentation

The teacher shows the things and does not present words to students, for example, picture, video and also use the mime, action, and gesture to present the words.

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2.3.2 Learning English Vocabulary

Vocabulary mastery is an important thing in order to master four major skills such as speaking, reading, writing, and listening. According to Wilkins (2002), "without grammar very little can be conveyed, without vocabulary nothing can be conveyed." Moreover, learning vocabulary of foreign language presents the learner with several challenges. As stated in Harmer (2001: 2), the challenges are making the correct connections, understanding the foreign language between the form and the meaning of words, and discriminating the meanings of closely related words.

Learning vocabulary needs a process. In order to make an effective process, the learner should be in the effective condition of acquiring vocabulary mastery. Further, Thornbury (2002:2) states that the condition should help learners to acquire a critical mass of words to use in both understanding and producing language. Moreover, it will enable them to remember word over time and be able to recall them readily. In addition, it can develop strategies for coping with gaps in word, including coping with unknown words, or unfamiliar uses of unknown words.

2.4 Technology In Teaching

During the process of language learning, teachers need to develop students motivation, attitude and their encouragement in order to reach the goals of teaching and learning. Technology become one of big factor that can help teacher in that development. It is believed that technology can affect student encouragement and attitude in learning process.

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Technology provides offers unlimited resources to language learners. Genç Ilter (2015:312) emphasized and teachers should encourage learners to find appropriate activities through using computer technology in order to be successful in language learning. Clements and Sarama (2003:36) declare that the use of suitable technological materials can be useful for learners.

Technology is an effective tool for learners. Learners must use technology as a significant part of their learning process. The application of technology has considerably changed English teaching methods. In traditional classrooms, teachers stand in front of learners and give lecture, explanation, and instruction through using blackboard or whiteboard. These method must be changed concerning the development of technology. The usage of multimedia texts in classroom assists learners in become familiar with vocabulary and language structures. The application of multimedia also makes use of print texts, film, and internet to enhance learners' linguistic knowledge.

2.5 Learn English - 6000 Essential Word Application

English vocabulary is one of apps to help learners build up their English Vocabulary quickly by using the most effective way - Visual memory technique. English Vocabulary app is perfect for Beginner, Pre-Intermediate, Intermediate and Upper-Intermediate levels with 6000+ words with pictures and pronunciations of native speakers. 10 main topics divided into 145 subtopics with a wide range of words will enrich vocabulary significantly.

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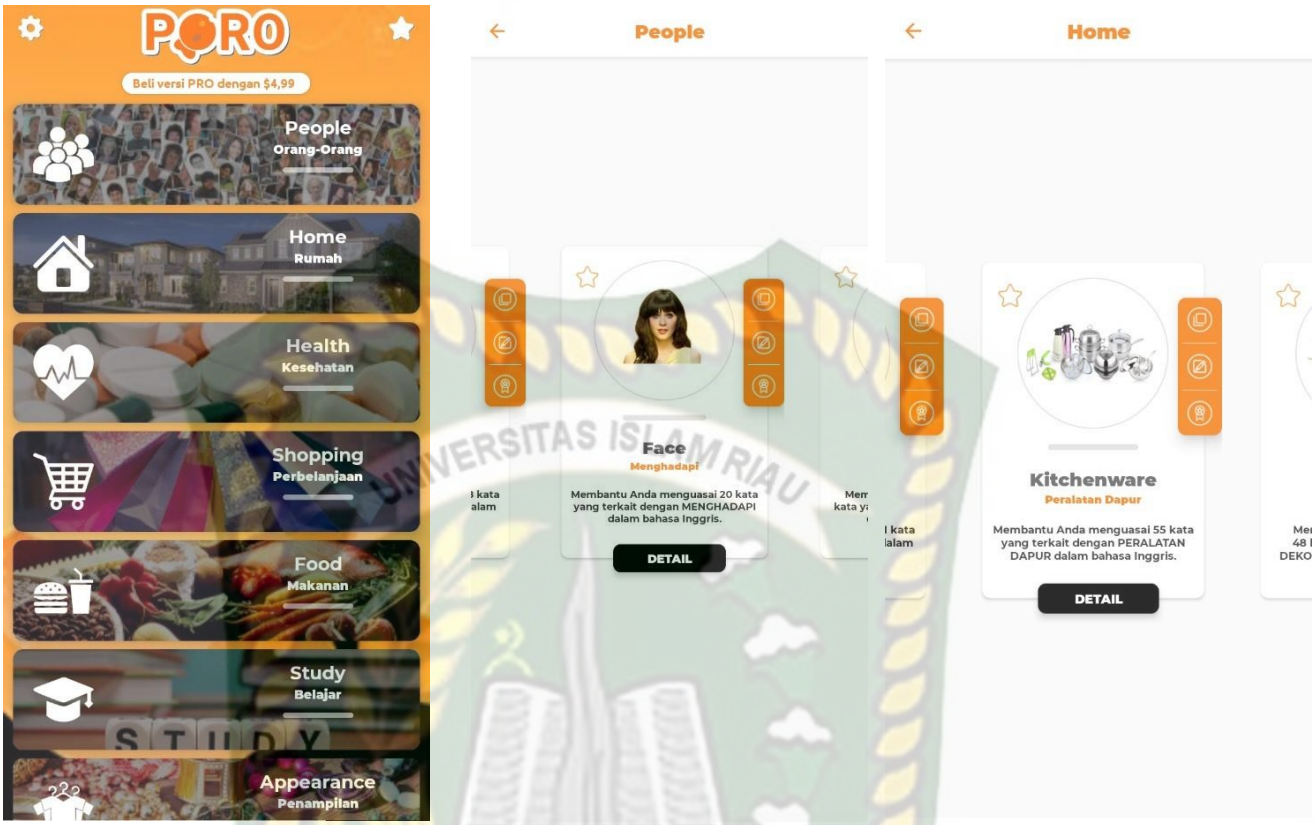
Figure 2.1 : The Diagram Showed The Action Research In Each Cycle



2.6 Relevant Studies

The are related studies that deal with improving students' vocabulary mastery by using application or game, in this case *Learn English -6000 Essential Word*.

