IMPLEMENTING THE BRTITISH COUNCIL APPLICATION TO ENHANCE VOCABULARY ACQUISTION AMONG JUNIOR HIGH SCHOOL STUDENTS

SKRIPSI

Submitted in Partial Fulfillment of Requirement
For the Degree of Sajarna Pendidikan (S.Pd)
English Education Program

By:

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2025

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BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1

بسم الله الرحمن الرحيم

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Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Implementing the British Council Application to Enhance Vocabulary Acquistion among Junior High School Students

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

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( ) Lulus Bersyarat
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PANITIA PELAKSANA

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PERNYATAAN KEASLIAN SKRIPSI

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Judul Skripsi	:	A Case Study on the use of the British Council Application to Enhance Vocabulary Acquisition among Junior High School Students

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "**A Case Study on the use of the British Council Application to Enhance Vocabulary Acquisition among Junior High School Students** " adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Univesitas Muhammadiyah Sumatera Utara.

Demikian pernytaan ini dengan sesungguhnya dan dengan yang sebenar-benarnya.

Medan, Februari 2025
Hormat Saya
Yang membuat pernyataan,

Nabilla Azzahra

LEMBAR PENGESAHAN SKRIPSI

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ABSTRACT

Nabila Azzahra. 2002050060. "Implementing the Brtitish Council Application to Enhance Vocabulary Acquistion among Junior High School Students". Skripsi: English Education, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara. Medan. 2025.

This study investigates the impact of the British Council application on vocabulary acquisition among eighth-grade students at IT Al Munadi Private Junior High School in Medan, North Sumatra. Using a one-group pre-test and post-test design, the research focused on addressing students' challenges in memorizing vocabulary and the lack of engaging learning methods. Data were collected through vocabulary tests administered before and after the intervention, student questionnaires, and documentation. The results showed a significant improvement in students' vocabulary, with a normalized gain (N-Gain) score of 0.5763. Questionnaire responses indicated that students had positive perceptions of the application, finding it engaging and helpful in improving vocabulary. The study concludes that the British Council app effectively supports vocabulary learning and serves as a modern alternative to traditional methods. Teachers are encouraged to integrate the app into a blended learning approach. Future research could examine long-term vocabulary retention and apply the method to a broader sample for wider relevance.

Keywords: *British Council Application, Vocabulary, Junior High School, Quasi-Experimental Research*

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Assalamualaikum Warahmatullahi Wabarakatuh

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This study is entitled "Implementing the Brtitish Council Application to Enhance Vocabulary Acquistion among Junior High School Students". In writing this study, there were many difficulties and problems faced by her and without much guidance from the following people, it may be impossible for her to finish the study. Therefore, her would like to express her great thank to those who have given guidance, spirit, motivation and supports during completing this research, they are:

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Finally, the researcher realizes that this thesis is still imperfect, but she is very open for suggestion or advice that will improve the quality of this thesis. The researcher hopes that this thesis will be useful for those who read and those who are interested in the field of this study.

Wassalamualaikum Warahmatullahi Wabarakatuh

Medan, Mei 2025
Researcher

Nabilla Azzahra
NPM 2002050060

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CHAPTER I

INTRODUCTION

A.   Background of the Study

Language is our primary source of communication. It is the method through which we share our ideas and thoughts with others. There are thousands of language in the world. Every country has their own national language in addition to a variety of local languages spoken and understand by their people in different regions some languages are spoken bay millions of people and others by only a few thousand. English is one of the most used language in the world. Therefore, English should not be ignored since English is the most common language spoken everywhere (ilyosovna, 2020).

Indonesian is one of the countries where understanding of the English language is still low. This can also be caused by the learning methods that teachers are during the learning process are still not appropriate. If the teacher uses appropriate learning methods, he can pay attention and understand what the teacher teaches so that he can improve learning outcomes and language skills. Having an understanding of English can also improve the quality of the students themselves. Students who are able to communication well in English stand a great deal from doing so, not just in terms of the advancement of science but also in terms of day-to-day living (Andayani, 2022).

