PROMOTING VOCABULARY MASTERY WITH WORD TRIP APPLICATION FOR STUDENTS AT THE ELEVENTH GRADE OF SMA NEGERI 4 PALU

THESIS

Submitted As Partial fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd) At English Tadris Study Program Faculty of Tarbiyah and Teacher Training At State Islamic University Datokarama Palu

By

RIKA PERMATASARI
NIM: 201160004

ENGLISH TADRIS STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
CENTRAL SULAWESI
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STATEMENT OF THESIS AUTHENTICITY

I hereby declare that this thesis entitled **"Promoting Vocabulary Mastery With Word Trip Application For Students at the Eleventh Grade of SMA Negeri 4 Palu"** has been officially approved as my work and it has not been and will not be submitted in the whole or part to another State Islamic University Datokarama Palu to the award of any other degree. If later, this thesis found to be fabricated either in whole or in part, I declare that I must comply with the rule and regulation of the university and I must be ready for all the consequences thereafter due to this misconduct.

Palu, 15 January 2024 M

3 Rajab 1445 H

Researcher,

Rika Permatasari

NIM: 201160004

APPROVAL PAGE

A thesis entitled "Promoting Vocabulary Mastery with Word Trip Application for Students at the Eleventh Grade of SMA Negeri 4 Palu" written by Rika Permatasari, NIM. 20.1.16.0004, the students of English Tadris Study Program, Teacher Training and Tarbiyah Faculty, State Islamic University Datokarama Palu. After carefully observing and correcting the thesis, each supervisor dicides that the thesis has met all the requirements needed and therefore it can be submitted for examination.

Palu, 29 December 2023 M
16 Jumadil Akhir 1445 H

Supervisor I	Supervisor II
Ruslin, S.Pd., M.Pd., M.Sc., Ph.D	Hijrah Syam, S.Pd., M.Pd
NIP. 19690215 199203 1 014	NIP. 19860504 202321 2 052

LEGALIZATION

A thesis by Rika Permatasari, NIM.20.1.16.0004 entitled **"Promoting Vocabulary Mastery with Word Trip Application for Students At the Eleventh Grade of SMA Negeri 4 Palu"** which had been examined in front of the board of examiners of the Faculty of Tarbiyah and Teacher Training in State Islamic University Datokarama Palu on 14th Maret 2024 has met all the criteria for a scientific paper. Therefore, it can be accepted as the requirement for obtaining bachelor degree in English Tadris Study Program.

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The Supervisor I	Ruslin, S Pd., M.Pd., M.Sc., Ph.D	
The Supervisor II	Hijrah Syam, S.Pd., M.Pd	

Approved by:

Faculty of Tarbiyah and Teacher Training
Dean,

Dr. Saepudin Mashuri, S.Ag., M.Pd.I
NIP. 19731231 20050101 1 070

English Tadris Study Program
Head,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 196960215199203 1 013

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Researcher,

Rika Pematasari

NIM: 201160004

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ABSTRACT

Name : Rika Permatasari

NIM : 20.1.16.0004

Title Skripsi : Promoting Vocabulary Mastery With Word Trip Application For Students at the Eleventh Grade of SMA Negeri 4 Palu

Mastery of English vocabulary in eleventh grade was still very low. Many students found it difficult to learn and increase their vocabulary. They believed that learning vocabulary mastery takes times because not only they have to mater the meaning but also they have to identify the word classes and even the ways the words to be used in sentences. Therefore there should be of various teaching methods to create a fun learning atmosphere. And to overcome this problem, the Word Trip Application is used.

The purpose of this research is to find out wheter the Word Trip Application effective to promote vocabulary mastery for students at the eleventh grade of SMA Negeri 4 Palu.

In this research, researcher used a quasi-experimental design with a quantitative approach. This research used data collection techniques through pre- and post-tests and treatment in the experimental class. The data analysis techniques used the descriptive statistics, normality test, homogeneity test, and testing hypothesis. The population in this research was 232 class XI students consisting of seven classes. In this research the only took two classes, namely the control and experimental classes. The sample was selected through purposive sampling.

Based on the research finding, it showed that the Word Trip Application was effective to improve vocabulary mastery of the eleventh grade students. It was proved by the mean score of students achievement before and after giving the treatment was from 43.70 which the mean score of pre-test become 68.98 which the mean score of post-test and also proven by the value of the t-test 10.365 was higher than t-table value 2.03693.

Therefore, it can be concluded that used of Word Trip Application was effective to promote vocabulary mastery for students of the eleventh grade of SMA Negeri 4 Palu.

CHAPTER I

INTRODUCTION

A. Background

For a very long period of time, English has become an international language that people use to communicate and exchange ideas in the international stage. Besides, English has been long used as a means of communication between the nations in the world. It has also been used in education and many scientific activities. It is a fact that English proficiency helps people drive knowledge transfer and development. Being able to speak English is one of the drivers to advance in certain fields, for example, computers, business, tourism, educational technology, and many more. English is also very important for spreading news in different countries around the world.

In Indonesia, English has long been taught as the first foreign language and as a compulsory subject from high school to college. According to Lauder, the status of English as a foreign language in Indonesia was officially declared in 1955[1]. This position remains the same today, as English was the first foreign language taught in schools, as commented by Komaria[2]. Chapter IX, Section 39 Verse 3, the Law (1989) states that English is specified as a compulsory subject, part of the Basic

[1]Lauder Allan, Makara, Sosial Humaniora 12, No. 1,(July 2008): 9-20.

[2]Setiawan, I. Pengajaran Bahasa Inggris dalam Kurikulum 2013 : Suatu Tinjauan dan Perspektif. *Jurnal Ilmiah Pendidikan Dan Keislaman* 1, No. 2, (2021): 104–112.

Curriculum[3]. This is supported by Government Regulation No 28, 1990 states that English is to be taught from the first year of Junior High School but may be taught as early as primary four at the school's discretion.[4] In addition, Section 42 and Section 2 of Chapter XI of the Education Act 1989 also allow the use of English as a language of instruction when necessary for the development of specialized subjects or professional skills[5]. It also is a very useful language for the current generation. In addition to being a tool for international communication, it is also for future career interests of students and there are many more benefits for learning English.

Due to the importance of English, the education government has hame English one of the subject that must grade of fourth elementary school to eniversity[6]. This is stated in the national curriculum. In the K13 curriculum, the time allotment for the learning and teaching English is four meetings where each consists 45 minutes where four skills of English are taught integratively[7]. It means that there are four skills that students have to master, namely: listening, reading, speaking and writing. Students can be said to be able to speak fluently in English

[3]MONE Regulation No 22 Year 2006 on the Graduate Competency Standards for Elementary and Secondray School.

[4]Government Regulation No 28 Year 1990 on the Standards of National Education.

[5]Government Regulation No 19 Year 2005 on the Standards of National Education.

[6]Komaria. *The History of English Teaching in Indonesia*. Unpublsihed thesis submitted for the degree of M.A. Applied Linguistics (English Language). Atma Jaya Catholic University, Jakarta. (1998) 25-31.

[7] Susilawati, S., Octasari, A., & Juanda, J. Analisis Struktur Kurikulum K13 dan Struktur Kurikulum Merdeka Fase E untuk Kelas X dan Fase F untuk Kelas XII. *Jurnal Literasi Dan Pembelajaran Indonesia*, 3, No. 1 (2023): 24–32.

means that they have to be supported by good vocabulary mastery. Having good vocabulary mastery will allow students to understand what is heard, read, spoken and written in English. As this is the case, vocabulary is deemed to be one of the most important components for learning English. Vocabulary mastery affects students' ability to develop sentences, including in oral and written communication. Having a good vocabulary range will allow students to speak and write easily and quickly. In other words, a good vocabulary mastery is the ability of students to use words correctly and effectively. The more vocabulary students have, the greater chances to know, understand and use the language.

For many cases, increasing vocabulary is difficulted. Words are difficult for students to understand, such as distinguishing word forms, applying words in sentences to understand its grammatical forms like noun, verb, adverb, conjunction and others. Therefore, it is important for students to learn vocabulary and its forms from which they can understand the differences.

Based on the pre-observation taken on March, 9th 2023 at SMA Negeri 4 Palu, it was revealed that many students found it difficult to learn and increase their vocabulary. They believed that learning vocabulary mastery takes times because not only they have to master the meaning but also they have to identify the word classes and even the ways the words to be used in sentences. Moreover, students found it hard to determine which strategies to use for learning vocabulary effectively.

In learning vocabulary, there is an encouragement from the English teacher at school by using various teaching methods. One way that can be used to create a fun learning atmosphere is by using learning technology. In this case, the word trip

application is used because this learning platform is easy to use and free access. Moreover, this learning platform allows the students to use the clues (bonuses) to smart guess the words based on the provided letters. Apart from these, this vocabulary learning platform is full of fun as the players (students) are allowed to compete with other users acrossed the globe. In addition, this application also allows students (players) to practice the pronunciation of the words both offline and online.

Based on the problem, the researcher is interested in conducting research entitled: "Promoting vocabulary mastery with Word Trip application for students at the eleventh grade of SMA Negeri 4 Palu".

B. Research Question

Based on the problem the research question is formulated as follows: “Is the Word Trip Application effective to promote vocabulary mastery for students at the eleventh grade of SMA Negeri 4 Palu?”

C. Objective and Significant of the Research

1. Objective of the Research

The main objective of the research is to find out whether the Word Trip Application effective to promote vocabulary mastery for students at the eleventh grade of SMA Negeri 4 Palu.

2. Significant of the Research

The results of this research are expected to be useful for teachers, students and further researchers to apply the Word Trip Application in the learning process

to build a better atmosphere and student interest in learning activities in the classroom.

a. For Students

This research uses the Word Trip Application which will help students in improving their mastery of English vocabulary. b

b. For English Teachers

This research is expected to provide insight into the implementation of learning using the Word Trip Application as an alternative media for teaching English.

c. For Future Research

This research is expected to provide new information about the use of Word Trip Application and as a reference for further research.

D. Research Outline

This research entitled "Promoting Vocabulary Mastery with Word Trip Application for Students at the Eleventh Grade of SMA Negeri 4 Palu" consists of five chapters. This research thesis is structured as in the following way:

Chapter I contains introduction which elaborate background, research question, objective of the research, significant of the research, and outlines of the research proposal. Chapter II presents previous research, theoretical review, conceptual framework and hypothesis. Chapter III deals with approach and research design, population and sample of the research, research variables, operational definition, research instrument, techniques of data collection, and technique of data

analysis. Chapter IV presents research findings and discussion. Chapter V deals with conclusion and suggestion.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

Previous research is research that is used to find comparisons, then find new inspiration for further research. Research that has been done includes the following:

The first research was conducted by Fitroh Ida Nuriyah, Imam Suryanto and Chamdani with the title "Metode Permainan Crossword Puzzle Dalam Peningkatan Penguasaan Kosakata Bahasa Inggris Kelas IV SD". Based on the result of this research, that the crossword puzzle game method for grade IV students SDN Pakuran, in providing material Lesson or language learning English can improve achievement, cheerfulness, honesty, cooperation, understanding the material and mastery of vocabulary[8].

Another research conducted by Nuryati with the title “The Use of Word Cross Game to Improve Students’ Vocabulary in SMAN Muhammadiyah 4 Makassar”. Based on the results of data analysis and previous findings in that research, the researcher can conclude that: Use the Cross Word game to increase the student’s vocobulary by showing the growth proportions of each type of word 29.63% increase in the number of nouns and vocabulary, from 212 to 229. The number of verbs increased from 140 to 244 and the proportion is 61.84% of the

[8]Fitroh Ida Nuriyah, Imam Suryanto and Chamdani, *"Metode Permainan Crossword Puzzle Dalam Peningkatan Penguasaan Kosakata Bahasa Inggris Kelas IV SD"*, (Pakuran: 2013), 5.

verbs. The number of adjectives increased from 132 to 226, and the proportion of adjectives was 59%. The number of adverbs increased from 78 to 129, and the share of adverbs was 41.75%[9].

Next research conducted by Suci Kurnia Sari, with the title "The effectiveness of Crossword Puzzle Game Towards Student's Vocabulary Mastery". Based on the results of this research, it can be concluded that crossword puzzles are effective for vocabulary acquisition of the second grade students of Puspita Bangsa Junior High School Ciputat. The application of crossword puzzles in the experimental class showed a positive reaction with an increase in the average score and the number of students who scored higher. The fact shows that more than half of the students in the class achieved better results after the treatment[10].

Based on the previous research presented, it was identified that were differences in terms of research settings, research methodologies, and the research findings. However, the most important of the researches to deal with is the use of technique's strategies in teaching vocabulary. The previous researches focus on puzzles (Cross Word Puzzle). This thesis research was used a type of digital word game in which students are offered a travel trip from one country to other digitally.

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[9]Nuryati, *"The Use of Word Cross Game to Improve Students' Vocabulary in SMA Muhammadiyah 4 Makassar"* (2021), 40

[10]Sari, Suci Kurnia*, "The effectiveness of Crossword Puzzle Game Towards Student's Vocabulary Mastery"* (2017), 62

B. Theoretical Review

1. Definition of Vocabulary

Vocabulary is an important component of language. It can also be interpreted as a collection of words that are owned by the language and give meaning when we use them. Without vocabulary mastery, it was definitely be difficult to speak, write, read, and listen. Mastery of vocabulary was help people to acquire, understand, and also improve the process of translating knowledge into a better life. Good mastery of vocabulary was allow a person to progress to be in a position of success in understanding something. Talking about vocabulary, there are many definitions of vocabulary according to experts, namely:

a) Soedjito argues that vocabulary is defined as; 1) All words in a language; 2) words owned by a speaker or writer; 3) Words used in the field of science; 4) A list of words compiled as a dictionary and a brief and practical explanation[11].

b) Walter stated, vocabulary is all the words in a particular language or subject[12].

c) According to Jack C. Richard and Willy A Renandya, vocabulary is an important part of language skills and forms the basis of how well students speak, listen, read and write[13].