Ulil Amri (2016) has done a research by Increasing Students' Vocabulary Mastery by Using Eye-Spy Game. Based on the finding of that research, students' vocabulary mastery increased by using the application in teaching and learning process. Further, the improvement that found by in mean score is from 65.62 in the pre-test and 86.82 in post-test.

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Beside, Sausan Nafis (2019) also has done a research that discussed about using an application in vocabulary mastery learning. In Sausans' research, the application that used is *Duolinggo*. The result that found on that research is an improving and it is shown by the mean score of the pre – test is 57.20 and the post test reach 72.80. On the other hand, Nushi and Eqbali (2017) has finished a research that focused on the possible effect of using mobile application Duolingo in a compliment for the English Lesson.

By seeing the studies above, we can conclude that mobile applications can be used in teaching and learning process of vocabulary mastery. Specifically, the application that used need to be observed first. The application or game should have suitable content for the learning. In this research, the researcher believe that Learn English -6000 Essential Word is an application that can be used to improve vocabulary mastery effectively as Eye-Spy Game and Duolingo.

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CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

The research conducted by using Classroom Action Research (CAR). class action research is a research that conducted by teachers in classroom. The aimed of classroom action research is to improve the quality of learners, by focusing on teaching and learning process in the class. Sanjaya (2009:26) stated that classroom action research is a strategies to solve the problem which use the real action and analyze all of the influence from the situation.

To find out the best way of teaching in the classroom, the researcher used classroom action method. By finding the best way, researcher can make the learning process become more effective and students ability will be improved. Specifically, the aim of classroom action research is to improve teachers teaching.

Kemmis and Mc taggart has been design the model of classroom action research that consist of four steps, planning,acting,observing, and reflecting. In simple terms, it is shown in this figure:

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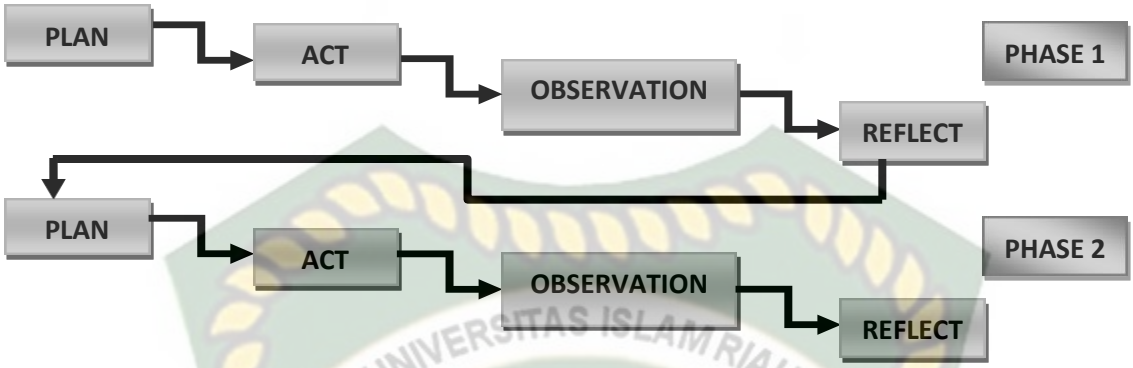
Figure 3.1 : The Diagram Showed The Action Research In Each Cycle



3.1.1 Cycle I

a. Planning

The following points are the specification of the planning are first cycle:

1) the cycle conducted in two meetings.
2) Administrated the vocabulary learning process according to the lesson plan that used by the classroom.
3) Conducted the pre-test to know students' basic ability vocabulary mastery.
4) Prepare the material for vocabulary mastery.
5) Conducted the test of vocabulary mastery by using Learning English-6000 Essential Words in last meeting.
6) Prepared the instrument for collecting data, such as diary notes, observation, and interview sheets.

b. Action

In this step, the students taught by using Learning English-6000 Essential Words in order to comprehend vocabulary mastery.

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c. Observation

The observation conducted in all of the process and atmosphere of vocabulary mastery and learning process. The researcher want to find out all of the condition occur during the instruction.

d. Reflection

The researcher took the feedback of the vocabulary mastery and the learning process from the result of the observation, the problem that exist, and the cause. If the result does not reach the goal that determines, the researcher need to continue to the research into cycle II.

3.1.2 Cycle II

Action research is cyclical. The process in the cycle II is the same with first cycle, with the improvement of vocabulary mastery material. Cycle II can be done if there is insignificant improvement of the students' achievement in vocabulary mastery. During the treatments, students will have a vocabulary mastery test at the end of every meeting.

3.2 Location And Time Of Research

This research conducted at SMP N 03 Bantan from july to august 2020.

