

**THE EFFECTIVENESS OF ENGLISHSCORE APPLICATION ON PRE-
TEACHING ACTIVITIES TO IMPROVE VOCABULARY MASTERY AT
SMAN 8 PADANG**

THESIS

*Submitted as Partial Fulfillment of the Requirements to Obtain Bachelor of
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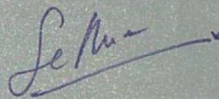
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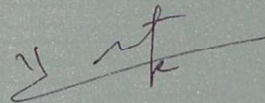


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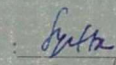
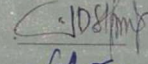
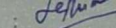
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The Writer

ABSTRACT

Syahada, Tika (2024): The Effectiveness of EnglishScore Application on Pre-teaching Activities to Improve Vocabulary Mastery at SMAN 8 Padang.

In senior high school, learning English that is taught indirectly requires students to know a lot of vocabulary. Based on the researcher's initial observations, students' vocabulary mastery at SMAN 8 Padang remains poor. One of the English teachers at the school said that the students at the school were only know several vocabularies. Next, reviews from students said that they had never used mobile-based application during learning activities. Furthermore, there has never been any use of learning media that provides a test to determine the extent of their vocabulary mastery. This statement is in line with the purpose and type of research carried out by the researcher. This research is pre-experimental research with one group pre-test post-test study. This research is aimed to find out whether the use of the EnglishScore application is effective in improving students' vocabulary mastery on pre-teaching activities. The population of the research was tenth-grade students at SMAN 8 Padang. The population consists of 339 students who are classified into ten classes. X.E2 was selected as the experimental class through cluster random sampling method. This research was conducted in eight meetings during school hours. In order to collect the data, the researcher used multiple-choice test for pre-test and post-test. The test questions based on two adapted narrative texts which consist of 15 questions. The result of the data analysis is indicated that the significant value of the two-tailed paired sample t-test is 0.000 or less than 0.05. It means that the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted. In conclusion, the result of this research proved that the use of EnglishScore application was effective in improving students' vocabulary mastery.

Keywords: EnglishScore Application, Pre-teaching, Vocabulary Mastery.

ABSTRAK

Syahada, Tika (2024): Keefektifan Aplikasi EnglishScore pada Kegiatan *Pre-teaching* untuk Meningkatkan Penguasaan Kosa Kata Siswa di SMAN 8 Padang.

Di SMA, pembelajaran bahasa Inggris yang diajarkan secara tidak langsung menuntut siswa untuk mengetahui banyak kosakata. Berdasarkan pengamatan awal peneliti, penguasaan kosakata siswa di SMAN 8 Padang masih terbilang rendah. Salah satu guru bahasa Inggris di sekolah tersebut mengatakan bahwa siswa hanya mengetahui beberapa kosakata. Kemudian ulasan dari siswa menyebutkan bahwa mereka belum pernah menggunakan aplikasi berbasis mobile selama kegiatan pembelajaran. Selain itu, belum pernah ada penggunaan media pembelajaran yang memberikan tes untuk mengetahui sejauh mana penguasaan kosakata mereka. Pernyataan ini sejalan dengan tujuan dan jenis penelitian yang dilakukan peneliti. Penelitian ini merupakan penelitian pra-eksperimental dengan jenis penelitian one group pre-test post-test. Penelitian ini bertujuan untuk mengetahui apakah penggunaan aplikasi EnglishScore efektif dalam meningkatkan penguasaan kosakata siswa pada kegiatan pra-pengajaran. Populasi penelitian ini adalah siswa kelas X SMAN 8 Padang. Populasinya berjumlah 339 siswa yang dikelompokkan ke dalam sepuluh kelas. X.E2 dipilih sebagai kelas eksperimen melalui metode cluster random sampling. Penelitian ini dilakukan selama delapan kali pertemuan pada jam pelajaran. Untuk mengumpulkan data, peneliti menggunakan tes pilihan ganda untuk pre-test dan post-test. Soal tes berdasarkan pada adaptasi dari dua teks narasi yang terdiri dari 15 soal. Hasil analisis data menunjukkan nilai signifikansi dari *two-tailed paired sample t-test* adalah sebesar 0,000 atau kurang dari 0,05. Artinya hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_1) diterima. Kesimpulannya, hasil penelitian ini membuktikan bahwa penggunaan aplikasi EnglishScore efektif dalam meningkatkan penguasaan kosakata siswa.