There are four skills that students must be mastered in learning English as a foreign language. They are listening skills, speaking skills, reading skills, and

writing skills. However, of these four abilities, the most important thing in learning English is vocabulary. Vocabulary is the basic that should be mastered for learning as a foreign language. This is because students who do not know the vocabulary will have difficulty influencing it listening skills, reading skills, speaking skills and writing skills (Manda, Talib, & Aeni, 2022).

The importance of vocabulary in learning English requires teachers to use appropriate learning methods, so that students memorize vocabulary more easily. There are many learning methods used by teachers for vocabulary learning but most of the methods used are conventional methods. Where students will be given a collection of vocabulary which is then memorized, thus creating unengaging learning.

Relation to the context of globalization and advances in information technology, learning English becoming increasingly important. English is not only an international communication tool, but is also a key skill in many aspects of life, including the world of work. Therefore, current technology can be used as a medium for learning English, namely by using mobile applications. Where this mobile application can improve a person's ability to speak English, especially enhance vocabulary acquisition.

Based on the results of pre-observation conducted at the private junior high school IT Al Munadi in 15 August 2024. The language used in the learning process is Indonesian so that English becomes a foreign language. English is one of the subjects that is difficult for students to understand because they do not know the meaning of the words spoken. Students do not master English

vocabulary, so they have difficulties communicating using the language. There are some students who are already proficient in using English vocabulary, but many students are not yet proficient in memorizing vocabulary.

Matter this is proven by the assessment provided by the teacher English class VIII in junior high school IT Al Munadi. That from the criteria minimum completeness used, the result are still less than 60% achievement which are expected. The main factors found are students experiencing difficulties in understand material in basic competency English due to mastery of vocabulary.

The factor that causes students to lack vocabulary acquisition is that teachers carry out the learning process using their own language. Apart from that, the method used by the teacher is the conventional method. Where this learning is done only by providing material an then students have to memorize or practice. The efforts made by teachers include using learning methods with the help of media.

Learning media is used as a means of supporting the learning process for learning objectives can be achieved. Learning media that is utilized appropriately in the learning process will become a more effective and efficient support tool in achieving the learning objectives (Puspitarini & Hanif, 2019). Used mobile applications had better language skills compared language skills compared to those who did not use these applications. This is because students now prefer gadget technology which is always used in everyday life so they need learning media that follows current trends.

The IT AL Munadi Private Junior High School using conventional learning process especially English , teacher conducts the learning process by using Indonesian language not English. This can cause students to only understand the tho=eory of English not the vocabulary. In addition, the media commonly used in the learning process only uses manual, so it causes boredom in students. Therefore, the IT AL Munadi Private Junior High School needs online learning media thet can improve student's vocabulary. The media used by teachers at the IT Al Munadi Private Junior High school is to use of the British Council.

The British Council application is an application used by teachers to provide English tests, namely reading skills, listening skills, grammar and vocabulary. The British Council is an application that can be downloaded via the play store to help someone learning English. This application is a paid application which contains tests, materials, and online learning for English. This application is effective in improving English skills such as grammar, vocabulary, and preparation for English tests. The British Council is used by teachers to test students in English subjects, especially to test vocabulary acquisition. The use of this application aims to avoid unengaging learning methods so that it can enhance vocabulary acquisition. Therefore, digital technology the British Council application, can play an important role in improving students English vocabulary.

The advantages of using the British Council application are students can use this application anytime and anywhere, which provides flexibility in learning and allows them to study at their own pace. Apart from that, the British Council application also offers online application also offers online learning with

competent and qualified teachers. This is different from other applications which only provide practice questions and there aren't online classes by competent and qualified teachers. Therefore, researchers chose the British Council application which was used as an English Learning media.