3.3. Participant

The participants of the research are the first grade students of SMP N 03 Bantan in academic year of 2020 / 2021. The amount of participants are 20 consist of 8 males and 12 females in class VIIB.

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3.4. Instruments

In order to get the data in this observation, the instrument of collecting data is used by the researcher:

1. Observations: as a technique for collecting data about the students' teaching and learning process. Then observation sheet will be given based on reality in the classroom, the type of observation which is used is direct observation.
2. Interview: has been conducted to get the data about the implementation of Classroom Action Research (CAR) from the teacher.
3. Questionnaire: has been conducted both before and after of the implementationn of class action research (CAR)
4. Field Notes: is personal records that made by the researcher itself that will be writing up daily during the observation process.

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FIELD NOTE

Cycle/Meeting :

Day/Date :

Time :

Theme/Sub theme :

No.	Notes	
	Teacher	Students
1.		

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5. Test: is used to get data of the research result and students' activities in teaching learning. There are two tests that used in this research:
    a. Pre-test is conducted before the implementation of the Classroom Action Research (CAR).
    b. Post-test was conducted after the implementation of the Classroom Action Research (CAR).

3.5. Procedure of The Research

The research is using Classroom Action Research (CAR) that designed by Kemmis and Taggart. It is consist of four phases, planning, acting, observing, and reflecting. Those phases called one cycle. However, there are some problems that probably found or the problem itself is unfinished yet after finishing the cycle one, it is necessary for the researcher to continue to the second cycle. Here are the explanations of the four phases:

1. **Planning Phase**

    The Planning phase was done after the researcher identify and diagnosed students' vocabulary problem occurred in the class that proven by observing and interviewing. Furthermore, this phase the divided into two types, general planning and specific planning. The general planning is aimed to organize whole aspects that referred to Classroom Action research (CAR). Meanwhile, the specific planning is aimed to organize the plan that related to cycle-to-cycle. The organized planning will be formed into the lesson plan based on the

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current used syllabus. The lesson plan has been prepared to be implemented in first grade at SMPN 03 Bantan.

2. Acting Phases

Acting phase is s phase where the researcher and the teacher collaborate to implemented the planned action. The teacher will use the determined strategy as they are teaching in daily while the researcher observes during teaching learning activity. In this phase, the researcher begins the deeper process into the discussion. Teachers and researcher going to use the application give it to all students. In this case the application will be installed on the tablet that being one of school facilities. So, the researcher will tell the students to open the application in pre-intermediate mode. This mode is the most suitable mode to be applied or use for learning vocabulary in first grade of junior high school. The topic that will be discussed in every meeting will be determined as the topic in teacher syllabus.

3. Observing Phase

In this phase, the researcher and the teacher will collaborate to write all the phenomenon that happen in the class during the implementation of the action using field note or observation sheet. The researcher observed the results of the intervention and reflecting on the effectiveness. When observing, the observer should notice and note the whole activities in the classroom. Include teachers' performance, class atmosphere and situation, and students' response. The researcher should pay attention to teaching of

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students motivation in learning and the effectiveness of the using of the application by seeing the development of students vocabulary in daily during the implementation of the application.

In this phase, it also collects the data of evaluation or post-test to see the effect of the implementation of Learn English-6000 Essential Words in teaching and learning process.

4. Reflecting Phase

This phase is aimed to reflect or evaluate the three phases before. The phase will be done based on the data that have been collected to hold the evaluation for completing the next cycle. The reflection is able to be determined after implementing the action and observation. The researcher will see the change or the development of students vocabulary mastery that effected by implementing of Learn English-6000 Essential Words by compare the result of pre-test and post-testIf there still some problems found, it being a must for the researcher to go to the next cycles.