Keywords: Aplikasi EnglishScore, *Pre-teaching*, Penguasaan Kosa Kata

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Students are currently heavily influenced by learning technology. According to Fitria (2018), learning technology is a tool that is frequently used during the learning process. The development of technology aims to make learning more interesting and unique, so that students are not bored during the learning process and can enjoy each lesson. Furthermore, it can increase its own attractiveness for students to think creatively and logically. According to A (2019), the use of present-day technology in English language teaching is broadly described because of the innovative software of methods, tools, materials, equipment, systems, and techniques that are immediately applicable to English language education and result in the attainment of the desired goals. As a result, various types of technology are now used in the delivery of learning in high school.

In the field of technology, there are several options for teaching and learning, including Social Networks, Videos, Virtual Worlds, Voice Recognition, and Blackboard Virtual Learning Software (Street, 2014). All of these options are included in the mobile-based application. Phongtraychack & Dolgaya (2018) state that a mobile-based application is a software that runs on mobile devices such as smartphones and tablet computers. It is the outcome of current technical advancements. There are several examples of mobile based applications that have existed in teaching and learning. V.A.R.Barao et al. (2022) state that students used

approximately 15 mobile applications to learn English, such as Google Translate, Grammar Test, English Idiomatic, U Dictionary, YouTube, Elsa Talk, Duolingo, and Quizlet. Therefore, the EnglishScore application is a piece of mobile-based application technology that can be used to help students learn English.

EnglishScore application was created by the British government in 1940. It was made in response to the 1930 global instability. EnglishScore has helped young people gain the skills, confidence, and connections they need to reach their full potential and participate in vibrant, inclusive communities. This application assists young people in getting a good education and finding work (Nunez Lopez, n.d.). According to British Council (n.d.), EnglishScore is a fast and reliable test application for determining the level of English language skills. This application will show all of students reports when they finish their test. EnglishScore allows students to practice numerous skills: reading, listening, grammar, and vocabulary.

Vocabulary is a crucial language learning component and must be known. As stated by Izzah (2015) vocabulary is acquired incidentally and consciously through clear instructions in specific words and word-learning techniques. Vocabulary is an essential part of language proficiency and provides several foundations for how well learners speak, listen, read and write. Ritonga (2020) says that the importance of vocabulary mastery is to be able to convey students' ideas while also understanding what others are saying. In addition, the importance of mastering vocabulary is also because vocabulary and other skills in English language learning are related each other.

In senior high school, learning English that is taught indirectly requires students to know a lot of vocabulary. Based on the researcher's initial observations, students' vocabulary mastery at SMAN 8 Padang remains poor. One of the English teachers at the school said that the students at the school were only know several vocabularies. In reality, the vocabulary they know is only basic. This is because their vocabulary mastery is still minimal and the percentage of their desire to enrich it is still very low. In addition, reviews from students said that they had never used mobile-based application during learning activities. Furthermore, there has never been any use of learning media that provides a test to determine the extent of their vocabulary mastery. Thus far, they have only learned using books from the Ministry of Education and Culture, doing the exercises from LKS books (Student Worksheets), and occasionally using video from the teacher's PPT (PowerPoint). While the researcher doing the pre-observation, the researcher also received a review of complaints from students. They said that the learning method that they got from the teacher was a monotonous method and made them feel bored. This statement is in line with what the researcher discovered during the pre-observation. The researcher did not find any efforts from teachers to use more varied teaching media to support students in increasing vocabulary mastery.