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[11]Soedjito, *Kosakata Bahasa Indonesia* (Jakarta: Gramedia Pustaka Utama, 2005), 24

[12]Walter, Et.al. *Cambridge Advanced Learner's Dictionary*. Third Edition. (Cambridge: Cambridge University Press, 2008)

[13]Jack C. Richard and Willy A Renandya, *"Methodology in Language Teaching, an Anthology of Current Practice"* (New York: Cambridge University Press 2020), 255

d) Vocabulary is defined as a list of words and often phrases, usually listed in alphabetical order and defined or translated, vocabulary or glossary[14].

From the definition of the experts above, it can be concluded that vocabulary is a collection of words in a language that has a certain meaning that can be used in communicating with others.

2. Types of Vocabulary

There are eight types of vocabulary according Thornbury that should know namely:[15]

1) Noun

A noun is a word that describes a person, place, thing or idea. We can divide or group nouns into categories: (A special word means a specific person, place or thing. The first letter must be capitalized. Example: Rika). (General nouns indicate a general group, place, person or thing. Example:

House), (Concrete nouns indicate objects perceived by the senses of sight, hearing, taste, smell and touch. Example: Hamburger), (Abstract nouns refer to objects that cannot be perceived by the senses. Example: love) and (usually, nouns are indicated as a unit. Example: family)[16].

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[14]William Morris, *The American Heritage Ordinary of The English Language*, (Boston: American Heritage Publishing Co. Inc), 1434

[15]Scott Thornbury. *How to Teach Vocabulary* (England: Person Education Limited, 2002), 4

[16]Vitto Cindy L, *Grammar By Diagram - Second Edition: Understanding English Grammar Through Traditional Sentence Diagramming*, (Peterborough, Ont.: Broadview Press. 2006), 19

2) Verb

Verb is the most complex part of speech and shows action or a state of being[17]. A verb is a word that describes the action, inaction, condition or experience of something. There are 3 types of verb forms, namely:

a. Dynamic and stative verbs

Dynamic verbs are verbs that show activity or action. for example: "Run, walk, sing, read, eat". whereas a stative verb is a verb that expresses a condition. for example: "Love, hate, like, dislike".

b. Regular and irregular verbs

Regular verbs are verbs that have a regular form change by adding -ed. we can say that regular is the past tense. for example: "cook (Verb 1) becomes cooked (Verb 2/past tense)". while irregular verb is a verb that has an irregular form change. irregular verb can also be said to be a past participle. for example: "Drive (Verb 1), Drove (Verb 2) becomes Driven (Verb 3/past participle)".

c. Transitive and Intransitive verb

Transitive is a verb that requires an object. For example "I clean my own room every morning". the word "morning" here is the object. While intransitive verb is a verb that does not require an object. for example: "Fatimah screamed when her mother surprise her".

[17]Marcella Frank, *"Modern English a practical reference guide"* (New York University, 1972), 141

3) Adverb

There are various definitions of adverbs given by experts. one of them Marcella Frank says that adverbs are words that explain or modify verbs, adjectives and other adverbs.[18] there are seven adverbs that we should know such as: 1) adverb of time for example the word "now". 2) adverb of place, for example "around". 3) adverb of manner, for example "badly". 4) adverb of degree, for example "really". 4) adverb of modality, for example "maybe". 5) adverb of frequency, for example "Every day". 6) adverb of focus, for example "even". 7) adverb of purpose, for example "because".

Adverbs are also larger groups of words called phrases and clauses. These expanded adverbs can answer the question above and also answer the question "why?". or "for what purpose?"[19].

For example :

- She walked to improve her health. (infinitive phrase used as adverb)
- She walked because she enjoyed the exercise. (adverb clause)

4) Adjective

Marcella Frank explain that adjectives are modifiers that have comparative grammatical properties[20]. Meanwhile according to Philip

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[18]Ibid

[19]Vitto Cindy L, Grammar By Diagram - Second Edition: Understanding English Grammar Through Traditional Sentence Diagramming, (Peterborough, Ont.: Broadview Press. 2006), 34

[20]Marcella Frank, “Modern English a practical reference guide” (New York University, 1972), 109

Gucker, adjectives are used to modify nouns or pronouns, that is, to describe or illustrate the noun or pronoun.[21] from the above statements, it can be concluded that adjectives are words that explain nouns or pronouns that have comparative properties and explain or determine characteristics. Example: "beautiful, amazing, black and others".

5) Pronoun

Personal pronouns refer to people, places, things and ideas. Example: I, me, you, your, they, us, and it all are personal pronouns), (reflexive pronouns are formed by adding "-self or -selves" to specific personal pronouns. They "reflect" back to the person or the thing mentioned in the sentence. Examples: myself, himself, himself, you, you, and themselves are reflexive pronouns. There are no words like themselves), (Positive pronouns can be singular or plural. They indicate specific person, place, or thing. this, that, these, and those demonstrative pronouns), (interrogative pronouns, as the name suggests, are used when asking questions. who, whom, which, and whose are interrogative pronouns), (pronouns indefinite does not refer to any particular person, place, or thing. Some indefinite pronouns are other, both, everyone, most, none, and some)[22].

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[21]Philip Gucker, *"Essential English Grammar"*. Dover Publications (United States of America, 1996), 59

[22]Jack Umstatter, *The Teacher's Activity A Day* (United Stated: Jossey Bass A Willey Imprint, 2010), 9

6) Conjunction

A conjunction is a word that joins words, phrases (groups of words that do not contain subjects or verbs), or clauses (groups of words that contain subjects and verbs). Three conjunctions you probably know are and, but and or[23].

For example :

- Helen and Mary are close friends.
- The confused cat sped through the door but stopped in the hallway.
- You can memorize the eight parts of speech, or you can struggle throughout the rest of this course.

There are many different types of conjunctions, which we'll discuss in more detail later. Here's a quick overview:

a. Coordinating conjunctions:

If you remember the acronym FANBOYS, you can easily remember all the coordinative conjunctions:

F = for A = and N = nor

B = but O = or Y = yet S = so[24]

Here's an example sentence using a coordinating conjunction :

- I like Indah *for* she is very kind.

- Ikha *and* Imha go to campus UIN Datokarama Palu.

[23]Vitto Cindy L. *Grammar By Diagram - Second Edition: Understanding English Grammar Through Traditional Sentence Diagramming*, (Peterborough, Ont.: Broadview Press. 2006), 38

[24]Ibid.

- He can not see *nor* hear.

- I want to drink pop ice, *but* at the same time, I want to drink coffee too.

- Laila should choose where she will spend the holiday, Bali *or* Korea.

- Dewy didn't study, *yet* she passed the exam.

- Aan was tired, *so* he went to bed.

b. Subordinate conjunctions:

These conjunctions connect the adverb clause with the main clause of the sentence. Here are some of the most common subordinating conjunctions:

after	if	until
although	once	when, whenever
as	since	where, wherever
because	so that	whereas
before	though	whether or not
even though	unless	while[25]

Here's an example sentence using a subordinating conjunction :

- Putri ate all of the food *although* she didn't like it.
- My friend has been married *since* she was fifteen.

c. Correlative conjunctions:

These conjunctions come in pairs:

[25]Ibid.

- both/and
- neither/nor
- not only/but also and
- whether/or[26].

Here's an example sentence using a correlative conjunction :

- Dian *or* Dina cooks dinner *after* work.
- *Neither* Ikha *nor* Ima has got a car.
- There was *neither* food *nor* drink on the table.

d. Conjunctive adverb

This "hybrid" is an adverb that functions as a conjunction after a semicolon that joins two complete sentences. The semicolon expresses the relationship of two sentences into one, while the subjunctive adverb expresses the logical relationship between the ideas of the two sentences. Some of the most common subjunctive adverbs are words that are often called "transition words" in writing courses:

Accordingly	in conclusion	Nonetheless
Additionally	in contrast	on the contrary
Also	indeed	on the other hand
Consequently	in fact	otherwise
Finally	instead	still

[26]Ibid, 39

Furthermore	likewise	then
Hence	meanwhile	therefore
However	moreover	thus
In addition	nevertheless[27]	

Here's an example sentence using a conjunctive adverb :

-I want to study abroad. *Therefore*, I am learning some foreign languages.

-Fira came to my house; *however*, I wasn't home yesrterday.

7) Preposition

There are various definitions of prepositions given by experts. Preposition is a word that shows the relationship between other words. while according to Altenberg and Robert say that prepositions are usually small words, usually carrying information about direction, place, or time[28]. From this we can conclude that prepositions are words that show the relationship between other words and usually contain information about direction, place or time. For example: in, of, to, at, on, and many more.

8) Interjection

Interjections are words used to express emotion at a low, medium or high level. Interjections are probably the least used part of speech, at least in

[27]Ibid. P. 39

[28]Altenberg and Robert, *English Grammar Understanding Basic*, (Cambridge: University Press, 2010), 65

writing[29]. It is often difficult to determine whether an interjection is part of a sentence or whether it forms a sentence as such. Interjections are a part of speech that is more common in informal speech than in formal writing or speaking. Basically, the function of an interjection is to convey a sudden emotion or emotion. This can be joy, excitement, surprise, or disgust. Cute words like "aw" and "or" are meant to convey emotion in a sudden and interesting way[30].

3. Techniques of Learning Vocabulary

Learning vocabulary requires an effective approach so that students can understand and remember new vocabulary. The main requirement for learning new vocabulary is to find a list of vocabulary that you want to learn from English materials. students can watch and listen to English movies and English reading. Because reading and watching related to English is one of the factors of information enrichment and can enrich English vocabulary.

There are several techniques that can be used and applied in learning English that can improve students vocabulary[31].

a) Using objects.

The use of these techniques includes the practical use, visual aids, and illustrations. They can help learners remember vocabulary better because

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[29]Vitto, Cindy L. *Grammar by diagram-: Understanding English Grammar Through Traditional Sentence Diagramming.* (Broadview Press, 2006), 40.

[30]Napitupulu, Selviana, and Fenty Debora Napitupulu. The Eight Words: Parts Of Speech, (2019).

[31]Murthy, N. S. R., Techniques for Teaching/Learning Vocabulary: A Brief Journal for Research Scholars and Professionals of English Language Teaching, Issue 19, Vol. 4, (2020).

our memory for objects and images is very reliable and visual techniques can serve as cues for remembering words[32].

In addition, the real object technique is suitable for beginners or young learners and when presenting specific vocabulary[33].

Objects can be used to indicate meaning when the vocabulary consists of specific nouns. Introducing a new word by showing the actual object often helps learners remember the word visually. Classroom objects or those brought into the classroom can be used.

b) Drawing.

This technique can help younger students easily understand and recognize the main points they have learned in class.

c) Contrast

Some words can be easily explained to learners by contrasting them with antonyms, for example the word "good" as opposed to the word "bad". But some words are not. It is almost impossible to resist words whose opposites are categorical. When the word "white" is opposite to the word "black", the word "middle" is "gray". In addition, the verb "to contrast" means to show differences, such as photos that reveal the progress of a person's weight loss by contrasting "before" and "after" photos.

[32]Takač, V. P., & Singleton, D. (Eds.). *Vocabulary learning strategies and foreign language acquisition.* (Canada: Multilingual Matters Ltd 2008)

[33]Gairns, R. & Redman, S. *Working with words: A guide to teaching and learning vocabulary.* USA: Cambridge University Press. (1986).

d) Enumeration

An enumeration is a collection of items that is a complete and organized list of all the items in that collection. This technique can be used to present meaning. In other words, this technique is useful when there are words that are difficult to interpret visually. We can say "clothing" and explain it by naming or listing various items. The teacher can list several items of clothing, e.g. shirts, pants skirts, trousers, etc., it will become clear the meaning of the word "clothing".

e) Mime, Expressions and Gestures

"Pantomime or gesture is useful if it emphasizes the importance of gestures and facial expressions when communicating. Basically, it is used not only to show the meaning of words found in reading but also in speaking activities as it mainly emphasizes communication. Many words can be introduced through pantomime, expressions and gestures. For example, adjectives: "sad"," happy"; mime and taking a hat off your head to teach hat and so on.

f) Guess from context

Guessing from context is a technique for dealing with unfamiliar vocabulary.

g) Eliciting

In this technique, students are given a list of words to learn, which is more interesting and extraordinary.

h) Translation

In some conditions translation might be successful for teachers, for example, dealing with incidental vocabulary.

In the content of this research, the technique used is the of using objects with learning through word trip application.

4. Application

Applications can be interpreted as software programs that run on certain systems and are useful for supporting various activities carried out by humans. Beyond the above definition, the word "application" as stated by experts has many meanings.[34] Here are some definitions of applications according to some experts:

1) According to Ali Zaki and the Smitdev community, applications are components that are useful as tools for processing data or various other activities such as creating or editing documents and files[35].
2) Yuhefizar explains that an application is a program that is deliberately created and developed to meet user needs in performing a specific task[36].
3) Hengky W. Pramana says that applications are software that is deliberately adapted to meet the needs of various activities or professions, such as business activities, advertising, social services, games, and many other activities carried out by hum ans[37].

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[34]Baenil Huda, Bayu Priyatna, Penggunaan Aplikasi Content Manajement System (CMS) Untuk Pengembangan Bisnis Berbasis E-Commerce 1, No.2, (December 2019) 82.

[35]Ibid

[36]Ibid

[37]Ibid

4) According to Dhanta, apps are software developed by computer companies to perform specific tasks, such as Microsoft Word or Microsoft Excel[38].

5) According to Shelly, an application is a set of specialized instructions on a computer designed to perform a specific task[39].

5. The Nature of Word Trip Application

Figure 2.1 "Word Trip" Application Logo

Word trip is a type of puzzle game combined with a cross-country travel theme in app form. In this game, players are given several letters and they must combine the letters to form valid words by clicking on the first letter and dragging their finger to the next letter on the wheel provided. Word Trip was released on January 29, 2018 and was last updated in June 2023[40].

The main objective of the Word Trip game is to find all possible words from the given letters. The player must use all the available letters for each level, and there is a list of words that must be found for the player to move on to the next level. The more words that are successfully found, the higher the level that can be reached.

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[38]Christian Habel Timotius Winerungan, Aplikasi Travel Guide Area Minahasa, 2.