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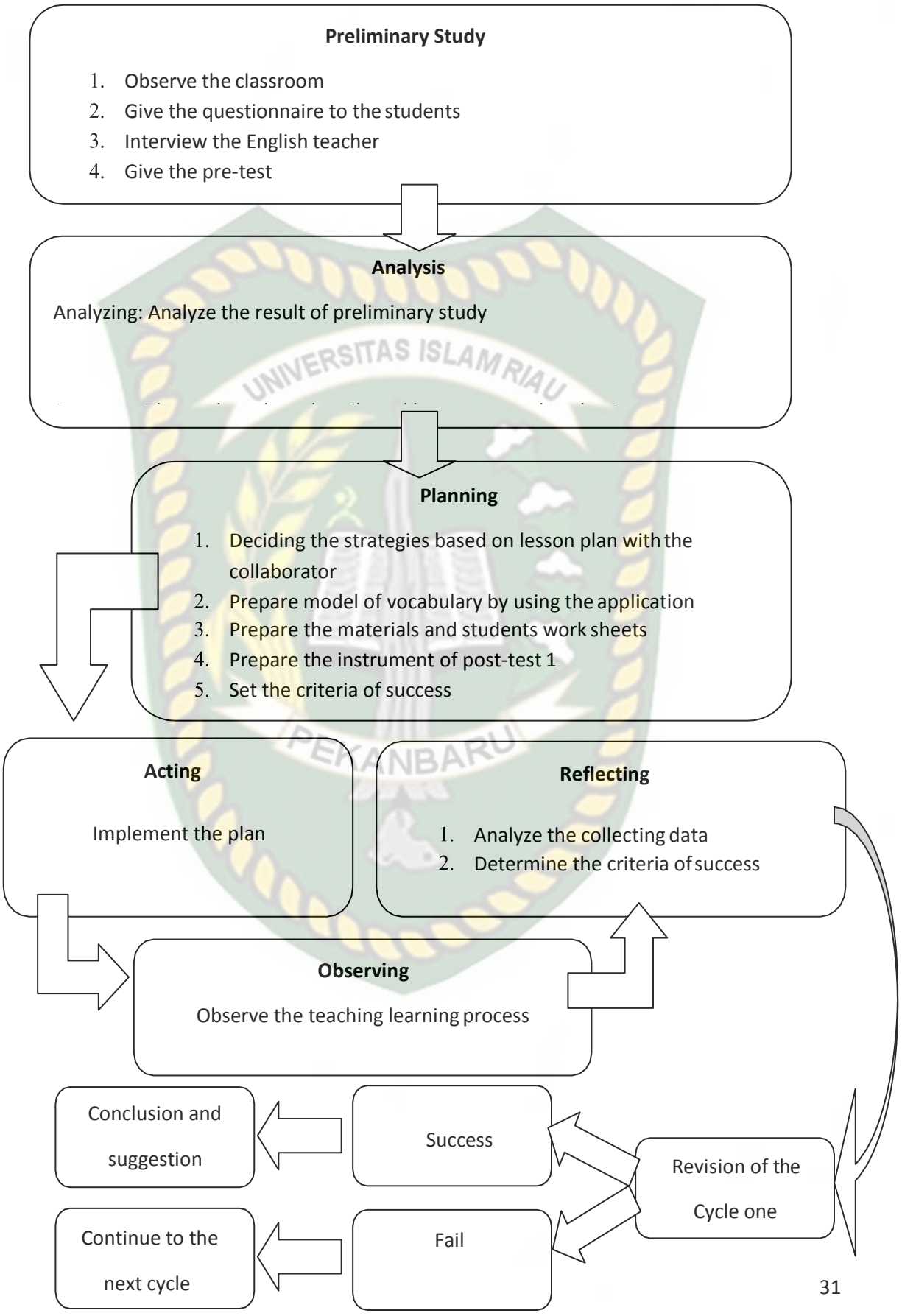

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3.6. Technique Of Collecting Data

The research using qualitative data (experience-based) and quantitative data (number-based) in collecting the data. The qualitative data consist of observation within the physical activity in the classroom and interview to be presented for the teacher. On the other hand, the quantitative data use pre-test and post-test.

3.7. Technique Of Analyzing The Data

The research used qualitative and quantitative data. The analysis qualitative data used in the observation of students' activities during teaching learning process, and the interview before and after the implementation of Classroom Action research (CAR).

The quantitative data there was a vocabulary test. In analyzing the quantitative data and finding out the level of students' vocabulary mastery improvement that effected by using Learning English 6000 Essential Words application at first grade students of SMPN 03 Bantan. The formula of percentage that will be used to analyze the result of the test as in Sudijono (2014:81):

$$Mx = \frac{\sum X}{N}$$

Mx = Mean

$\sum X$ = Total of score

N = Total of student.

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After adopted the formula above, the researcher refers to *Kriteria Ketuntasan Minimum* (KKM) to identify the students' level of the students' percentage score in vocabulary. KKM that used by the SMPN 03 Bantan is 78. The percentage score is reflecting into following range:

Table 3.1
The Level of Students' Score

No.	Range of Score	Level
1.	<59	Poor
2.	60-70	Fair
3.	71-80	Good
4.	81-89	Very good
5.	90-100	Excellent

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CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDINGS

4.1 The Description of the Data

The data of the research was analyzed by quantitative and qualitative data. The quantitative data were taken from the students' vocabulary test score. Besides, the qualitative data were taken from observation result, questionnaire result, interview, diary note, and documentation. The research was conducted in class VII-B of SMPN 03 Bantan that consisted by 20 students. The research was accomplished in one cycle, the cycle consisted of four steps (planning, acting, observing, and reflecting). The cycle conducted in seven meetings include based test. In the last meeting of the cycle, the students had a test as the post-test and questionnaire result.

4.1.1 The Qualitative Data

4.1.1.1 Observation

The researcher did an observation and investigation to reveal the situation and the obstacles found during teaching learning process that faced by the students. Observation sheet was used to measure the level of students' activities and vocabulary mastery during teaching and learning process before and after the using of Learning English-6000 Essential Words application.

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In teaching-learning process by using of Learning English-6000 Essential Words application the students feel enjoy and motivated to memorize and learn about English vocabulary. It can be seen from their enthusiastic and interested about the learning. The increase of students understanding and memorizing also can be seen from their score after the using of Learning English-6000 Essential Words application.

4.1.1.2 Questionnaire

The questionnaire was conducted before and after Classroom Action Research (CAR). Based on the result from the student's questionnaires' answer, the researcher found that there were different responses before and after the implemented the application in learning process.

The pre-questionnaire was conducted to obtain the information of students' motivation in learning English vocabulary. The questionnaire had twelve questions that separated in three categories. They are the students' response about teaching-learning process, the result of the students' vocabulary learning activities, and the solution of the problems in vocabulary.

The result of pre-questionnaire showed that, in first category the result showed 25% students were motivated in teaching and learning process. The result also showed that 50% of the students understood the teacher explanation. Those result showed that the many of the first-grade students of SMPN 03 Bantan still have less motivation and interest in English vocabulary

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lesson, and it gave a negative impact to student's English vocabulary mastery. Further, the second category discussed about students' vocabulary achievement. There are 35% of the students were not satisfied with their score in vocabulary mastery skill. Because most of the students had not reached a good score that will make them passed the minimum mastery criterion (KKM).