The use of the British Council application learning media to facilitate students in the process of learning and memorizing vocabulary. Where this process is carried out by conducting a series of tests in the application. In addition, the British Council application is very easy to access by students via smartphones so that all students can download or install this application. The features contained in the British Council are grammar and vocabulary, reading, and listening. This can be used by teachers to provide training in English subjects. Based on this background, the author is interested in conducting a study entitled "*A Case Study on The Use of The British Council Application to Enhance Vocabulary Acquisition Among Junior High School Students*".

B.   The Identification of the Problem

Based on the background of the study, the problems are identified as follows:

1. Students are not yet able to memorize a large amount of vocabulary

2. Students still have difficulty adjusting to memorizing vocabulary.

3. The learning methods used by teachers are very unengaging so that they do not attract students' interest in understanding and memorizing vocabulary.

C.   Scope and Limitation

Based on the identification of the problems that have been described above, the researcher focuses on the use of the British Council application to enhance vocabulary acquisition among junior high school students. The limits the focus of the study only to SMP Swasta IT AL Munadi, Kecamatan Medan Marelan.

D.   The Formulation of the Problem

Based on the background of the study, the formulation of the problem in this research as follows:

1. How are the students' vocabulary acquisition before and after applying the British Council application?

E.   The Objectives of the Study

Based on these research questions, this research has some purposes are:

1. To find out the students' vocabulary acquisition before and after applying the British Council application.

F.   The Significance of the Study

a.   Theoretical

The result of this study is expected to give additional knowledge for researchers about a case study on the use of the British Council application to

enhance vocabulary acquisition among junior high school students for other researchers and readers.

b.   Practical

1.   For English teachers, the result of this study is supposed to give information and suggestion for teachers to use the British Council to enhance students vocabulary acquisition.

2.   For learners, the result of this study is supposed to motivate them to enhance vocabulary acquisition with the British Council application.

3.   For the further researchers, the result of this study is supposed to give information and knowledge about a case study on the use of the British Council application to enhance vocabulary acquisition among junior high school students and to do the next research

CHAPTER II

REVIEW OF LITERATURE

A.   Theoretical Framework

1.   Vocabulary Acquisition

Vocabulary is a collection of words that a person has in the language process, both spoken and written. In the language process, there is vocabulary that is often used by a person in everyday language activities and vocabulary that is rarely or never used by a person in communicating. Vocabulary is a collection of words that are known by a person or other entity, or are part of a particular language. A persons vocabulary is defined as the collection of all the words that the person understands or all the words that the person is likely to use to construct new sentences. The richness of a person's vocabulary is generally considered to be a reflection of their intelligence or level of education (Nurjannah, 2020).

Vocabulary Acquisition is the activity of mastering or the ability to understand and use words in a language, both spoken and written. Vocabulary a person has, the easier it is for him to convey and receive information, even vocabulary can be used as a measure of a person's intelligence (Elviza, Emidar, & Noveria, 2013). Vocabulary acquisition happens in one the ways mentioned below: Incidental (Delliberate or indelierate acquisition of vocabulary while doing independent listening or reading activities) and direct (through direct conscious study) (Rezaei, Mai, & Pasaranghader, 2014).

2.   Learning Media

2.1   Definition of Learning Media

The media as a tool in the learning process is a reality that cannot be denied. Because it is the teacher who is willing to assist the teacher in delivering the message of the lesson material provided by the teacher to the students. Without the help of the media, then the lesson material is difficult to digest anf understood by all students, especially teaching materials that complicated or complex (Andira, 2021).

Things that need to be considered and understood in the use of learning media, the first is knowing the form and use of learning media, how to determine and use learning media criteria, and how to follow up the use of media in learning activities. Second, for teaching purposes, especially for the use of two-dimensional media or graphic media and some three-dimensional media and projection media, teachers are strongly advised to be skilled in making and using these teaching media. Third, teachers must have insight and ability in measuring the smoothness of media use in the teaching and learning process (Alti & et.al, 2022).