[39] Ibid

[40]Angie Harvey, Wiki. Word Trip Guide. 2019. https://www.ign.com/wikis/word-trip/

Word Trip provides many different levels and offers a variety of themes and locations. Players will travel through different places around the world as they progress through the levels. Each location has a unique theme, for example famous cities, countries, or popular tourist attractions.

Word Trip is a fun and challenging app for fans of word puzzle games. If you like to challenge yourself in finding words and want to explore different places in the world, then Word Trip can be a great option to use. In addition, there are also additional features such as daily bonuses, rewards, and the ability to compete with other players through high scores.

6. Word Trip's Features

The Word Trip application is a word puzzle game available for mobile devices. Here are some of the main features that the Word Trip app generally has:

1) Challenging Word Puzzles: The Word Trip app offers various levels of difficulty in word puzzles. You will be given a number of random letters, and your job is to find all the possible words that can be formed from these letters. The more words you manage to find, the higher your score.
2) Thousands of Levels: Word Trip usually offers thousands of different levels. Each level has a unique combination of letters and a different list of words to find. You'll cross different countries and cities in the world as you explore new levels.
3) Bonuses and Awards: While playing Word Trip, you can earn bonuses and rewards. For example, you can earn bonus coins if you manage to

find certain words or reach certain targets. These coins can be used to buy help if you're having trouble finding words.

4) Help and Hints: If you get stuck in a level, Word Trip provides help and hints to help continue the game. players can use collected “coins” or use “unscramble word” to find difficult words.
5) Attractive Display: Word Trip apps usually have an attractive and intuitive user interface. Pleasant graphics and smooth animations make the gaming experience more enjoyable.
6) Statistics and Rankings: Word Trip often offers statistics that include your playing progress, highest score, and words that have been found. In addition, you can also see your ranking compared to other players in competitive mode.
7) Multiplayer Mode: Some versions of Word Trip also provide a multiplayer mode, where you can play against your friends or other players online. You can test your word-finding skills and compete for the highest score.
8) Games: This feature contains various kinds of teaching that students can learn to learn English such as learning vocabulary, pronunciation, and word classes.

Word Trip is a fun and challenging app for fans of word puzzle games. If you like to challenge yourself in finding words and want to explore different places in the world, then Word Trip can be a great option to use.

7. Procedures of How to Play Word Trip Application

The procedures of Word Trip application are presented as follows:

First, download and install the Word Trip application on the device to be used such as mobile phones. tablets, laptops. This application can be downloaded via play store, App market, and google. After install, players (students) must click on the icon to start the game. Second, explain the learning objectives that the purpose of using Word Trip can increase vocabulary, practice context understanding, or strengthen language skills. Third, explain how to use the word trip application by explaining its functions, such as how to choose levels or countries, how to form words, and the points that can be obtained. Fourth, provide rules and boundaries for using the Word Trip application to ensure focus on the learning objectives. For example, set time rules, use the app only at certain times, or use the platform only to enrich the understanding of the vocabulary being learned. Fifth, use the platform in groups during class and individually outside of class. Sixth, while students are using the Word Trip application, the teacher monitors and provides guidance to ensure that students stay focused on the learning objectives and do not get caught up in unproductive use during class. Seventh, after students use the application, students are asked to discuss about their experience and ask students to share the new words they found. And finally, evaluate the students' progress using the Word Trip application whether the use of this app has helped the students in improving their vocabulary.

8. Advantages and Disadvantages of Word Trip Application

a. Advantages of Word Trip Application

Here are some of the advantages of the Word Trip game:

1) Improves language skills: Word Trip helps improve the player's language skills and vocabulary. By searching for words from the given letters, players will become familiar with new vocabulary and improve their understanding of the words present in the language.
2) Challenging and engaging: Word Trip offers difficulty levels that vary from level to level, thus keeping players challenged. The game also generates interest with its interesting travel themes and different locations around the world.
3) Trains problem-solving skills: In Word Trip, players have to figure out how to combine the given letters into valid words. This involves problem-solving and verbal intelligence, as well as the ability to see patterns and relationships between letters.
4) Trains concentration and thinking speed: Word Trip requires players to concentrate well and think fast in finding words within a certain time limit. This helps to train concentration and improve players' thinking speed.
5) Daily bonuses and extra features: Word Trip also offers daily bonuses and additional features, such as prizes and high score competitions.

This adds an element of surprise and additional motivation to keep playing.

Overall, Word Trip is an interesting and rewarding word puzzle game. It's not only fun to play, but it can also help improve language skills, problem solving, concentration and thinking speed.

b. Disadvantages of Word Trip Application

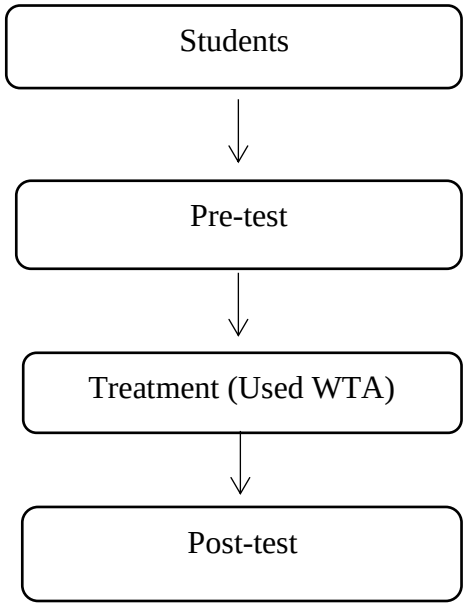
There are some disadvantages that can be found in this application:

1) Dependence on the given vocabulary: In Word Trip, players can only use words that can be formed from the given letters. This means that players are limited to predefined words and do not have the freedom to combine letters freely. This can make the game feel limited in terms of creativity and variety of words that can be used.
2) No context or deep meaning: Word Trip focuses more on finding words from the given letters rather than providing context or deeper meaning for the words. This means that players are not always able to relate the words they find to real situations or usage in a wider context.
3) No direct social interaction: Word Trip is a game that is played independently on a mobile device. While there is a high score competition feature, there is no direct social interaction with other players. This can detract from the social and collaborative aspects found in multiplayer games or word puzzle games that can be played with friends[41].

[41]https://apkpure.com/id/word-trip/in.playsimple.wordtrip

C. Conceptual Framework

Chart 2.1 Conceptual Framework



The conceptual framework of this thesis research is presented as follows: The first node contains selected students as sample for the research. These groups consist of 33 students divided into two classes: Experiment and control groups. The second node represents the pre-tests that gave to the two selected groups. The pre-tests consists of twenty questions. Afterwards, the treatments gave. These treatments contain four meetings where each meeting consists of 45 minutes activities. These treatments are especially provided for experiment class. the final node of the framework contains post-tests. These post-tests was administered to both groups. In addition, the arrows in each node represents the flow of the research.

D. Hypothesis

The hypothesis for the research is formulated as follows:

a. Alternative Hypothesis (Ha): The Word Trip Application is effective to promote vocabulary mastery for students at the eleventh grade of SMA Negeri 4 Palu.

b. Null Hypothesis (H0): The Word Trip Application is not effective to promote vocabulary mastery for students at the eleventh grade of SMA Negeri 4 Palu.

CHAPTER III

RESEARCH METHODOLOGY

A. Approach and Research Design

Research is the process or steps used to collect and analyze information to improve our understanding of a problem or topic.[42] This research used quantitative approach. Cresswell defines quantitative research as an investigation of a social or human problem, based on the testing of a theory consisting of variables, measured by numbers, and analyzed by statistical procedures, in order to determine whether the predictive generalizations of the theory hold[43].

This research used designed to measure the effect to promote vocabulay mastery with Word Trip Application for students at the eleventh grade of SMA Negeri 4 Palu. This research used quasi experiment. A quasi-experiment is an experiment that includes treatment, impact assessment, and experimental units but does not use random assignment. Treatment, impact assessment, and experimental units are use, but random assignment is not use to make comparisons to infer changes brought about by the treatment[44].

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[42]John.W.Creswell, *Educational Research, Garamound by textech*, (Boston:University of Nebraska-Linclon 2012), 2.

[43]Ibid

[44]Shadish, William R., et al., *Experimental and Quasi-Experimental Designs for Generalized Causal Inference, Houghton Mifflin Company*, Boston, (2002), 14-15.

B. Population and Sample

1) Population

Creswell states that population is a group of individuals who had the same characteristic[45]. As for the population in this research are the eleventh grade students SMAN 4 Palu which consists of seventh classes with the population was 232 students.

Table 3.1 Classification Score of Students

No	Class	Number of Class
1.	XI A	28
2.	XI B	35
3.	XI C	36
4.	XI D	36
5	XI E	33
6.	XI F	31
7.	XI G	33
Total		232

2) Sample

[45]John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (University of Nebraska: Lincoln, 2012). 142

Sample according to Creswell are subgroups of the population that are considered to represent the population through selection in certain way. So that population is an object that has certain qualities and characteristics that are applied by research to study and draw conclusions[46].

In this research used purposive sampling where the samples was selected based on pre-observation result and based on recommendations from the English teacher at SMA Negeri 4 Palu. There are seventh classes in eleventh grade, in this case the researcher chose two classes, namely the experimental and control class. Class E as the experimental class and class G as the control class.

C. Research Variables

Research variable is anything in any form determined by the researcher to be in order to obtain information about this, then conclusions are drawn[47]. Variables of this research consisted of independent and dependent variable. Independent variable are variables that affect or cause changes in the appearance of the dependent variable[48]. The independent variable is Word Trip application. The dependent variable is the variable that affects or is the result of the independent variable[49]. The dependent variable is English vocabulary mastery.

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[46]Ibid, 142

[47]Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D* (Bandung: Alfabeta. October 2013), 38.

[48]John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (University of Nebraska: Lincoln, 2012), 115.

[49] Ibid, 116

D. Operational Definition

The operational definition aims to create concepts operationally leads to the preparation of research instruments, trough Word Trip application to improve English vocabulary mastery.

1) Promoting

   Promoting is an action or effort to introduce something to students with the aim of increasing awareness, interest, and participation in products, services, and ideas. in this case aims to promote word trip applications as learning media in the classroom.

2) Vocabulary

   Vocabulary is a collection of words owned or understood by a person in the language used to communicate. This research was focus on verbs and adjectives.

3) Word Trip Application

   The Word Trip app is a word puzzle game available for mobile devices such as smartphones and tablets. In this game, players used given a number of letters and the task is to find words that can be formed from these letters. The more words that are found, the higher the score will be.

E. Research Instrument

Arikunto said, "Research instruments are tools or devices used by a researcher to collect information to facilitate work and produce better results, in the sense that they are more precise and more systematic. So that it is easy to

manage"[50]. This instrument used to find out an increase in students' vocabulary mastery using the Word Trip Application is tests. The test form of vocabulary tests was the multiple choice 20 questions for pre-test and post-test. A pre-test was conducted to find out the initial achievement of student's English words before using Word Trip Application while a post-test was conducted to find out the increase in student's vocabulary after the treatment to gave.

F. Techniques of Data Collection

In this research used test measure students' vocabulary skills. There was two stages of the test, the first was given the pre-test and the second will be the post-test.

1) Pre-test

   The pre-test gave by the researcher to students before the treatment. The pre-test aims to determine the students' vocabulary mastery skills before getting treatment.

2) Treatment

   Treatment In this research design, the researcher used one class as the sample. Before doing the treatment, firstly the researcher gave a pretest to students. After giving the pretest, the researcher gave a treatment to the student for four meetings.

3) Post test

[50]Arikounto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2002), 143.

Post-test gave after the experimental classes was receive treatment. The purpose of this test was find out the student' mastery of the word classes after the experiment received treatment.

G. Technique of Data Analysis

This research used pre-test and post-test to determine how effective a application is in learning. The analysis of the research results is based on t-test analysis. The researcher used SPSS software version 27 for windows to analyze the data. Several analyses were conducted, including descriptive analysis, normality test, homogeneity test, and testing hypothesis is used paired sample t-test. The researcher used t-test statistics or t-count against t-table to determine how effective the word trip application is in vocabulary learning.

Following are some steps of research data analysis using SPSS 27:

1) Descriptive Statistics

Descriptive statistics are statistics that the level of work includes ways of collecting, arranging, or organize, process, present and analyze numerical data, in order to be able to provide an orderly, concise and clear description of something symptom, event, or state[51]. In this case, researcher used SPSS 27 to describe the mean, minimum, maximum and standard deviation values obtained from the pre-test and post- test in the experiment classes and control classes. And to find out data on students learning outcomes (tests) is also done using descriptive statistics. Students scores on

[51]Amirotun Sholikhah, *Statistik Deskriptif Dalam Penelitian Kualitatif*. Komunika 10, No. 2 (2016), 345.

the following criteria in the book written by Suharsimi Arikunto are modified as follows :

Table 3.2 The Classification of the Students Score

No	Score	Classification
1	80 - 100	Very Good
2	66 – 79	Good
3	56 – 65	Fair
4	40 55	Poor
5	< 39	Very poor[52]

The purpose of the evaluate is to obtain conclusive data that shows the level of competency in achieving learning goals. Apart from that, it can be used to measure the effectiveness of teaching and learning activeties with the methods used.

2) Normality Test

Normality test is a test to measure whether the data being tested has a normal distribution so that can be used in parametric statistics. You can use this test Kolmogorov-Smirnov and declared to be normally distributed

[52]Suharsimi Arikunto. *Dasar-dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2006)

if the significance is greater than 0.05. The data normality test is a form of testing regarding the normality of data distribution. The purpose of this test is to find out whether the data taken is distributed data normal or not. What is meant by normally distributed is that the data was follow a certain shape normal distribution in which data is loaded on the mean and median values[53].

In this research, a normality test was carried out using the SPSS 27 application to find out whether the research data given have a normal distribution or not. Normal data is very important before performing paired sample t-test and independent sample t-test.

3) Homogeneity Test

Homogeneity test is a variant test used to determine whether the variants of the two sample groups are the same or the not. Homogeneity test is carried out as a requirement carrying out a t-test (hypothesis). Homogeneity test is carried out by compare the pre- and post test using SPSS 27 version. Criteria homogeneity testing is if the sig result is > 0.05 the the data is homogeneous and if the sig value < 0.05 then the data is not homogeneous[54].