The next category discussed about the solution of the problem in vocabulary learning. Based on the data that the researcher found there were so many students that did not ask about the difficulties that they faced to their teacher, it is reached 45% of the students. It showed that many students still have a big negative motivation to learn English that made them have less interest to be involved in learning process. Furthermore, on the process of vocabulary learning, students feel that the technique that used by the teacher is not really suitable or effective. There is a big boredom that felt by students during the learning process. By the fact, it can be predicated that technique used by the teacher was not really appropriate and could not solve their problems in learning vocabulary. After that, it's about 70% of the students thought the technique or method that taught by their teacher could not help them to transfer the given words to their long-term memory and get the new vocabularies.

The next information that researcher wants to know from the students

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is about their experiences and their proximity with the learning process by using *smartphone application.* The result showed that most of the students ever heard about learning by using smartphone application, it is about 85% of them. Unfortunately, only a little of them that have experiences in learning by using the application, it is only about 20% of them that have a huge interest about English. Even though, all of the students that have the experiences said that they really enjoy the process.

Then, the least item or information that the researcher want to observe is about the level of student's vocabulary mastery. It is about 90% of the students could not do the task that given by the teacher easily. It means that most of them still faced the problem in vocabulary learning and there were only 5 students or 25% of the students stated that they had rich vocabulary.

As the fact above, it can be concluded that the monotone technique that used by the teacher in teaching vocabulary caused a big boredom and negative motivation to the students. Those problem cause the most of students' ability in vocabulary was still low.

After the CAR was done, the student questionnaires' responses showed positives results. The questionnaire had fifteen questions which separated into four categories: the students' response about teaching learning process, the result of the student's vocabulary learning activities, the solution of problems in vocabulary, and students' responses.

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Based on the result of the result of pre – classroom action research questionnaire, the first category showed the students' response about teaching-learning process in learning English vocabulary by using Learning English – 6000 Essential Word. The data it indicated that 100% of the students were interested in the teaching-learning process through by using Learning English – 6000 Essential Words. The next information is about students' motivation in learning vocabulary by using Learning English – 6000 Essential Words. The data showed that all of the students felt motivated in learning vocabulary by using Learning English – 6000 Essential Words. It showed that the features in Learning English – 6000 Essential Words application can stimulate the motivation and the enjoyment of the students in learning.

The last information is about the comparison between learning by using Learning English – 6000 Essential Words than usual learning. It is about 90% of students feel better and enjoy to learn vocabulary by using Learning English – 6000 Essential Words than usual learning. It means that most of the first-grade students of SMPN 03 Bantan has been like English vocabulary lesson.

The second category inform about students' vocabulary achievement after the using Learning English – 6000 Essential Words application. The first information showed that 90% of students were helped in increasing

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their vocabularies by using Learning English – 6000 Essential Words in the learning. The second information showed that the students felt that the using of the application solve their vocabulary learning problems about 80%. The next information showed about 100% of students could do their vocabulary task easily by using Learning English – 6000 Essential Words. Further, the fourth information indicate that all of students' score in vocabulary task were increase after implementing Learning English – 6000 Essential Words in vocabulary learning. The last information showed the students' vocabulary was enriched by using Learning English – 6000 Essential Words is about 80%.

The third category asks the solution of the problem in vocabulary learning. By seeing the about 100% of students said that the teacher gave them an opportunity to ask their difficulties in vocabulary. This fact also supported by the fact there are audio-visual features which can help the teacher and also students when there is a distraction in the learning process.

It was indicated that all of students were actively involved in the teaching-learning process.

The last category asks the students' response about Learning English – 6000 Essential Words application. The first information in this category is about the feeling of the students in learning vocabulary by using Learning English – 6000 Essential Words. The data showed that 100%

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students agreed that they feel better in learning vocabulary by using Learning English – 6000 Essential Words application.

The second information showed that 100% of students said that Learning English – 6000 Essential Words application is suitable to be implied in teaching-learning process vocabulary. The third information indicated that 85% of the students feel more understand the vocabulary easily. Next, the fourth information showed that 100% of the students love to learn vocabulary by using Learning English – 6000 Essential Words application. The fifth information is about all of students feel that Learning English – 6000 Essential Words application facilitate their vocabulary learning. The last item indicated that 90% of students could remember both their previous vocabulary and the new vocabulary easily after the using of Learning English – 6000 Essential Words application in learning. From that information it can be concluded that Learning English – 6000 Essential Words application helped them in increasing their vocabulary. Furthermore, it can be concluded that the using Learning English – 6000 Essential Words application in vocabulary learning gave a big positive impact when it is applied at the first grade of SMPN 03 Bantan.

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4.1.1.3 Interview

The interview was done before and after conducting the cycle. The researcher interviewed the teacher before the CAR and this interview also done after the implementation of the application in learning. Based on the teacher's answer there were differences feeling before and after the implementation.

The teacher felt satisfied with the improvement made by the students about vocabulary mastery score after the implementation of Learning English – 6000 Essential Words application in vocabulary learning. The teacher has been motivated to use Learning English – 6000 Essential Words application because it could facilitate them and the students in increasing student's vocabulary.