Learning media can be arbitrarily categorized into five categories as follows (Rohim, 2004):

a. Visual (pictures, sketches, illustrations, patterns, diagrams, photographs, films, film strips, slides, charts, graphs, drawings, paintings, bulletins, newspapers, magazines, posters, periodicals, books, and others).

b. Audio (recordings, tapes, radio, student reports, stories, poems and dramas, musical instruments, pre-recorded plays, reports, and discussions).

c. Audio-visual (sound moving pictures, television, puppets, improvised and scriptes dramatization, role playing, excursions, natural phenomena found around, demostrations, LCD, and computers).

d. Tactile (specimen, object, exhibit, artifact, model, sculptured figure, live and stuffed animals, experiments, tools, materials that have been constructed from a model, toys, puppets and puppet shows, measuring and weighing, yard gardens, templates, and thermometers).

e. Virtual (internet, website, E-mail, audio-video streaming, chatting, messaging, audio-video conferencing, e-newsgroup, and cybernews).

2.2 Function of Learning Media

The following are the functions of learning media (Daryanto in Ramadhan and Khairunnisa, 2021:53), namely:

a. Witnessing existing objects or events that occurred in the past

b. Observing objects or events that are difficult to visit

c. Obtaining a clear picture of objects or things that are difficult to observe directly

d. Hearing sounds that are difficult to capture with the ear directly

e. Can help to compare things easily

f.   Can see a summary of a long or prolonged series of observations

g.   Can reach a large audience and observe an object simultaneously

h.   Can learn according to their respective abilities, interests, and tempo.

2.3   Benefits of Learning Media

According to Aqib (Ramadhan and Khairunnisa, 2021:53), the benefits of learning media consists of:

a.   Enjoyable delivery of material

b.   Clearer and more interesting learning

c.   More interactive learning process

d.   Efficiency of time and energy

e.   Improving the quality of learningoutcomes

f.   Learning can be done anytime and anywhere

g.   Increasing the role of theachers in a more positive and productive direction.

2.4   Application as Learning Media

Application which means application, use in terms of application is a ready-to-use program designed to perform a function for users or other applications and can be used by the intended target (Azis, Pribadi, & Nurcahaya, 2020). While, media is a means distribution of messages or learning information to be conveyed by the message source to the target or message recipient. Therefore, educational media and technology can be defined as all such communication tools print, graphics, animation, audio and audio visual. Educational multimedia technology combines all print, graphic, animation, audio

and audio visual qualities and technologies are defined as objects or processes of human origin that can be used to convey media and multimedia (Ahdan, Putri, & Sucipto, 2020).

Application as learning media is something new in the world of education, this learning media is usually in the form an educational application that contains learning materials and materials. The application product can be downloaded on smartphones and gadgets with the android oprating system, usually available on Google Play or the Play store (Mursyidin, Wahyudi, & ahmala, 2022:187). Therefore, application as learning media is a learning media that can be downloaded via smartphone which contains material and practice questions that are used to increase knowledge and improve a person's ability to speak English.

There are many apps and software that are designed specifically to improve English skills. Apps offer a variety of features such as grammar, vocabulary, listening, and speaking exercises. Students can download these apps on their smartphones or tablets and learn English anytime and anywhere. This gives them the flexibility to practice English on their own schedule, without being limited by physical or time constraints.

The main advantage of English learning apps is their ease of access and flexibility. By downloading these apps on their smartphones or tablets, students can access them anytime and anywhere. For example, they can use their free time while commuting or waiting to practice English through the app. In addition, the app's ability to track students to monitor their progress individually. In some apps, students can view statistics such as the number of exercises completed, their

ranking compared to other users. This provides additional motivation for students to continue improving their English skills (Haryadi, Utarinda, Poetri, & Sunarsi, 2023).

In this research, I will be using the theory about applications as learning media, as conducted by Rusman (Veri et al, 2020). Android-based learning media is believed to help the learning process, as it includes materials such as theoretical content, images, visual representations, learning videos, and most importantly, competency tests in the form of questions to evaluate students' progress in the learning process. This theory aligns with the learning media that will be used in this research.