Several previous research have also looked into the improvement of vocabulary. In the first research conducted by Yudhistira (2019), it was found that teaching vocabulary through English songs can improve students' vocabulary mastery. The second research by Bhakti & Marwanto (2018), revealed that teaching vocabulary through story telling could make students had satisfactory vocabulary knowledge,

although they still needed to practice telling stories properly to master all components. The third research by Putu Tressya et al. (2017) found that the word family game had a more considerable impact on students' vocabulary mastery compared to traditional teaching methods. In another research conducted by Nuralisah & Kareviati (2020), it was discovered that using the Memrise application can help students at SMPN 1 Cililin improve their vocabulary mastery. Lastly, Yulianti (2018) indicates that the use of The Kamusku application dictionary is sufficient for students' vocabulary mastery.

The previous research above has analyzed vocabulary using English song, storytelling, Word Family Game, Memrise application, and Kamusku application. Based on this previous research, it is still rare to find research that uses an application which provides tests and scores such as the EnglishScore application. The EnglishScore application is part of the British Council. Although there has been research on using the British Council, but it just focuses on the website. There is no research for the EnglishScore application. Thus, the EnglishScore application is worth to try.

There are several reasons why EnglishScore application is worth trying. First, the total processing time allotted for the vocabulary skill is 15 minutes. The vocabulary test has the most questions of the four skills, with 48 questions. Thus, students will have more time and opportunities to practice their vocabulary mastery. Second, the score will be displayed when students have completed all of the questions, so students will know the extent of their vocabulary mastery. Third, teaching with the EnglishScore application can be incorporated into a wide variety

of learning topics. It does not stick to a specific learning topic but builds vocabulary as a whole. Fourth, as far as the researcher is concerned, the EnglishScore application has never been used in teaching English at school. Fifth, students at SMA 8 are already allowed to use cell phones, but this situation has not yet been utilized properly to improve students' vocabulary mastery. Therefore, based on these reasons the EnglishScore is worth trying to build students vocabulary.

B. Identification of the Problem

Based on the research background discussed above, the researcher identifies some issues in this topic of research. First, the use of technology can actually be used in learning English. Second, from several research, vocabulary still needs a lot of attention in efforts to improve it. Third, students at this school had difficulties in mastering vocabulary, while the opportunities in using technology to improve vocabulary have not been used properly. Fourth, EnglishScore application that provides a test to determine the extent of their vocabulary mastery.

C. Limitation of the Problem

In this research, researcher will focus to see whether the EnglishScore application is effective as a learning media, where there are many features to improve English vocabulary.

D. Formulation of the Problem

The formulation of the problem is: "Is the use of the EnglishScore application effective to help students improve their vocabulary mastery?"

E. Purpose of the Research

This research aims to try out whether the use of the EnglishScore application is effective in improving students' vocabulary mastery at SMAN 8 Padang.

F. Significance of the Research

Researcher hopes that the results of this research can provide information regarding the effect of using the EnglishScore application on students' vocabulary mastery. Theoretically, the results of this research can be used as a reference and additional theory for relevant research. Practically, English teachers, indirectly can apply this application in learning activities. This method is expected to improve the teacher's instruction is not boring or monotonous for the students.

G. Definition of the Key Terms

1. EnglishScore Application

EnglishScore application provides vocabulary tests in the form of multiple-choice questions. The total time spent working on these vocabulary questions was 15 minutes. At the end of the work, this application will display the score of the student's work as well as the work date; thus, it will help students to know the progress of their improvement in vocabulary mastery over time.

2. Vocabulary

Receptive vocabulary is a type of vocabulary that refers to reading and listening. This means students identify and understand words through what they read or listen to.

3. Pre-teaching activity

Pre-teaching activity is the initial phase for students to increase their vocabulary before entering the whilst-teaching phase. In this phase, researcher used the EnglishScore application to improve students' vocabulary mastery.