4.1.1.4 Diary Notes

Diary notes were written up by the researcher in every online meeting during conducting the research. From the diary note, it was found that the students were active and have big enthusiastic during the teaching learning process. Even though, some of students have less motivation and lazy to learned vocabulary before, but when the researcher applied the Learning English – 6000 Essential Words application, they felt interested and enjoy the study. So, in this research, students showed many good improvements in learning vocabulary.

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4.1.1.5 Documentation

Photography or screenshot is one of source as documentation or responding observation for researcher to catch every moment during this *Covid19 Online Class* system. It was taken when the students did the vocabulary test and during the teaching-learning process in the classroom. From the pictures, will be found that the response of students was active and enthusiastic during the teaching-learning process.

4.1.2 The Quantitative Data

The quantitative data were taken from the result of the test given to the students. The test that given still relevant to the topic that taught by teacher as stated in the syllabus and discussed in the classroom in every cycle. There were two cycle consisted 7 meetings in this research and the test was given in the last of each cycle. The result of the test score of students were shown in the table.

Table 4.1

The Students' Score during Cycle I and Cycle II

(Based test, Post-Test I, Post Test II)

No	Initial of Students	Based test	Post-Test I	Post-Test II
1.	AR	72,6	85,8	100
2.	AY	59,4	66	85,8
3.	BI	100	100	100

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No	Initial of Students	Based test	Post-Test I	Post-Test II
4.	DR	46,2	66	92,4
5.	EKS	100	100	100
6.	FFR	59,4	66	85,8
7.	FAZ	59,4	59,4	85,8
8.	FL	19,8	46,2	85,8
9.	HA	46,2	66	85,8
10.	KHS	72,6	92,4	100
11.	MS	19,8	46,2	59,4
12.	ME	59,4	66	92,4
13.	NA	72,6	85,8	100
14.	NAM	19,8	52,8	72,6
15.	NO	39,6	66	92,4
16.	RA	59,4	66	92,4
17.	SE	46,2	59,4	92,4
18.	SA	46,2	72,6	85,8
19.	VV	59,4	85,8	92,4
20.	ZDL	59,4	72,6	92,4
TOTAL		**∑x= 1.117,4** **X = 55,87**	**∑x= 1.421** **X = 71,05**	**∑x= 1.793,6** **X = 89,68**

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From the data above the researcher found there is an improvement on the students' vocabulary mastery. It can be seen from the mean of value from the test (based- test, post-test I and post-test II) that increase.

From the table, the researcher also found the students' achievement are:

4.1.2.1 Based Test

The based test was conducted as the preliminary study that done before Classroom Action Research (CAR) to identify the students' real competence and problems in vocabulary. In based test, there were 15 questions in multiple choices.

To get the result of based test, firstly the researcher calculated the mean score:

$$X = \frac{\sum x}{n}$$

$$X = \frac{1.117,4}{20}$$

$$X = 55.87$$

Then, to the percentage of students who passed the KKM score, the researcher used the following formula:

$$P = \frac{FF}{NN} \times 100\%$$

$$P = \frac{2}{20} \times 100\ \%$$

$$P = 10\%$$

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Based on the result of the based test, the data showed that the mean score of based test is 55,87. There were only 2 students or 10% of the students who got the score above the *Kriteria Ketuntasan Minimal (KKM)* meanwhile the other students were below that criteria. From the analyzing and calculating, it can be seen that almost of VII-B class student of SMPN 03 Bantan vocabulary mastery skill was still low.

4.1.2.2 Post-Test I

In post-test II the students score got increasing. The students had given the reaction to pay more attention to the teacher and asked the material they did not know. The result of post test showed the mean score of the class increased to 71,05 which there were 6 students who passed the Minimum Mastery Criterion or KKM 75.

The mean score derived from the following formula:

$$X = \frac{\sum x}{n}$$

$$X = \frac{1421}{20}$$

$$X = 71{,}05$$

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Then, the class percentage that's passed the Minimum Mastery Criterion, using the following formula:

$$P = \frac{FF}{NN} \times 100\%$$

$$P = \frac{6 \times 100\ \%}{20}$$

P = 30%

It showed in the post-test I, there are some improvement happen. It can be seen from the improvement of the mean value.

4.1.2.3 Post-Test II

In the post-test II the students score got increasing. In the post-test II the researcher focused on implementing Learning English – 6000 Essential Words application, all of the students become active to the activity given by teacher. Besides, the atmosphere of class makes the students interested to follow the lesson.

The result of post test showed the mean score of the class increased to 89,68 which there were 18 students who passed the Minimum Mastery Criterion or KKM 75.

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The mean score derived from the following formula:

$$X = \frac{\sum x}{n}$$

$$X = \frac{1.793,6}{20}$$

$$X = 89,68$$

Then, the class percentage that's passed the Minimum Mastery Criterion, using the following formula:

$$P = \frac{FF}{NN} \times 100\%$$

$$P = \frac{18 \; xx \; 100\,\%}{20}$$

P = 90%

It showed in the post-test II more than 50% students improved their vocabulary by using Learning English – 6000 Essential Words application.

4.2 Data Analysis

4.2.1 The Qualitative Data

The qualitative data was analyzed from observation result, questionnaire result, interview sheet, diary notes, and documentation. The research was done in two cycles that consists of two meetings and one test in each cycle.

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4.2.1.1 The First Cycle

The first cycle was done in 3 meetings, the detail was below:

a. Planning

The researcher collaborated with the teacher to planned the action dealing with preparing of the using of Learning English – 6000 Essential Words application, instructional materials and media, and determined the criteria of the success. In this phase, the researcher made a planning for the Action Research based on the problems that faced by the students about vocabulary mastery.