3.   British Council Application

3.1   Definition and Overview of British Council Application

The British Council is a British organization specializing in international cultural and educational opportunities. That works in over 100 countries, raising wider knowledge of the United Kingdom and the English language, encouraging scientific, cultural, technological and educational cooperation with the United Kingdom and changing people's lives through acces to education, qualifications, skills, culture nd society (Afriyani, 2022).

The British Council is a paid application online English learning which is a high quality resource for improving English quickly. The English test provided by the application is graded according to the level of ability of students. The levels provided are beginner,elementary, intermediate, and upper mediate. The levels

options avalilable at The British Council application are A1 (Elementary) - A2 (pre-intermediate) Grammar, B1 (Intermediate) – B2 (Upper Intermediate) grammar, and C1 (advanced) grammar.

3.2   Features and Functions of British Council Application

The British Council is an online English learning application where this application is a paid application. This application is used for learning through for learning through knowledge tests, both grammar, vocabulaty, reading, and listening. The following are the steps for using the British Council application on a smartphone, namely:

1. Download the British Council Application for Android:

    a. Open Google Play Store on your device

    b. Type "British Council" in the serach bar

    c. Select the British Council Application from the search results

    d. Click "install" to download and install the Application

    For iOS:

    a. Open App Store on your device

    b. Type "The British Council" in the search bar

    c. Select the British Council Application from the search results

    d. Klick "Get" to download and install the Applivation

2. Create an account and start the test

    a. After the application is installed, open the British Council Application

    b. Click "get start" for those who do not have an account, or "I have an account" for those who have an account.

Figure 2.1 Login to the British Council App

c. You will be prompted to register of log in. you can use your email or social media account
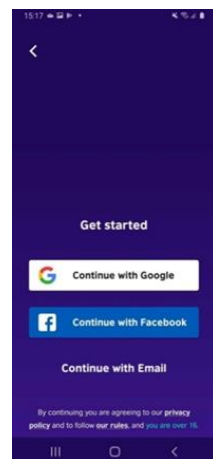
Figure 2.2 Register

d. Enter the email used and the desired password
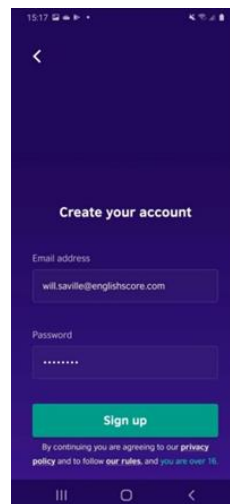
Figure 2.3 Enter Email and Password

e. Select the survey answers according to your choice

Figure 2.4 Answer the Survey

f. Choose a test program

After logging in, select a test program such as core skills test, speaking

test, and writing test.

g. Select the core skill test and then start the test
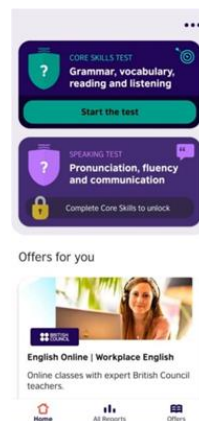
Figure 2.5 Start the Test

h. Enter a connect code giving by your institutions and apply the code after
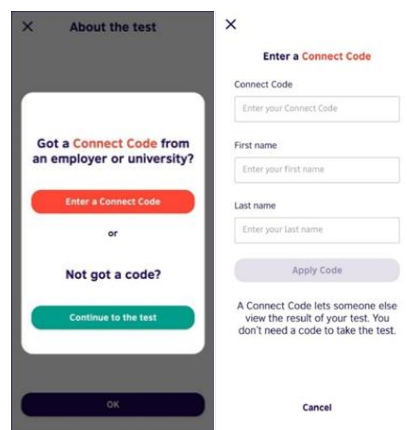
Figure 2.6 Enter the Code

i. Select "I Agree" to continue, and then next to continue
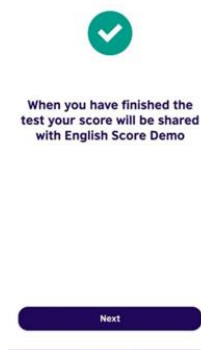
Figure 2.7 Next to Continue

j. Notification appears is about the test, namely:

"A 30-40 minute test of your core skills, this test about are grammar and

vocabulary, reading, and listening".
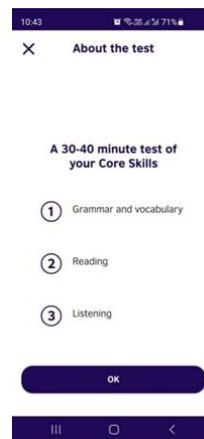
Figure 2.8 Test Notification

k. Adjust your volume until you can hear sound from within the

application. Press "Yes" if you have done so.

Figure 2.9 Volume Check

l. Grant the permission to access the camera from the application, select

"Ok" to continue
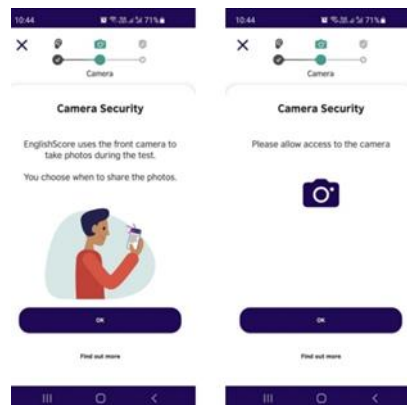
Figure 2.10 Permission Request

m. Follow the instructions and take your photo. Make sure the photo is clearly visible before continuing.
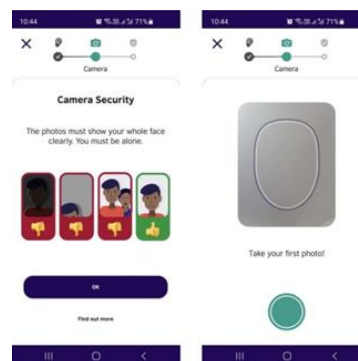
Figure 2.11 Take Photo

n. Make sure you remember the rules mentioned, and select "I Agree".

Figure 2.12 Test Rules

o. Tap the "Start" to begin the test

Figure 2.13 Begin the Test

3. How to get your certificate

a. Grammar and vocabulary question example

Choose one answer, the selected answer will immediately have a yellow background color. If you want to choose another answer, please tap on another option. When you are sure about the answer, you can click "Next".
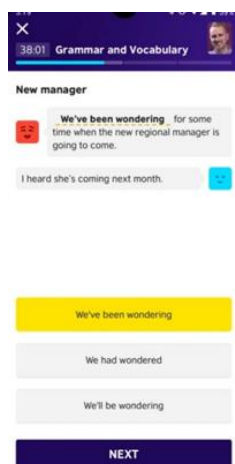
Figure 2.14 Example of the Test Question

b. Reading question example

Part 1 : choose one answer. The selected answer will immediately have a yellow background color. If you want to choose another answer, please tap on another option. When you are sure about the answer you can click "Next".

Part 2: you will be asked to short. Several question choices into a coherent paragraph. Slide several choices up and down to sort the questions. When you are sure of the answer, you can click "Next".
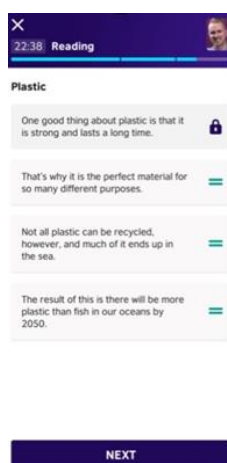
Figure 2.15 Example of Reading Questions

c. Listening Question Example

Listening questions can be listened to 2 times. Choose on answer. The selected answer will immediately have a yellow background color. If you want to choose another answer, please tap on another option. When you are sure about the answer, you can click "Next".