4) Testing Hypothesis

[53]Agus Eko Sujianto, *Aplikasi Statistik dengan SPSS* 16.0, (Jakarta: PT Prestasi Pustaka, 2009), 77.

[54]Duwi Priyatno, *Teknik Mudah dan Cepat Melakukan Analisis Data Penelitian Dengan SPSS* (Yogyakarta: Mediakom, 2010), 99.

Hypothesis is a temporary answer towards the formulation of the research problem. It said temporary because the answer given is just based on based on theory and not using facts. Therefore, every research conducted has a hypothesis or temporary answers to future research done. Based on this hypothesis, research was carried out further to prove what this hypothesis is true or not[55].

The purpose of this hypothesis test is to determine the t-test value in the experimental class. Statistical tests are used to test whether or not an alternative hypothesis is accepted by stating that there are significant differences between two samples. In this case the research used the SPSS application to carry out the paired sample t-test.

Paired sample t-test is a test of the difference between two paired samples. Paired samples come from the same subject but receive difference treatment. The paired sample t-test is also one of the parametric statistical methods, so it must meet the assumption that the data is normally distributed[56]. By using the paired sample t-test, researchers know the difference in student learning outcomes in the experimental class (using the word trip application) and the control class (using conventional methods).

[55]Linda Rosalina, et al.,eds., *Buku Ajar Statistika* (Padang: CV Muharika Rumah Imiah), 45.

[56]Suryani, Hendryadi, *Metode Riset Kuantitatif Teori dan Aplikasi Pada Penelitian Bidang Manajemen dan Ekonomi Islam* (Jakarta: Prenadamedia Group, 2015), 293.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Findings of the Research

The researcher analyzes and presents information obtained through data collection techniques, namely. tests, before and after tests. The data that the author analyzes is obtained from the experimental class and the control class. The test results are compared to find out whether the use of Word Trip Application affects students' vocabulary mastery.

1. Result Pre Test and Post Test of the Experiment class

   Before being given treatment in the experimental class, the researcher gave a pre-test to measure the extent of students' vocabulary mastery. After being given treatment using the Word Trip Application, the researcher gave a post-test to measure whether there was an increase in students' vocabulary mastery.

   Based on the pre-test and post-test given, the researcher calculated the score of the results which can be seen in the following table.

Table 4.1

The Score of Pre-Test of the Experimental Class

No	Initial	Scores	Category	Qualification
1.	HM	55	Poor	Failed
2.	MR	45	Poor	Failed
3.	AI	55	Poor	Failed

4.	AS	30	Very Poor	Failed
5.	NA	15	Very Poor	Failed
6.	YN	30	Very Poor	Failed
7.	AG	25	Very Poor	Failed
8.	HR	55	Poor	Failed
9.	NW	40	Poor	Failed
10.	RA	45	Poor	Failed
11.	AP	55	Poor	Failed
12.	MI	50	Poor	Failed
13.	ZR	20	Very Poor	Failed
14.	AN	45	Poor	Failed
15.	MS	60	Fair	Failed
16.	IB	45	Poor	Failed
17.	DF	45	Poor	Failed
18.	DW	15	Very Poor	Failed
19.	NS	35	Very Poor	Failed
20.	NF	20	Very Poor	Failed
21.	NH	20	Very Poor	Failed
22.	IS	40	Poor	Failed
23.	NU	40	Poor	Failed
24.	KE	70	Good	Successful
25.	NA	45	Poor	Failed
26.	SA	30	Very Poor	Failed
27.	NP	30	Very Poor	Failed
28.	NK	30	Very Poor	Failed
29.	NY	30	Very Poor	Failed

30.	AA	55	Poor	Failed
31.	AT	30	Very Poor	Failed
32.	AZ	20	Very Poor	Failed
33.	MS	50	Poor	Failed

The table showed that there were 33 students who took the pre-test in the experimental class. There were 15 students who were declared very poor, 16 in the poor category and only 1 student got a score in the good category and also 1 student got a score in the fair category.

Table 4.2

The Score of Post-Test of the Experimental Class

No	Initial	Scores	Category	Qualification
1.	HM	70	Good	Successful
2.	MR	70	Good	Successful
3.	AI	75	Good	Successful
4.	AS	55	Poor	Failed
5.	NA	70	Good	Successful
6.	YN	70	Good	Successful
7.	AG	70	Good	Successful
8.	HR	85	Very Good	Successful
9.	NW	70	Good	Successful
10.	RA	75	Good	Successful
11.	AP	75	Good	Successful
12.	MI	45	Poor	Failed
13.	ZR	45	Poor	Failed

14.	AN	70	Good	Successful
15.	MS	55	Poor	Failed
16.	IB	65	Fair	Failed
17.	DF	40	Poor	Failed
18.	DW	70	Good	Successful
19.	NS	65	Fair	Failed
20.	NF	65	Fair	Failed
21.	NH	50	Poor	Failed
22.	IS	55	Poor	Failed
23.	NU	60	Fair	Failed
24.	KE	80	Very Good	Successful
25.	NA	55	Poor	Failed
26.	SA	40	Poor	Failed
27.	NP	80	Very Good	Successful
28.	NK	55	Poor	Failed
29.	NY	75	Good	Successful
30.	AA	70	Good	Successful
31.	AT	85	Very Good	Successful
32.	AZ	55	Poor	Failed
33.	MS	40	Poor	Failed

The table showed the score of post-test of the experimental class where 33 students took the post-test, 12 students in the poor category, 4 students in the fair category, 13 students got good category and 4 students in the very good categorys.

2. The Result of Pre- and Post Tests of the Control Class

The scane of pre- and post tests of the control class can be seen in the following table.

Table 4.3

The Score of Pre-test of the Control Class

No	Initial	Scores	Category	Qualification
1.	AS	45	Poor	Failed
2.	AN	20	Very Poor	Failed
3.	AR	50	Poor	Failed
4.	AY	20	Very Poor	Failed
5.	AL	35	Very Poor	Failed
6.	CR	40	Poor	Failed
7.	FN	40	Poor	Failed
8.	FD	20	Very Poor	Failed
9.	FR	20	Very Poor	Failed
10.	FH	45	Poor	Failed
11.	HH	35	Very Poor	Failed
12.	MS	25	Very Poor	Failed
13.	IZ	25	Very Poor	Failed
14.	MA	55	Poor	Failed
15.	MH	40	Poor	Failed
16.	MI	35	Very Poor	Failed
17.	MR	35	Very Poor	Failed
18.	MM	35	Very Poor	Failed
19.	AZ	15	Very Poor	Failed
20.	BN	15	Very Poor	Failed

21.	DA	40	Poor	Failed
22.	DZ	20	Very Poor	Failed
23.	DC	35	Very Poor	Failed
24.	DI	15	Very Poor	Failed
25.	DN	35	Very Poor	Failed
26.	EL	45	Poor	Failed
27.	FZ	45	Poor	Failed
28.	FL	20	Very Poor	Failed
29.	FB	40	Poor	Failed
30.	HN	15	Very Poor	Failed
31.	NH	30	Very Poor	Failed
32.	KH	10	Very Poor	Failed
33.	MK	15	Very Poor	Failed

The table score of pre-test of the control class showed there were 33 students to have gave failed qualifications where 11 students who go the poor category and 22 students who got the very poor category.

Table 4.4

The Score of Post-test of the Control Class

No	Initial	Scores	Category	Qualification
1.	AS	45	Poor	Failed
2.	AN	45	Poor	Failed
3.	AR	55	Poor	Failed
4.	AY	35	Very Poor	Failed
5.	AL	40	Poor	Failed
6.	CR	65	Fair	Failed

7.	FN	55	Poor	Failed
8.	FD	60	Fair	Failed
9.	FR	55	Poor	Failed
10.	FH	75	Good	Successful
11.	HH	65	Fair	Failed
12.	MS	55	Poor	Failed
13.	IZ	40	Poor	Failed
14.	MA	45	Poor	Failed
15.	MH	40	Poor	Failed
16.	MI	30	Very Poor	Failed
17.	MR	45	Poor	Failed
18.	MM	45	Poor	Failed
19.	AZ	30	Very Poor	Failed
20.	BN	45	Poor	Failed
21.	DA	45	Poor	Failed
22.	DZ	55	Poor	Failed
23.	DC	50	Poor	Failed
24.	DI	50	Poor	Failed
25.	DN	20	Very Poor	Failed
26.	EL	55	Poor	Failed
27.	FZ	55	Poor	Failed
28.	FL	40	Poor	Failed
29.	FB	55	Poor	Failed
30.	HN	40	Poor	Failed
31.	NH	35	Very Poor	Failed
32.	KH	25	Very Poor	Failed

33.	MK	45	Poor	Failed

The table showed the score of post-test of the control class where 33 students took the post-test, 6 students in the very poor category, 23 students in the poor category, 3 students in the fair category and only 1 in the good category.

3. Descriptive Statistics

In the content of the research, descriptive statistics is useful for describing the research data derived from the score of pre- and post-tests of both experimental and control classes. These included the number of students, mean, standard deviation, standard error of mean. The following were the descriptive analysis of results of the experimental and control classes.

Table 4.5

The Result of Descriptive Statistics of Experimental and Control Classes

	Kelas			Statistic	Std. Error
Hasil	Pre Test Experiment	Mean		38.64	2.484
		95% Confidence Interval for Mean	Lower Bound	33.58	
			Upper Bound	43.70	
		5% Trimmed Mean		38.43	
		Median		40.00	
		Variance		203.551	
		Std. Deviation		14.267	
		Minimum		15	
		Maximum		70	

	Range		55	
	Interquartile Range		20	
	Skewness		.087	.409
	Kurtosis		-.794	.798
Post Test Experiment	Mean		64.09	2.398
	95% Confidence Interval for Mean	Lower Bound	59.21	
		Upper Bound	68.98	
	5% Trimmed Mean		64.60	
	Median		70.00	
	Variance		189.773	
	Std. Deviation		13.776	
	Minimum		30	
	Maximum		85	
	Range		55	
	Interquartile Range		20	
	Skewness		-.648	.409
	Kurtosis		-.158	.798
Pre Test Control	Mean		30.76	2.122
	95% Confidence Interval for Mean	Lower Bound	26.43	
		Upper Bound	35.08	
	5% Trimmed Mean		30.56	
	Median		35.00	
	Variance		148.627	
	Std. Deviation		12.191	
	Minimum		10	
	Maximum		55	
	Range		45	
	Interquartile Range		20	
	Skewness		.019	.409
	Kurtosis		-1.149	.798
Post Test Control	Mean		46.67	2.060
	95% Confidence Interval for Mean	Lower Bound	42.47	
		Upper Bound	50.86	
	5% Trimmed Mean		46.68	
	Median		45.00	
	Variance		140.104	
	Std. Deviation		11.837	

	Minimum	20	
	Maximum	75	
	Range	55	
	Interquartile Range	15	
	Skewness	-.019	.409
	Kurtosis	.285	.798

Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil	Kelas Experiment	33	64.09	13.776	2.398
	Kelas Control	33	46.67	11.837	2.060

The table showed that the mean values of the experimental class was 64.09, meaning that the mean value > (was higher than) control class. Meanwhile, the mean value of the control class was 46.67, this suggested that the mean value is < (was lower than) the experimental class.

4. Normality Tests

In terms of the normality test the characteristics of the samples selected were made important. This was to ensure that the samples of both classes were similar these the tests were given would result the data that was normal in the content of quantitative research.

The normality test was calculated to prove whether the population was normally distributed or not. This calculation used the Kolmogorov-Smirnov test. The decision was taken if the significance value was greater than 0.05 which showed the data was declared normal. The results of the normality test was presented the table below:

Table 4.6

The Result of The Normality Test Analysis

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Pre Test Experiment	.152	33	.052	.956	33	.199
	Post Test Experiment	.181	33	.008	.942	33	.080
	Pre Test Control	.182	33	.007	.934	33	.045
	Post Test Control	.132	33	.157	.972	33	.534

Based on the out put table of SPSS, it can be seen that the value of sig significant post-test class experiment stood at 0.008 > 0.05 and the value of sig significant post-test of the control class was 0.157 > 0.05. Based on the basic decision making in Kolmogorov-Smirnov normality test it was concluded that the data was normal.

5. Homogeneity Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	1.114	1	64	.295
	Based on Median	.653	1	64	.422
	Based on Median and with adjusted df	.653	1	59.508	.422
	Based on trimmed mean	.930	1	64	.338

Based on the table SPPS out table, it can be seen that the significant sig value was 0,295 > 0.05. Based on the basic of decision making on the Levene statistic homogeneity test, it was concluded that the data was homogeneity.

6. Hypothesis Testing

Hypothesis testing was carried out before and after testing the students in experimental and control classes because the data was proved to be normally distributed. It was calculated with the Statistical Software and Services Solutions (SPSS) version 27. Having the techniques: descriptive statistics, normality test, homogeneity test, paired sample test, hypothesis testing was conducted to determine the temporary conjecture of the research. The following hypothesis was previously identified as follows;

$$H_0 \quad \mu^1 \quad = \quad \mu^1$$

$$H_a \quad : \mu^1 \quad \neq \quad \mu^1$$

Where:

H_1 : The Word Trip Application was categorized to be effective to promote vocabulary mastery for the students at the eleventh grade of SMA Negeri 4 Palu.

H_0 : The Word Trip Application was categorized not to be effective to promote vocabulary mastery for the students at the eleventh grade of SMA Negeri 4 Palu.

Table 4.7

The Result of Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			

Pair 1	Pre Test - Post Test	-25.45455	14.10694	2.45570	-30.45665	-20.45244	-10.365	32	.000

The paired sample t-test is a hypothesis test to find out whether the Word Trip Application (WTA) is effective in teaching vocabulary. Based on the table, it is known that the t-test or t-count is -10.365. the t-test is negative because the average value of the pre-test learning outcomes is lower than the average post-test learning outcomes. In the context like this, a negative t-test value can be positive, means the t-test value becomes 10.365 with significant value is 0.000. If the significant values (2-tailed) > 0.05, then H_0 accepted and H_a is rejected. Besed on the paired sample t-tets output table, it is known that the sig. (2-tailed) was 0.000 < 0.05, means H_0 is rejected and H_a is accepted.