Besides, the researcher made a lesson plan and also prepared observation sheet to observe the students and researcher's activities in teaching learning process. Then, the researcher also prepared the post - test to collect the data, to know the improvement of student's score between based test to post-test I.

Furthermore, the researcher and the collaborator (in this case teacher) determined the criteria of success. The criteria of success were 75% of the students' vocabulary score achieved the *Kriteria Ketuntasan Minimal (KKM)* of English (75.0) or above 75% of students participated in English vocabulary class

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b. Action

The action in the first cycle was done by implemented the teaching learning process based on lesson plan that had been made. In the first meeting, before involving students in Learning English – 6000 Essential Words application, the researcher acted as teacher and teach based on the lesson plan. (1) The researcher asked the students to listen the explanation about the procedure to use Learning English – 6000 Essential Words application. The researcher explained about the implementation of Learning English – 6000 Essential Words application in their mind, in order to make the students understand about the technique. (2) The researcher giving the topic that will be discussed to the students based on the syllabus. (3) Teacher asked the students to pronounce the words that given by the researcher. (4) Students pronounced the words that researcher asked to follow and pronounce. (5) The researcher asked the student to memorized the word. (6) The teacher closed the meeting and give motivations to the students to study hard.

c. Observation

The observation was done in order to know how the students' behavior and their problem during teaching learning process of vocabulary mastery. In the first meeting, the researcher realized that all of the students were interested in the lesson given by using Learning English – 6000 Essential Words application. The students felt familiar and enjoyed by the interface

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of the application which easy to use or to operated.

In the next meeting, the researcher watched the better classroom condition. The students were interested to follow the instruction from the teacher or researcher and also the instruction from the application itself. Those fact shows that the motivation of students and their involvement in vocabulary lesson are going better during the observation. Even there are still some students cannot concentrate with the lesson. Luckily, it did not bring any negative atmosphere in the process of learning. The class can understand and enjoy the lesson.

d. Reflection

After conducted the first cycle, the researcher evaluated the teaching learning process in the end of meeting of the first cycle. The researcher discussed the result action with the collaborator. Based on the analysis of students' vocabulary score in post-test I, only a few students who achieve the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM).* It can be seen from the improvement of the percentage of the student who can passed the KKM, the improvement only about 20 %. So, the implementation of Learning English – 6000 Essential Words application has not given satisfactory result yet on the improvement of students' vocabulary.

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The next talked about students' participation. From the analysis of the students' vocabulary worksheet score in the first cycle, it was found that the students do not understand well about the topic. Therefore, it needs to revise the acting and planning before implement to the next cycle. The test result indicated that the action in the first cycle did not achieve the action success yet. So, the researcher and the collaborator had to move the next cycle.

4.2.1.2 Revision of The First Cycle

Based on the analysis of the students' score achievement on vocabulary in the first cycle, the implementation of Learning English – 6000 Essential Words application did not yet give satisfactory result. Therefore, the researcher concluded some revision before the implementation of the next cycle in order to achieve to criteria of success this study.

First, the revision was focused on the teaching procedure. In the first cycle, some students were confused to operates Learning English – 6000 Essential Words application appropriately. The students had little difficulty to operates Learning English – 6000 Essential Words application. These problems were time- consuming and make other students disturbed and noisy. Then, the teacher has to give the example to operates Learning English – 6000 Essential Words application clearly.

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Second, revision was on the explanation about the material. The teacher should give the explanation clearly to make students understand. The last, all of the students had to bring smartphone, in order to help them to find out the meaning of word as their learning source except the teacher.

4.2.1.3 The Second Cycle

The step on the second cycle was done same as the first cycle, the detail was below:

a. Planning

The researcher collaborated with the teacher to planned the action dealing with preparing of the using of Learning English – 6000 Essential Words application, instructional materials and media, and determined the criteria of the success. In this phase, the researcher made a planning for the Action Research based on the problems that faced by the students in the first cycle.

Besides, the researcher made a lesson plan and also prepared observation sheet to observe the students and researcher's activities in teaching learning process. Then, the researcher also prepared the second post - test to collect the data, to know the improvement of student's score.

b. Action

The action in the second cycle was done same as the first cycle, by implemented the teaching learning process based on lesson plan that had been made. In the first meeting, before involving students in Learning

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English – 6000 Essential Words application, the researcher acted as teacher and teach based on the lesson plan. (1) The researcher asked the students to listen the explanation about the procedure to use Learning English – 6000 Essential Words application. The researcher explained about the implementation of Learning English – 6000 Essential Words application in their mind, in order to make the students understand about the technique. (2) The researcher giving the topic that will be discussed to the students based on the syllabus. (3) Teacher asked the students to pronounce the words that given by the researcher. (4) Students pronounced the words that researcher asked to follow and pronounce. (5) The researcher asked the student to memorized the word. (6) The teacher closed the meeting and give motivations to the students to study hard.

c. Observation

The activity of students was observed and it showed that the condition of class was much better after implementing Learning English – 6000 Essential Words application, only a few students who didn't understand how to operate the application, all of the students become actively to the activity given by teacher so the atmosphere of class make the students interested to follow the lesson. The students could follow and understand about the topic easily.