Apart form comparing the significant value with a probability of 0.05, the researcher wants to test the hypothesis by comparing the t-test with the t-table. If the t-test > t-table, then H_0 is rejected and H_a is accepted. Conversely, if the t-test < t-table, then H_0 is accepted and H_a is rejected. The t-test value in the table, is 10.365. to find out the t-table value based on the degree of freedom (df) and significant (0.05/2). From the table, it is known that the df value is 32 and the significant value is 0.05/2 which is equal to 0.025. then it find the t-table is 2.03693. thus, since the t-test > t-table (10.365 > 2.03693), it can be concluded that H_0 is rejected and H_a is accepted. That means the WTA is effective to promote vocabulary mastery at the eleventh grade of SMA Negeri 4 Palu.

B. *Discussion*

Based on the research findings, it showed that the Word Trip Application (WTA) was effective to improve vocabulary mastery of the eleventh grade students. As the research as aimed to find out whether the WTA is effective to improve the vocabulary mastery of the students grade, it focused measure the research questions regarding this matter.

The results of the hypothesis testing showed that. The experimental class treated with the Word Trip Application experienced a marked improvement in the learning outcomes compared to the control class. While the control class experienced a smaller increase than the experimental class, it can be said that the Word Trip Application has significant effect on students' vocabulary mastery.

The statistical analysis of the post-test scores in the experimental class, students obtained the highest score was 85 and the lowest score was 45. From the result of statistical calculations obtained Mean (M) 64.09. Median (Me) 40.00. Standard Deviation (Sd) 14.267. while the post-test of the control class showed the highest score achieved by students was 50 and the lowest was 20. From the result of statistical calculations obtained Mean (M) 46.67. Median (Me) 45.00. Standard Deviation (Sd) 11.837.

The output results of the normality test showed the same value both with the value of significant post-test of the experimental class 0.008 > 0.05 and the value of sig significant post-test of the control class was 0.157 > 0.05. So based on the

decision-making data on the Kolmogorov-Smirnov normality test, it can be seen that the data is normally distributed.

Reflecting in the results of the statistical calculation of the data, it was evident that the WTA was proved to be effective in promoting the vocabulary mastery of the students selected. It was identified that students vocabulary mastery in terms of the use of verb had significantly improved. This is in live with the research of Nuryati in the context of SMAN Muhammadiyah Makassar. However, the use of Word Cross game in the previous research the increase of the word noun instead of vocabulary. Apart from that, this research also revealed the increase of students mastery in the use of adverbs and adjectives since these two words where found to increase up to 41,75 to 59 % respectively.

BAB V

CONCLUSION

A. Conclusion

Based on the results of the data presented, it shows that there is a significant effect on the WTA was proved to be effective to promote vocabulary mastery for the students of the eleventh grade of SMA Negeri 4 Palu. Where $t_{counted}$ results was 10.365 while the t_{table} 2.03693 was lower than the $t_{counted.}$

B. Implication

In favor of increase the English teaching quality, the research would like to give so suggestion as follows :

1. The teacher needs to be creative in finding and applying appropriate techniques to teach vocabulary in order to finally facilitate and help the Students to improve better English vocabulary ability.
2. The research implies that the Word Trip Application is effective to improve the vocabulary mastery of students if the characteristics of the sample selected is similar the that of the sample of the current research.

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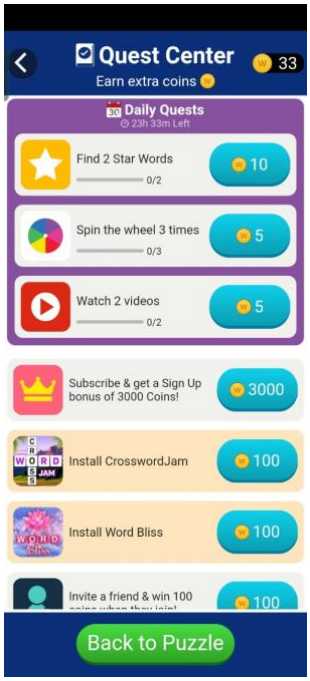
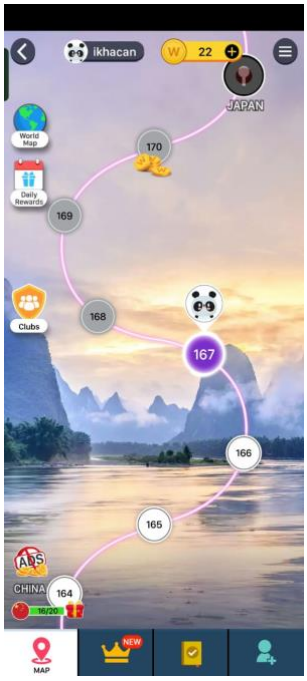
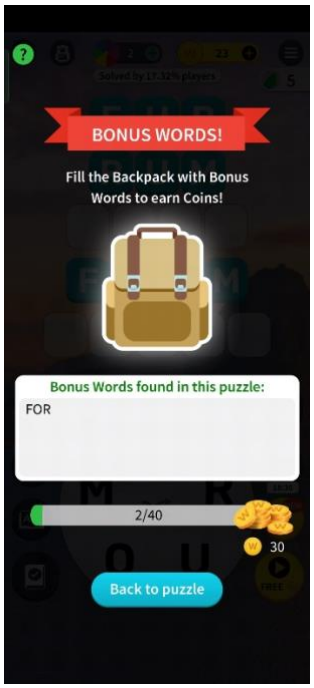
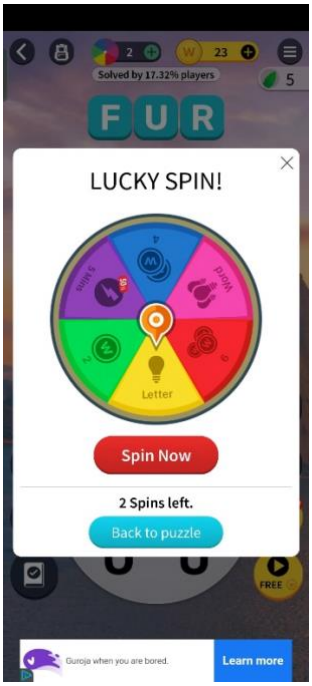
APPENDICES









Word Trip Features

LESSON PLAN

School : SMA Negeri 4 Palu
Subject : Bahasa Inggris
Class/Semester : XI/1 (Ganjil)
Material : Reading Comprehension about Country
Time Allocation : 2 x 45 Minutes
Meeting : 1 (One)

A. Core Competencies

KI 1 : Appreciate and practice the teachings of the religion he/she adheres to.

KI 2: Honoring and practicing honest, disciplined, responsible, caring (mutual cooperation, cooperation, tolerance, peace), polite, responsive and pro-active behavior and showing attitudes as part of the solution to various problems in interacting effectively with the social and natural environment and in placing oneself as a reflection of the nation in world relations.

KI 3:Understand, apply, analyze factual, conceptual, procedural knowledge based on their curiosity about science, technology, arts, culture, and humanities with insights into humanity, nationality, state, and civilization related to the causes of phenomena and events, and apply procedural knowledge to specific fields of study in accordance with their talents and interests to solve problems.

KI 4: Processing, reasoning, and presenting in the concrete and abstract domains related to the development of what is learned at school independently, and able to use methods according to scientific principles.

B. Basic Competencies and Indicators

Basic Competencies	Indicators
3.4 Understand definitions, concepts and vocabulary, and sentences about countries in the word trip application.	3.4.1 Describe information about contries in the word trip application. 3.4.2 Know about the concept of word puzzles in the word trip app. 3.4.3 Make sentences about countries in the word trip.

C. Learning Objectives

After participating in a series of learning activities, students can:

1. Students are able to describe the information about countries in the word trip application.
2. Students are able to make sentences containing information about countries in Word Trip.

D. Learning Method

Approach : Cooperative Learning

Method : Puzzle Game

E. Learning Media

Media : Student Worksheet, Video.
Tools : Mobile Phone, Laptop, infocus, whiteboard, Dictionary

F. Learning Resources

1. Internet source : https://www.brilio.net/global/20-fakta-unik-negara-di-dunia-ada-yang-tiap-warganya-punya-350-domba-1603123.html
2. Youtube : https://youtu.be/8XNu282FkvM?si=Mdwl2-NovjAAYLuo

G. Learning Steps

Activities	Cores Activities	Time Allocation
Opening	- The teacher start lesson with regards and prayer together. - The teacher checks the attendance of students. - The teacher encourages the students. - The teacher conveys the learning objective	10 Minutes
Core	**Step 1. Observation** - The teacher show the one country through video. - The teacher ask students short sentences. For Example do you know what country is this? - The teacher explain the material through infocus. **Step 2. Exprolation** - The teacher forms students into 5 group.	65 Minutes

	- The teacher show the students how to use word trip application in infocus. - The teacher choose one country in the word trip application for the students. **Step 3. Assosiation** - The teacher directs students to play the word trip application. - The teacher asks students to discuss and write down the words found from the word trip application. **Step 4. Communicate** - The teacher asks students to present the results of group discussions in front of the class. - The teacher gives points to students who participate. **Step 5. Evaluation** - The teacher asks students to make three short sentences from the words found from the word trip application. - The teacher corrects the writing and gives points to students.	
Closing	- The teacher concludes the material. - The teacher announces the topic of the next lesson. - The teacher closes class by praying together.	15 Minutes

H. Learning Material

The Almost Perfect Country

Racism, poverty, traffic, pollution.

In the world there are so many countries with problems. It seems like every country and every person is filled with problems. So who has the solutions?

To answer that question I decided to put my pride aside and go learn from a country that has the same problems as all of us, but has managed to find solutions!! Because this is the incredible story of the almost perfect country of SINGAPORE.

In Singapore many races live. The Indians, the Malay, Chinese, and Eurasians. And because people of different rares might disagree and hate each other Singapore forced all of them to live together in buildings on top of each other next to each other.

So instead of enemies they are neighbors and because of this Singapore built a racial harmony that many, many countries don't have. Yes!!

Traffic, many countries also suffer from traffic. It's the worst!.

In Singapore they had traffic until they fixed it! In Singapore they limited the number of cars on the road. The number of cars, total in the entire country CAN NOT INCREASE. Many people instead of cars take public transportation and very few people are stuck in traffic! YES

Pollution is another envionmental problem. Landfills look and smell disgusting in many, many countries but in Singapore the do not. Because they take their trash, they burn it filter out the smoke collect the ashes and dump them under water in a man made island. Instead of this, the island looks live this! Their trash island is so clean it looks like a resort!.

I. Evaluation
Essay test!

Make three short sentences from the words found in the word trip application!

Palu, 31 Juli 2023

Teacher	**Researcher**
Alfin Widianingrum, S.Pd	**Rika Permatasari**
NIP. 19850815200903 2 004	**NIM. 20.1.16.0004**

LESSON PLAN

School : SMA Negeri 4 Palu
Subject : Bahasa Inggris
Class/Semester : XI/1 (Ganjil)
Material : Part of Speech
Time Allocation : 2 x 45 Minutes
Meeting : 2 (Two)

A. Core Competencies

KI 1: Appreciate and practice the teachings of the religion he/she adheres to.

KI 2: Honoring and practicing honest, disciplined, responsible, caring (mutual cooperation, cooperation, tolerance, peace), polite, responsive and pro-active behavior and showing attitudes as part of the solution to various problems in interacting effectively with the social and natural environment and in placing oneself as a reflection of the nation in world relations.

KI 3: Understand, apply, analyze factual, conceptual, procedural knowledge based on their curiosity about science, technology, arts, culture, and humanities with insights into humanity, nationality, state, and civilization related to the causes of phenomena and events, and apply procedural knowledge to specific fields of study in accordance with their talents and interests to solve problems.

KI 4: Processing, reasoning, and presenting in the concrete and abstract domains related to the development of what is learned at school independently, and able to use methods according to scientific principles.

B. Basic Competencies and Indicators

Basic Competencies	Indicators
3.4 Understand about definition, kinds, example and sentences about part of speech.	3.4.1 Describe definition about part of speech. 3.4.2 Know difference about kinds of part of speech. 3.4.3 know example and use use it in daily life.

C. Learning Objectives

After participating in a series of learning activities, students can:

1. Learners are able to describe the meaning of the types of part of speech.
2. Learners are able to understand examples of kinds of part of speech.
3. Learners are able to understand the example and use it in daily life.

D. Learning Method

Approach : Cooperative Learning

Learning Method : Puzzle Game

E. Learning Media

Media : Student Worksheet, Video.

Tools : Mobile Phone, Laptop, infocus, whiteboard, Dictionary.

F. Learning Resources

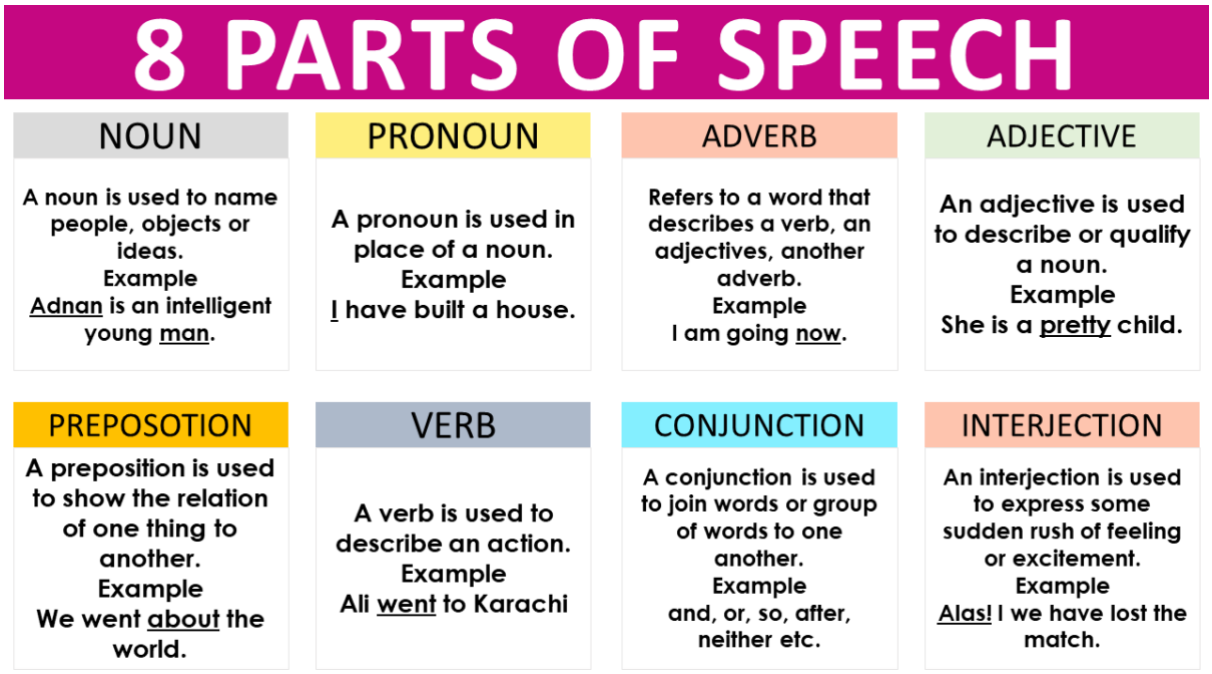
1. Book The Eight Words: Parts Of Speech (Book by Selviana Napitupulu, Fenty Debora Napitupulu , Kisno)
2. Video from Tiktok.

G. Learning Steps

Activitiy	Cores Activity	Time Allocation
Opening	- The teacher start lesson with regards and prayer together. - The teacher checks the attendance of students. - The teacher encourages the students. - The teacher conveys the learning objectives.	10 Minutes
Core	**Step 1. Observation** - The teacher show five pictures through infocus. - The teacher asks students short sentences. For example, what image is this?	65 Minutes

	- The teacher explains part of speech material using PPT **Step 2. Exploration** - The teacher forms students into 5 groups. **Step 3. Association** - The teacher directs students to play the word trip application using a mobile phone. - The teacher asks students to write down the words and word classes found from the word trip application. **Step 4. Communicate** - The teacher asks students to present the results of group discussions in front of the class. - The teacher gives points to participating students. **Step 5. Evaluation** - The teacher asks students to make five short sentences from the words found from the word trip application. - Teacher corrects writing and gives points to students.	
Closing	- The teacher concludes the material. - The teacher announces the topic of the next lesson. - The teacher closes class by praying together.	15 Minutes

H. Learning Material



I. Evaluation

Essay test!

Make five short sentences from the words found in the word trip application!

Palu, 31 Juli 2023

Teacher	**Researcher**
Alfin Widianingrum, S.Pd	**Rika Permatasari**
NIP. 19850815200903 2 004	**NIM. 20.1.16.0004**

LESSON PLAN (RPP)

School : SMA Negeri 4 Palu
Subject : Bahasa Inggris
Class/Semester : XI/1 (Ganjil)
Material : Using of Verb
Time Allocation : 2 x 45 Minutes
Meeting : 3 (Three)

A. Core Competencies

KI 1: Appreciate and practice the teachings of the religion he/she adheres to.

KI 2: Honoring and practicing honest, disciplined, responsible, caring (mutual cooperation, cooperation, tolerance, peace), polite, responsive and pro-active behavior and showing attitudes as part of the solution to various problems in interacting effectively with the social and natural environment and in placing oneself as a reflection of the nation in world relations.

KI 3: Understand, apply, analyze factual, conceptual, procedural knowledge based on their curiosity about science, technology, arts, culture, and humanities with insights into humanity, nationality, state, and civilization related to the causes of phenomena and events, and apply procedural knowledge to specific fields of study in accordance with their talents and interests to solve problems.

KI 4: Processing, reasoning, and presenting in the concrete and abstract domains related to the development of what is learned at school independently, and able to use methods according to scientific principles.

B. Basic Competencies and Indicators

Basic Competencies	Indicators
3.4 Understand definition, kinds, and example about verb.	3.4.1 Describe definition about verb. 3.4.2 Know about kinds of verb. 3.4.3 analisis example of verb.

C. Learning Objectives

After participating in a series of learning activities, students can:

1. Students are able to describe the meaning of verb.
2. Students are able to understand the kinds of verb.

3. Students are able to make sentences about verb.

D. Learning Method

Approach : Cooperative Learning

Method : Puzzle Game

E. Learning Media

Media : Student Worksheet, Video

Tools : Mobile Phone, Laptop, infocus, whiteboard, Dictionary

F. Learning Resources

1. Book The Eight Words: Parts Of Speech**.** (Book by Oleh Selviana Napitupulu, Fenty Debora Napitupulu , Kisno)
2. Interner source : https://www.zenius.net/blog/verb-pengertian-jenis-fungsi-contoh-kalimat.
3. Video from tiktok.

G. Learning Steps

Activitiy	**Cores Activity**	**Time Allocation**
Opening	- The teacher start lesson with regards and prayer together. - The teacher checks the attendance of students. - The teacher encourages the students. - The teacher conveys the learning objectives.	10 Minutes
Core	**Step 1. Observation** - The teacher displays five pictures of verbs through infocus. - The teacher asks students short sentences. For example, what image is this? - The teacher explains material about verbs using PPT **Step 2. Exploration** - The teacher forms students into 5 groups. **Step 3. Association**	65 Minutes

	- The teacher directs students to play the word trip application using a mobile phone. - The teacher asks students to write down the verbs found from the word journey application. **Step 4. Communicate** - The teacher asks students to present the results of group discussions in front of the class. - The teacher gives points to participating students. **Step 5. Evaluation** - The teacher asks students to make five short sentences from the verbs found from the word trip application. - Teacher corrects writing and gives points to students.	
Closing	- The teacher concludes the material. - The teacher announces the topic of the next lesson. - The teacher closes class by praying together.	15 Minutes

H. Learning Material

1. Definition of verb
2. Kinds of verb
3. Example of verb

I. Evaluation

Essay test!

Make one sentences from the verbs below!

1. Cook
2. Clean
3. Study
4. Come
5. Find

Palu, 31 Juli 2023

Teacher

Alfin Widianingrum, S.Pd

NIP. 19850815200903 2 004

Researcher

Rika Permatasari

NIM. 20.1.16.0004

LESSON PLAN (RPP)

School : SMA Negeri 4 Palu
Subject : Bahasa Inggris
Class/Semester : XI/1 (Ganjil)
Material : Using of Adjective
Time Allocation : 2 x 45 Minutes
Meeting : 4 (Four)

A. Core Competencies

KI 1: Appreciate and practice the teachings of the religion he/she adheres to.

KI 2: Honoring and practicing honest, disciplined, responsible, caring (mutual cooperation, cooperation, tolerance, peace), polite, responsive and pro-active behavior and showing attitudes as part of the solution to various problems in interacting effectively with the social and natural environment and in placing oneself as a reflection of the nation in world relations.

KI 3: Understand, apply, analyze factual, conceptual, procedural knowledge based on their curiosity about science, technology, arts, culture, and humanities with insights into humanity, nationality, state, and civilization related to the causes of phenomena and events, and apply procedural knowledge to specific fields of study in accordance with their talents and interests to solve problems.

KI 4: Processing, reasoning, and presenting in the concrete and abstract domains related to the development of what is learned at school independently, and able to use methods according to scientific principles.

B. Basic Competencies and Indicators

Basic Competencies	Indicators
3.4 Understand definition, Kinds, and example about adjective.	3.4.1 Describe definition about adjective. 3.4.2 know about kinds of adjective. 3.4.3 Analisis example of adjective.

C. Learning Objectives

After participating in a series of learning activities, students can:

1. Learners are able to describe the meaning of adjective.
2. Learners are able to understand the types of adjectives.
3. Learners are able to use adjective vocabulary in daily life.

D. Learning Method

Approach : Cooperative Learning

Method : Puzzle Game

E. Learning Media

Media : Student Worksheet, Video

Tools : Mobile Phone, Laptop, infocus, whiteboard, Dictionary

F. Learning Resources

1. Book The Eight Words: Parts Of Speech (Book by Oleh Selviana Napitupulu, Fenty Debora Napitupulu , Kisno)
2. Video from Tiktok.

G. Learning Steps

Activitiy	Cores Activity	Time Allocation
Opening	- The teacher start lesson with regards and prayer together. - The teacher checks the attendance of students. - The teacher encourages the students. - The teacher conveys the learning objectives.	10 Minutes
Core	**Step 1. Observation** - The teacher shows five pictures through infocus. - The teacher asks students short sentences. For example, do you know what image this is? - The teacher explains adjective material through infocus. **Step 2. Exploration** - The teacher forms students into four groups. **Step 3. Association**	65 Minutes

	- The teacher directs students to play the word trip application. - The teacher asks students to discuss and write down the adjectives found from the word trip application. **Step 4. Communicate** - The teacher asks students to present the results of group discussions in front of the class. - The teacher gives points to participating students. **Step 5. Evaluation** - The teacher asks students to make five short sentences from the words found from the word trip application. - Teacher corrects writing and gives points to students. - The teacher asks students' experience of playing the word trip application. - The teacher gives gifts to students who answer.	
Closing	- The teacher concludes the material. - The teacher announces the topic of the next lesson. - The teacher closes class by praying together.	15 Minutes

H. Learning Material

1. Definition of adjective
2. Kinds of adjective
3. Function of adjective
3. Example of adjective.

I. Evaluation

Essay test

Make two sentences from the adjective below!

1. Beautiful
2. Big
3. Worry

Palu, 31 Juli 2023

Teacher	**Researcher**
Alfin Widianingrum, S.Pd	**Rika Permatasari**
NIP. 19850815200903 2 004	**NIM. 20.1.16.0004**

PRE-TEST

Name :

Class :

Choose the appropriate answer, for each question (a, b, c, or d).

1. Watch the telly tonight. My father is on TV at seven.

   He always make me happy.

   From the bold words we know that the speaker feels …….. her father.

   a. dissapointed at
   c. proud of

   b. worried about
   d. angry with

2. The teacher's duty is to ….. the students in the school.

   a. teach
   c. make

   b. study
   d. work

3. Mia : Adi, your shoes are so fit in your……. You look gorgeous.

   Adi : Thank you.

   a. Finger
   c. hand
   b. lip
   d. feet

4. I am so hungry. So, I …… a meal.

   a. prepare
   c. kick

   b. walk
   d. wear

5. The gardener ….. the grass every Monday and Thursday.

   a. cuts
   c. trains

   b. plans
   d. comes

Question No 6 – 7!

Dear Nancy

We are having a great holiday here on the Gold Coast. Yesterday we went to the movie World. When we got up in the morning, it looked like rain, but the it became sunny.

The first ride I wnet on was Lethal Weapon. Next I saw the Police Academy show. After that I had lunch as I was really hungry. Meanwhile, my mom and Kelly queued for the Batman ride. It wasa really fun day. See you when you get back.

Love,

Sam

6. What does the second paragraph talk about?

a. the weather in Gold Coast
c. Great holiday

b. Police Academy show
d. Sam's activities in movie world

7. The word "we" in the first paragraph refers to?

a. Sam, Mom, and Kelly
c. Sam and Nancy

b. Sam and Kelly
d. Only Sam

8. My mother is a nurse. She works at Harapan Bunda Hospital. She ….. the patients.

a. thinks
c. helps

b. ignores
d. finds

9. A : Do you like the game?

B : ……..

a. The dinner is really delightful
c. The show is delightful

b. I do enjoy this game d. Terrible!

10. Lili : Do you have a ….. ?

Shopkeeper : Yes, we do. The fruit rack is right there.

a. persian cat c. running shoes

b. green apple d. drawing book

Choose the correct answer!

11. **Widely.**
a. Adverb c. Adjective
b. Pronoun d. Verb

12. **Very.**
a. Adverb c. Preposition
b. Pronoun d. Adjective

13. **Fast.**
a. Adverb c. Pronoun
b. Interjection d. Verb

14. **Officially**.
a. Pronoun c. Adverb
b. Adjective d. Noun

15. **Multicultural**.
a. Conjunction c. Pronoun
b. Adjective d. Adverb

16. **Ethnic.**
a. Verb c. Interjection
b. Adjective d. Adverb

17. **For**.
a. Adverb c. Preposition
b. Conjunction d. Verb

18. **Well.**
a. Pronoun c. Adverb

b. Adjective
d. Verb

19. **Down**.
a. Preposition
b. Verb
c. Pronoun
d. Adverb

20. **Never**.
a. Verb
b. Adjective
c. Pronoun
d. Adverb

Adopted and modified from BBC Learning English
https://www.bbc.co.uk/learningenglish/course/intermediate/unit-8/session-2/activity-1

ANSWER KEY

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

POST-TEST

Name :

Class :

Choose the appropriate answer, for each question (a, b, c, or d).

1. Linda did not study hard, so she did not ….. the exam.
   a. study c. break
   b. pass d. go
2. The classroom looks very ….. the students should clean it soon before the teacher comes. a. Dirty c. shiny
   b. Tidy d. Angry with
3. Bunga is celebrating her birthday.
   Now Bunga feels ……
   a. happy c. angry
   b. easy d. hungry
4. Intan : Amir, your new shoes are good and really fit in your …… . You look charming and cool.
   Amir : Thank you Nita.
   a. body c. finger
   b. feet d. hand
3. My mother is tailor. She sews and makes ….. . school.
   a. books c. chairs
   b. fooods d. clothes
4. Kurnia: Gus, I have to go to college this year. In the meantime, my sister wants to get married soon which means that my father has to repare to a lot of money for that…
   Agus: I personally think that you should take about this with the whole family.
   a. What do you want? c. What are you?
   b. What do you think? d. What is that?
5. A : Will you pick me up this evening?
   B : ……..
   a. Terrible. c. That's really wonderfull trip.
   b. Really. d. I am so delighted with this picnic.
6. My younger brother went to dentist two days ago because his ….. were in pain.
   a. Teeth c. hands
   b. Ears d. fingers
7. Fena : Can you lend me a hand?
   Rissa : Yes, of course. What can I help you?
   Fena: Please, ….. these textbooks to my office.
   Rissa : Yes sure, Sir.
   a. Put c. bring

b. Give d. read

8. The exam was too ….. for her. She got an A!
   a. Easy c. difficult
   b. Expensive d. high

9. Tina's bicycle is broken. Tina is really …… now.
   a. Charm c. sad
   b. Happy d. confused
10. My parents are planning a trip to Europe ….. year.
   a. next c. this
   b. last d. every

Choose the correct answer from the words in bold!