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d. Reflection

After checked the students' vocabulary mastery by giving the test, it was found the students' score showed positive improvements. Based on the observation and the result of the test, the students could use Learning English – 6000 Essential Words application as their media in memorizing and developing their vocabulary. It can be concluded that the students could improve their vocabulary mastery by using Learning English – 6000 Essential Words application. Furthermore, by seeing the result of the implement of Learning English – 6000 Essential Words application that showed by the improvement, it can conclude that, the application can be use in the future in teaching English vocabulary.

4.2.2 The Quantitative Data

The data was taken from test that gave to students in the last of the cycle. Based on the result of every meetings and the test which have been conducted, it was found that the students score did an improvement since the first until last meeting.

The result that students' score increased from the based test until the last post - test of the second cycle. The data showed that the score of post-test I was higher than the based test and the score of post-test II was higher than the post-test I. There was an increase of students' mean score from the students' vocabulary achievement on the preliminary study to the students' vocabulary achievement on the post-test I and post-test II. It was from

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preliminary study mean score from the mean class 55,87 increased to 71,05 or from 2 students who passed the score above the Minimum Mastery Criterion to 6 students after conducting the first cycle. Then, the improvement also happened after the conducting of the second cycle. It was from post-test I mean score 71,05 increased to 89,68 or from 6 students who passed the score above the Minimum Mastery Criterion to 18 students after conducting the second cycle. That means that there was 33.81% of meanscore improvement from the based test to the last post-test.

Table 4.2

The Data of Test Result

No	Cycle	Mean	Percentage
1	Based test	55,87	10%
2	Post-test I	71,05	30%
3	Post-test II	89,68	90%

The mean of students' score in every post-test was higher than the based test, so it could be said that the students' vocabulary mastery by using Learning English – 6000 Essential Words application improved from 55,87 to 89,68 from the based test to the last post-test. Based on the table above, the result showed the improvement of the students' score from the based test to the last post-test.

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In the first test (based test) the students who passed the KKM 75 were 2 students of 20 students (10%). In the post-test I the students who got the score up 75 or passed KKM were 2 students of 20 students (30%). In the post-test I the students who got the score up 75 or passed KKM were 18 students of 20 students (90%)

4.3 Research Finding

The result indicated that there was an increasing on the students' vocabulary mastery by using Learning English – 6000 Essential Words application. The mean of the second cycle was 89,68% , it indicated that the scores and the mean at the end of the second cycle is better than before. Based on that data, the percentage of students who got point up 75 or passed the KKM also grew up. In the based test, the students who got point up 75 were 2 students (10%). In the post-test I students who got point up 75 were 6 students (30%). In the post-test II students who got point up 75 were 18 students (90%).

From the data above, showed by applying Learning English – 6000 Essential Words application in learning process, the score of the students in vocabulary kept increasing from the based test until the last post-test. The students' vocabulary mastery improved and became well in the first meeting to the next meeting not only happened in the mean of students' score, but also the expression, interest, and motivation of the students

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showed positives improvement. It can be seen from the result of questionnaire, diary notes and the observation sheet. Most of the students were more active and enthusiast during the teaching learning process. It implied that the use of Learning English – 6000 Essential Words application could increase the students' vocabulary mastery and also help the English teacher to teach vocabulary.

4.4. Discussion

The discussion is based on how Learning English – 6000 Essential Words application can develop students' vocabulary. The finding of the research proved that Learning English – 6000 Essential Words application can increase students' vocabulary. It can be seen from the improvement of students score. The students' average score of based test was 55,87. After the implementation of Learning English – 6000 Essential Words application, the average score of post-test II was 89,68. Besides, improving the students' score, the implementation of Learning English – 6000 Essential Words application got positive responses from students in their teaching-learning process of vocabulary.

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CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

After conducted CAR at first grade of SMPN 03 Bantan, it can be concluded that Learning English – 6000 Essential Words application can improve the students' vocabulary skills and can help them to remember and keep their vocabulary. It proved by the following facts that researcher found after the research.

First, related to the students' achievement, there were a lot of student who passed The Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)* 75 with the improvement of the students' mean score from based-test to the last post-test was 33,81%. In the based-test were only 2 students who passed the KKM. After conducting the first cycle there were 6 students or 30% passed the KKM. Meanwhile, in the post-test II there were 18 students who passed the KKM or 90%. So, it achieved the criteria success.

Second, the questionnaire result showed that the implementation of this application got positive responses from the students and also teacher in the teaching-learning process of vocabulary, it can be seen from the mean of pre-questionnaire was 40,9%. Then, the mean of post-questionnaire was 94.3%.

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Next, the data from diary notes showed that the students were more active and participated in the teaching learning process during the using of Learning English – 6000 Essential Words application, it could be seen from the improvements of the students' score and interest in teaching-learning process for each meeting.

The last, the result of the interview with the English teacher showed that the teacher gave positive responses after the implementation of Learning English – 6000 Essential Words application in teaching vocabulary since it could be an alternative technique to be used in teaching vocabulary especially in this *Covid19* period.

5.2 Suggestion

There are some suggestions to offer to the English teachers and the other researchers based on the research findings.

1. Learning English – 6000 Essential Words application is effective to improve students' vocabulary.
2. Learning English – 6000 Essential Words application game can be alternative to solve the problem about students' boredom and low motivation or interest in vocabulary learning.
3. This application is suggested to the English teacher or other researcher who want to conduct in similar research or study.

Last, the researcher hopes the result of this research can be used as an additional reference, there will be a further research with different discussion which can make a revision within development of this Learning English – 6000 Essential Words application.

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