11. **John** is the new manager.
   a. Noun c. Pronoun
   b. Adjective d. Verb

12. Daisy is angry **because** her brother broke her computer.
   a. Adverb c. Conjunction
   b. Adjective d. Verb

13. He climbed up the **ladder** to get into the attic.
   a. Adverb c. Pronoun
   b. Noun d. Adjective

14. I need a pencil and **some** crayons.
   a. Verb c. Adverb
   b. Adjective d. Verb

15. **She** is my sister.
   a. Conjunction c. Pronoun
   b. Adjective d. Verb

16. I was born in **London**.
   a. Adverb c. Pronoun
   b. Noun d. Adjective

17. Tom is **Sleepy**.
   a. Conjunction c. Pronoun
   b. Adjective d. Interjection

18. He swam **across** the pool.
   a. Preposition c. Pronoun
   b. Adverb d. Verb

19. Michael is my **best** friend.
    a. Preposition
    b. Noun
    c. Pronoun
    d. Adjective

20. Neither the black dress **nor** the gray one looks better on you.
    a. Noun
    b. Conjunction
    c. Pronoun
    d. Preposition

Adopted and modified from BBC Learning English
https://www.bbc.co.uk/learningenglish/course/intermediate/unit-8/session-2/activity-1

ANSWER KEY

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

Titik Persentase Distribusi t (df = 1 – 40)

Pr / df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
NOMOR : 322 TAHUN 2023

TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Menimbang :
a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu, untuk itu dipandang perlu menetapkan pembimbing proposal dan skripsi bagi mahasiswa;
b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu.

Mengingat :
1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
3. Peraturan Presiden No 61 Tahun 2021, tentang Universitas Islam Negeri Datokarama Palu;
4. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
5. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
6. Peraturan Menteri Agama Nomor 39 Tahun 2021 tentang Statuta Universitas Islam Negeri Datokarama Palu;
7. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
8. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu Nomor 454/Un.24/KP.07.6/12/2021 masa jabatan 2021-2023

M E M U T U S K A N

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU TENTANG PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

KESATU : Menetapkan saudara :
1. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D
2. Hijrah Syam, S.Pd.,M.Pd.
sebagai Pembimbing I dan II bagi Mahasiswa :

Nama	:	Rika Permatasari
NIM	:	201160004
Program Studi	:	Tadris Bahasa Inggris
Judul Skripsi	:	PROMOTING VOCABULARY MASTERY OF STUDENTS IN ENGHLISH WITH WORD TRIP APPLICATION AT THE ELEVENTH GRADE OF SMA 4 PALU

KEDUA : Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA UIN Datokarama Palu Tahun Anggaran 2023

KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya

KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Sigi
Pada Tanggal : 22 Februari 2023
Dekan,

Dr. H. Askar, M.Pd.
NIP. 196705211993031005

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

FORMULIR PENDAFTARAN UJIAN PROPOSAL SKRIPSI

Nama : Rika Permatasari
NIM : 20160009
SMT/Prodi/Kelas : VI / TBIG / TBI-1
Alamat : Jln. Malonda
No. Tlp / HP : 082271596069
Pembimbing : I. Kustin, S.Pd, M.Pd, M.Sc, Ph.D
II. Hijrah Syam, S.Pd, M.Pd
Judul :
Promoting Vocabulary Mastery With Word Trip Application For Students At The Eleventh Grade of SMAN 1 Palu

No	Persyaratan	Cheklist (diisi oleh ketua Jurusan)		Ket.
		Ada	Tidak	
1	Fotocopy tanda bukti pembayaran SPP semester berjalan	✓		
2	Fotocopy tanda bukti pembayaran ujian	✓		
3	Fotocopy kliring nilai sementara / KHS dari semester I-VII	✓		
4	Mempersiapkan *Power Point* untuk bahan presentsi	✓		
5	Fotocopy proposal skripsi yang telah di acc pembimbing sebanyak 3 (tiga) rangkap dengan map transparan warna hijau	✓		

Pertimbangan Pembimbing I/II	Persetujuan Dosen Penasehat Akademik	Pemohon
(Kustin, PhD) NIP.	TTD (.....) NIP.	(Rika Permatasari) NIM. 20160009
Catatan Dosen Pembimbing I/II :	*Catatan Dosen Penasehat Akademik :*	

Penguji : Moh. Syafri, M.Pd
Hari/Tgl : Kamis, 27/07/2023
Waktu : 08.30 – 10.00
Tempat : Ruang ujian FTIK

Persetujuan Ketua Jurusan

(.....)
NIP.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية داتوكاراما فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website: www.uindatokarama.ac.id, Email: humas@uindatokarama.ac.id

Nomor 2738 Un.24/F.I/PP.00.9/07/2023 Palu, 24 Juli 2023
Sifat : Penting
Lamp : -
Hal : **Undangan Menghadiri Seminar Proposal Skripsi**

Kepada Yth.

1. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D. (Pembimbing I)
2. Hijrah Syam, S.Pd., M.Pd. (Pembimbing II)
3. Mohammad Syafri, S.Pd., M.Pd. (Penguji)
4. Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu

Di-
Palu

Assalamu'alaikum warahmatullahi wabarakatuh

Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri (UIN) Datokarama Palu yang akan dipresentasikan oleh:

Nama	:	Rika Permatasari
NIM	:	20.1.16.0004
Jurusan	:	Tadris Bahasa Inggris (TBIG)
Judul Skripsi	:	Promoting Vocabulary Mastery with Word Trip Application for Students at the Eleventh Grade of SMAN 4 Palu

Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal	:	Kamis, 27 Juli 2023
Waktu	:	08.30 Wita - Selesai
Tempat	:	Lt. 1 Rektorat UIN Datokarama Palu

Wassalamu'alaikum warahmatullahi wabarakatuh

a.n Dekan
Ketua Jurusan TBIG

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D
NIP. 19820315 199203 1 013

Catatan : Undangan ini difotokopi 6 rangkap, dengan rincian:
a. 1 rangkap untuk dosen pembimbing I (dengan proposal Skripsi).
b. 1 rangkap untuk dosen pembimbing II (dengan proposal Skripsi).
c. 1 rangkap untuk Ketua Jurusan
d. 1 rangkap untuk Subbag Umum Fakultas Tarbiyah dan Ilmu Keguruan.
e. 1 rangkap Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.
f. 1 rangkap untuk ditempel pada papan pengumuman.
g. 1 rangkap untuk dosen penguji (dengan proposal Skripsi)

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
NOMOR :2757 TAHUN 2023

TENTANG
PENETAPAN TIM PENGUJI PROPOSAL SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Menimbang :
a. bahwa penulisan karya ilmiah dalam bentuk skri psi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu, untuk itu dipandang perlu menetapkan tim penguji proposal skripsi untuk menguji proposal skripsi mahasiswa pada ujian seminar proposal;
b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu.

Mengingat :
1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
3. Peraturan Presiden No. 61 Tahun 2021, Tentang Universitas Islam Negeri Datokarama Palu.
4. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
5. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
6. Peraturan Menteri Agama Nomor 39 Tahun 2021 tentang Statuta Universitas Islam Negeri Datokarama Palu;
7. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
8. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu Nomor 454/Un.24/KP.07.6/12/2021 masa jabatan 2021-2023

M E M U T U S K A N

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI (UIN) DATOKARAMA PALU TENTANG PENETAPAN TIM PENGUJI PROPOSAL SKRIPSI FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI (UIN) DATOKARAMA PALU

KESATU : Menetapkan Tim Penguji Proposal Skripsi Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu sebagai berikut :

1. Penguji	:	Mohammad Syafri, S.Pd., M.Pd.
2. Pembimbing I	:	Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
3. Pembimbing II	:	Hijrah Syam, S.Pd., M.Pd.

untuk menguji Proposal Skripsi Mahasiswa

Nama	:	Rika Permatasari
NIM	:	201160004
Jurusan	:	Tadris Bahasa Inggris (TBIG-1)
Judul Proposal	:	Promoting Vocabulary Mastery with Word Trip Application for Students at the Eleventh Grade of SMAN 4 Palu

KEDUA : Tim Penguji Proposal Skripsi bertugas memberikan pertanyaan dan perbaikan yang berkaitan dengan isi, metodologi dan bahasa dalam proposal skripsi yang diujikan;

KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA UIN Datokarama Palu Tahun Anggaran 2023

KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila dikemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya

KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu
Pada Tanggal : 25 Juli 2023
Dekan,

Dr. H. Askar, M.Pd.
NIP. 19670521 199303 1 005

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية داتوكاراما فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

BERITA ACARA
UJIAN PROPOSAL SKRIPSI

Pada hari ini Kamis, tanggal 27 Juli 2023 telah dilaksanakan Seminar Proposal Skripsi:

Nama	:	**Rika Permatasari**
NIM	:	**20.1.16.0004**
Program Studi	:	**Tadris Bahasa Inggris (TBIG)**
Judul Proposal	:	**Promoting Vocabulary Mastery with Word Trip Application for Students at the Eleventh Grade of SMAN 4 Palu**
Pembimbing I	:	**Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.**
Pembimbing II	:	**Hijrah Syam, S.Pd., M.Pd.**
Penguji	:	**Mohammad Syafri, S.Pd., M.Pd.**

SARAN-SARAN PENGUJI/PEMBIMBING

No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	84	- Look into the Proposal. - Be argumentative in explaining
2.	BAHASA & TEKNIS PENULISAN	80	
3.	METODOLOGI	80	
4.	PENGUASAN	78	
	Jumlah	322	
	Nilai Rata-rata	80,5	

Palu, 24 Juli 2023

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013

Penguji,

Mohammad Syafri, S.Pd., M.Pd.
NIP. 19930803 201903 1 004

Catatan
Nilai Mengunakan Angka:

Nilai Angka	Nilai Huruf	Keterangan
85-100	A	*Harap memberikan nilai dalam bentuk angka*
80-84	A-	
75-79	B+	
70-74	B	
65-69	B-	
60-64	C+	
55-59	C	
50-54	D	
0 - 49	E (mengulang)	

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية داتوكاراما فالو
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Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

BERITA ACARA
UJIAN PROPOSAL SKRIPSI

Pada hari ini Kamis, tanggal 27 Juli 2023 telah dilaksanakan Seminar Proposal Skripsi:

Nama	:	**Rika Permatasari**
NIM	:	**20.1.16.0004**
Program Studi	:	**Tadris Bahasa Inggris (TBIG)**
Judul Proposal	:	**Promoting Vocabulary Mastery with Word Trip Application for Students at the Eleventh Grade of SMAN 4 Palu**
Pembimbing I	:	**Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.**
Pembimbing II	:	**Hijrah Syam, S.Pd., M.Pd.**
Penguji	:	**Mohammad Syafri, S.Pd., M.Pd.**

SARAN-SARAN PENGUJI/PEMBIMBING

No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	87	
2.	BAHASA & TEKNIS PENULISAN	87	
3.	METODOLOGI	86	
4.	PENGUASAN	89	
	Jumlah	349	
	Nilai Rata-rata	87.25	A

Palu, 24 Juli 2023

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013

Pembimbing I,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013

Catatan
Nilai Menggunakan Angka:

Nilai Angka	Nilai Huruf
85-100	A
80-84	A-
75-79	B+
70-74	B
65-69	B-
60-64	C+
55-59	C
50-54	D
0 - 49	E (mengulang)

Keterangan
Harap memberikan nilai dalam bentuk angka

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
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BERITA ACARA
UJIAN PROPOSAL SKRIPSI

Pada hari ini Kamis, tanggal 27 Juli 2023 telah dilaksanakan Seminar Proposal Skripsi:

Nama	:	**Rika Permatasari**
NIM	:	**20.1.16.0004**
Program Studi	:	**Tadris Bahasa Inggris (TBIG)**
Judul Proposal	:	**Promoting Vocabulary Mastery with Word Trip Application for Students at the Eleventh Grade of SMAN 4 Palu**
Pembimbing I	:	**Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.**
Pembimbing II	:	**Hijrah Syam, S.Pd., M.Pd.**
Penguji	:	**Mohammad Syafri, S.Pd., M.Pd.**

SARAN-SARAN PENGUJI/PEMBIMBING

No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	98	Recheck the Technique of Data Analysis
2.	BAHASA & TEKNIS PENULISAN	98	
3.	METODOLOGI	98	
4.	PENGUASAN	98	
	Jumlah	392	
	Nilai Rata-rata	98	

Palu, 24 Juli 2023

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013

Pembimbing II,

Hijrah Syam, S.Pd., M.Pd.
NRD. 2004058603

Catatan
Nilai Mengunakan Angka:

Nilai Angka	Nilai Huruf	Keterangan
85-100	A	*Harap memberikan nilai dalam bentuk angka*
80-84	A-	
75-79	B+	
70-74	B	
65-69	B-	
60-64	C+	
55-59	C	
50-54	D	
0 - 49	E (mengulang)	

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية داتوكاراما فالو
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

DAFTAR HADIR SEMINAR PROPOSAL SKRIPSI
TAHUN AKADEMIK 2022/2023

Pada hari ini Kamis, tanggal 27 Juli 2023 telah dilaksanakan Seminar Proposal Skripsi:

Nama	:	**Rika Permatasari**
NIM	:	**20.1.16.0004**
Program Studi	:	**Tadris Bahasa Inggris (TBIG)**
Judul Proposal	:	**Promoting Vocabulary Mastery with Word Trip Application for Students at the Eleventh Grade of SMAN 4 Palu**
Tgl / Waktu Seminar	:	**27 Juli 2023/08.30 Wita**

NO.	NAMA	NIM	SEM / PRODI.	TTD	KET.
1.	Andira Rukmana Dewi	201160003	VI / TBI		
2.	Siti Nurlaik	201160023	VI / TBI		
3.	Mon. Sofyan	201160009	VI / TBI		
4.	Nurfadila	201160007	VI / TBI		
5.	Siti fatimah	201160006	VI / TBI		
6.	Anri Ahmad Pramana Putra	201160005	VI / TBI		
7	Syahrul Djaupa	201010113	VI / PAI		
8.	Mastang	201160017	VI / TBI		
9.	Nedia Fariasty August	201160043	VI / TBI		
10.	Nurfirma	204100011	VI / KPI		
11.	Salwa	201010054	VI / PAI		

Palu, 24 Juli 2023

Pembimbing I,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013

Pembimbing II,

Hijrah Syam, S.Pd., M.Pd.
NRD. 2004058603

Penguji,

Mohammad Syafri, S.Pd., M.Pd.
NIP. 19930803 201903 1 004

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
جامعة داتوكاراما الإسلامية الحكومية بالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
Jl. Trans Palu-Pololo Desa Pombewe Kec. Sigi Biromaru Telp. 0451-460798 Fax. 0451-460165
Website : www.uindatokarama.ac.id, email : humas@uindatokarama.ac.id

Nomor : 5178 /Un.24/F.I/PP.00.9/8/2023 Palu, 18 Agustus 2023
Lampiran : -
Hal : **Izin Penelitian Untuk Menyusun Skripsi**

Yth. Kepala SMA Negeri 4 Palu

Di
Tempat

Assalamualaikum wr.wb.

Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu :

Nama	:	Rika Permatasari
NIM	:	201160004
Tempat Tanggal Lahir	:	Sandana, 25 September 2002
Semester	:	VII (Enam)
Program Studi	:	Tadris Bahasa Inggris
Alamat	:	Jl. Malonda
Judul Skripsi	:	Promoting Vocabulary Mastery With Word Trip Application For Students At The Elevent Grade Of SMAN 4 Palu
No. HP	:	082271596069

Dosen Pembimbing :
1. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D
2. Hijrah Syam, S.Pd., M.Pd

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Sekolah yang Bapak/Ibu Pimpin.

Demikan, atas perkenannya diucapkan terima kasih.

Wassalam,
Dekan,

Dr. H. Askar, M.Pd.
NIP. 196705211993031005

PEMERINTAH PROVINSI SULAWESI TENGAH

DINAS PENDIDIKAN

CABANG DINAS PENDIDIKAN MENENGAH WILAYAH I
KOTA PALU DAN KAB.SIGI

SMA NEGERI 4 PALU

Alamat : Jalan Mokolembake No. 01 Palu Barat kode pos: 94221, E-mail: sman4plu@gmail.com

SURAT KETERANGAN
No. MN.11/ 372 /421.4/Disdik

Kepala SMA Negeri 4 Palu menerangkan :

N a m a	: Rika Permatasari
NIM	: 201160004
Program Studi	: Tandris Bahasa Inggris

Benar yang bersangkutan telah selesai melaksanakan penelitian / observasi dari tanggal 25 Agustus s/d 15 September 2023 di SMA Negeri 4 Palu dalam rangka penyusunan Skripsi Mahasiswa UIN Datokarama Palu yang berjudul :

Promoting Vocabulary Mastery With Word Trip Application For Studens At The Elevent Grade Of SMAN 4 Palu.

Demikian Surat Keterangan ini untuk dipergunakan sesuai keperluanya

Palu, 23 September 2023
Wakasek Kurikulum,

DINAS PENDIDIKAN
CABANG DINAS DIKMEN WILAYAH I
SMAN 4 PALU
PROVINSI SULAWESI TENGAH

Drs. H. Sulaeman Husain
Nip 196412311995121011

FOTO 3 X 4

FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM NEGERI (UIN) DATOKARAMA PALU

NIM : 20116 0009

PROGRAM STUDI : Tadris Bahasa Inggris

NO.	HARI/TANGGAL	NAMA	JUDUL SKRIPSI	DOSEN PEMBIMBING	TANDA TANGAN DOSEN PEMBIMBING
1	Friday, 24-02-2023	Risa Farida	Digital Story telling in improving students' reading comprehension at the eighth grades of SMP pondok Al-khairaat palu	1. Yuni Amelia, S.Pd., M.Pd 2. Hijrah Syam, S.Pd., M.Pd	
2	Monday, 27-02-2023	Hanan Sama	The use of Audio Visual Media in the Teaching english pronounciation for students' at Mahad Al-Jamiah UIN Datokarama Palu	1. Prof. Hurdin, S.Pd., S.Sos., M.Com.Ph.D 2. Ana Kuliahana, S.Pd., M.Pd	
3	~~Senin~~, 06-03-2023	Moh Syidiq Ardiansyah	Kompetensi manajerial kepala madrasah dalam meningkat kedisiplinan peserta didik MAN Biau Bi kabupaten Buol.	1. Drs. Saqir Muhammad Amin, M.Pd 2. Diamastura Minabali, M.M	
4	01-03-2023	Noervicany	The analysis of gender differences towards english learning motivation of tenth grade students at SMKN 1 Dampal selatan.	1. Dr. Abdul Gafur Marzuki, S.Pd., M.Pd 2. Hijrah Syam, S.Pd., M.Pd	
5	6-03-2023	Lasmini	strategi guru dalam menciptakan lingkungan pembelajaran Bahasa Arab yang efektif untuk membentuk karakter disiplin siswa di MTS Alkhairaat Biromaru	1. Dr. Ubadah, S.Ag. M.Pd 2. Dr. Karmiati, S.Ag. M.Ag.	
6	7-03-2023	Marifah M. Datuamas	The teacher strategy in teaching pronunciation at MTS Negeri 1 palu	1. Dr. Hj. Nurasmawati, S.Ag. M.Hum 2. Dzakiah, M.Pd	
7	26-03-2023	Nur ainun H-Asbat	The effect of English extracurricular activities toward student english learning results at eleventh Grade of MAN Biau Buol.	1. Yuni Amelia, S.Pd., M.Pd 2. Muh Tamrin A.M.S Pettaware, S.S.M.Pd	
8	26 Mei 2023	Magfirah Maya	The Effect of using Tiktok Application on vocabulary Mastery at the Eighth Student of SMPN 1 Palasa	1. Dr. Abdul Gafar Marzuki, S.Pd, M.Pd 2. Hijrah Syam, S.Pd., M.Pd	
9	10 Juli 2023	Andira Rukmana Dewi	The Effectiveness of using Snowball Throwing technique in Teaching Reading Comprehension At The ~~Eighth~~ Eight Grade Students of SMPN 15 Sigi	1. Ruslin, S.Pd., M.Pd., M.Sc., ~~Ph.D~~ Ph.D 2. Dzakiah, M.Pd	
10	27 Juli 2023	Siti fatimah	The Effectiveness Of Chinese Whispers Game On Students Vocabulary Mastery at the Seventh grade Of SMPN 2 Palu	1. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D 2. Hijrah Syam, S.Pd., M.Pd	

Catatan : Kartu ini merupakan persyaratan untuk mendaftar seminar menempuh ujian skripsi

Buku Konsultasi Pembimbingan Skripsi

JURNAL KONSULTASI
PEMBIMBINGAN PENULISAN SKRIPSI

Nama : Rika Permatasari
NIM : 2016000q
Program Studi : Tadris Bahasa Inggris
Judul : Promoting Vocabulary Mastery With Word Trip Application For Students at the Eleventh grade of SMAN 9 Kota

Pembimbing I : Ruslin, S.Pd, M.Pd, M.Sc, Ph.D
Pembimbing II : Hijrah Syam, S.Pd, M.Pd

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan
1	Selasa, 6 June 2023	1 2 3	- a paragraph must have 3/4 sentences or more - Berapa referensi masuk/ paragraph. - Why chose word trip Application - What vocabulary will you research - No study → research - Revisi/add chapter II - How to use / play the application - Research instrument (Revisi)	

4

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan
2	15, June 2023	1 2 3	- Revise the previous Research - Add Definition of vocabulary. - Revise Definition of Application. - Revise Hypothesis - Revise operational Definition.	
3	11, July 2023	III IV V II	revise the Technique of Data Analysis Add Teaching of Vocab.	
4	20 July 2023	I	- Background (revise the corrections required to improve the quality of the background	

5

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan
5	21 July 2023		revise along the correction in chapter 1 & 2. rearrange the the research framework	
6	20 Oktober 2023	IV	read the correction and go through with the correction needed	

6

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan
7	29. oktober - 2023	IV V	Revise the discussions & conclusions accordingly	
8.	19 Desember 2023	IV V	finalizing the chapters	
9.	29 Desember 2023	IV V		

7

DOCUMENTATION

- **Send a research permission letter**

- **Giving pre-test to the control class**

- **Giving post-tests to the control class**

- **Giving pre-test to the experiment class**

- **Giving treatment to the experiment class using Word Trip Application**

- **Giving post-test to the experiment class**

TABEL PERIODIK UNSUR KIMIA

TABEL PERIODIK UNSUR KIMIA

DATA MENTAH PENELITIAN

PRE TEST EXPERIMENTAL CLASS (XI E)

N0	INISIAL NAMA	SOAL BENAR	SOAL SALAH	SCORE
1	HM	11	9	55
2	MR	9	11	45
3	AI	11	9	55
4	AS	6	14	30
5	NA	3	17	15
6	YN	6	14	30
7	AG	5	15	25
8	HR	11	9	55
9	NW	8	12	40
10	RA	9	11	45
11	AP	11	9	55
12	MI	10	10	50
13	ZR	4	16	20
14	AN	9	11	45
15	MS	12	8	60
16	IB	9	11	45
17	DF	9	11	45
18	DW	3	17	15
19	NS	7	13	35
20	NF	4	16	20
21	NH	4	16	20

22	IS	8	12	40
23	NU	8	12	40
24	KE	14	6	70
25	NA	9	11	45
26	SA	6	14	30
27	NP	6	14	30
28	NK	6	14	30
29	NY	6	14	30
30	AA	11	9	55
31	AT	6	14	30
32	AZ	4	16	20
33	MS	10	10	50

POST TEST EXPERIMENTAL CLASS (CLASS XI E)

N0	INISIALNAMA	SOAL BENAR	SOAL SALAH	SCORE
1	HM	14	6	70
2	MR	14	6	70
3	AI	15	5	75
4	AS	11	9	55
5	NA	14	6	70
6	YN	14	6	70
7	AG	14	6	70
8	HR	17	3	85
9	NW	14	6	70

10	RA	15	5	75
11	AP	15	5	75
12	MI	9	11	45
13	ZR	9	11	45
14	AN	11	9	70
15	MS	14	6	55
16	IB	13	7	65
17	DF	8	12	40
18	DW	14	6	70
19	NS	13	7	65
20	NF	13	7	65
21	NH	10	10	50
22	IS	11	9	55
23	NU	12	8	60
24	KE	16	4	80
25	NA	11	9	55
26	SA	8	12	40
27	NP	16	4	80
28	NK	11	9	55
29	NY	15	5	75
30	AA	14	6	70
31	AT	17	3	85
32	AZ	11	9	55
33	MS	8	12	40

PRE TEST CONTROL CLASS (CLASS XI G)

N0	INISIALNAMA	SOAL BENAR	SOAL SALAH	SCORE
1	AS	9	11	45
2	AN	4	16	20
3	AR	10	10	50
4	AY	4	16	20
5	AL	7	13	35
6	CR	8	12	40
7	FN	8	12	40
8	FD	4	16	20
9	FR	4	16	20
10	FH	9	11	45
11	HH	7	13	35
12	MS	5	15	25
13	IZ	5	15	25
14	MA	11	9	55
15	MH	8	12	40
16	MI	7	13	35
17	MR	7	13	35
18	MM	7	13	35
19	AZ	3	27	15
20	BN	3	27	15
21	DA	8	12	40

22	DZ	4	16	20
23	DC	7	13	35
24	DI	3	27	15
25	DN	7	13	35
26	EL	9	11	45
27	FZ	9	11	45
28	FL	4	16	20
29	FB	8	12	40
30	HN	3	27	15
31	NH	6	14	30
32	KH	2	18	10
33	MK	3	17	15

POST TEST CONTROL CLASS (CLASS XI G)

N0	INISIALNAMA	SOAL BENAR	SOAL SALAH	SCORE
1	AS	9	11	45
2	AN	9	11	45
3	AR	11	9	55
4	AY	7	13	35
5	AL	8	12	40
6	CR	13	7	65
7	FN	11	9	55
8	FD	12	8	60
9	FR	11	9	55

10	FH	15	5	75
11	HH	13	7	65
12	MS	11	9	55
13	IZ	8	12	40
14	MA	9	11	45
15	MH	8	12	40
16	MI	6	14	30
17	MR	9	11	45
18	MM	9	11	45
19	AZ	6	14	30
20	BN	9	11	45
21	DA	9	11	45
22	DZ	11	9	55
23	DC	10	10	50
24	DI	10	10	50
25	DN	4	16	20
26	EL	11	9	55
27	FZ	11	9	55
28	FL	8	12	40
29	FB	11	9	55
30	HN	8	12	40
31	NH	7	13	35
32	KH	5	15	25
33	MK	9	11	45

CURRICULUM VITAE

A. Research Identify

Name	: Rika Peramatasari
Place and Date of Birth	: Sandana, 25th September 2002
Gender	: Famale
Religion	: Islam
Departement	: English Tadris Program
Faculty	: Tarbiyah and Teacher Trainig Faculty
Number of Student	: 20.1.16.0004
Address	: Munif Rahman street
E-mail	: rikapermatasari2509@gmail.com

B. Parents Identify

1. Father

Name	: Maksum Lembah
Profession	: Fisherman
Address	: Sandana, Tolitoli, Central Sulawesi

2. Mother

Name	: Harisa Abd Muhtalib
Profession	: Housewife
Addres	: Sandana, Tolitoli, Central Sulawesi

C. Educational

1. SDN Sandana	: Graduate in 2014
2. SMP Negeri 2 Tolitoli	: Graduate in 2017
3. MA Alkhairaat Kalangkangan	: Graduate in 2020