Figure 2.16 Example of Listening Question

d. After completing the test, the institution will provide a certificate to the participant. The participant will then receive a notification via email and application to complete the certification process.

Figure 2.17 Latest Test Score

e. To complete the certification process, please enter your full name, along with a formal selfie photo when requested.
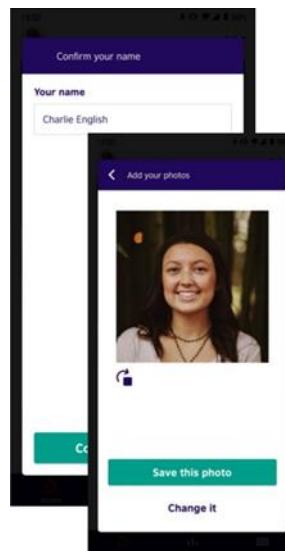
Figure 2.18 Formal Selfie

f. Participants' results will then be checked by the British Council EnglishScore team and will be available for download once the process is complete.

Figure 2.19 Certificate

After registering, users can immediately carry out the test without making payment first. The test carried out will have 3 entries in it, namely grammar and

vocabulary, reading, and listening. Then, the users is given a test and can get the score. However, unable to download the certificate. Certificates in this application can only be downloaded after the user has made a subscription payment on The British Council Application.

The British Council provides learning using experts in the field of English. After learning, users will be given a test according to the level they choose. This can be used by students in learning student vocabulary through tests that have been carried out. Therefore, The British Council Application is one of the applications used to improve students' abilities in terms of vocabulary, reading, and listening.

B.   Previous Related Studies

A number of previous studies have been conducted related to this research:

Jenni Afriyani (2022) with the title *"Applying British Council Web-Platform to Improve Students' Listening skill"*. The objective of the study is to find out how British Council Web Platform can be help the improvement of students' listening skill at the seventh grade of SMPN 3 Ciputat – Tangerang Selatan Academic to Year 2020/2021. The research method uses qualitative and quantitative. The analysis qualitative data is used to measure data from observation, interview, and teachers journals, while the analysis of quantitative data is used to measure data from tests. The application of short story videos and worksheets from British Council can improve students' listening skill because the mean score of students in the pre-test was 68.60 while the mean score obtained in the post-test in cycle I

was 75.77 (Afriyani, 2022). This study has similarities with the research that will be studied, namely about the use of the British Council, research objectives, research variables, data collection techniques, and data analysis techniques. The difference between this study and the research that will be application but this research web-platform, research methods, research location, research title, and research subject.

Khashan and AbuSeileek (2023) With Title "*The Effect of Using British Council BBC Learning English Application on the Tenth Grade EFL Students' Listening and Speaking Skills and Their Attitudes Toward it*". The main purpose of the current study is to investigate the effect of using BBC Learning English application on 10th grade EFL students' oral skills (listening and speaking) and identifying the experimental group students' attitude towards the use of BBC Learning English. this research uses quasi-experimental design was used in this study. BBC Learning English application method could be supportive for listening and speaking skills learning. Moreover, developing listening and speaking activities through using BBC Learning English application method might be more useful due to the use of BBC Learning English application, which can be regarded as an effective tool to develop listening and speaking skills due to its worthwhile features (Khashan & AbuSeileek, 2023). This study has similarities with the research that will be studied, namely about the use of the British Council BBc Learning English Application, independent variables, data collection techniques, data analysis techniques, and background research. The difference between this study and the research that will be conducted lies in the sample or population

used, research objectives, data collection techniques , data analysis techniques, where previous research was conducted using quantitative methods, while the research that will be conducted uses qualitative methods.

Arga, Bahing, Olga, Ristati, dan Fikri (2023) with the title "*The Effect of British Council for Teens Website on students' Vocabulary at the tenth Grade Students of SMAN-1 Palangka Raya*". The purpose of this research is to determine the impact of the *British Council for Teens* website on English learning, specifically vocabulary knowledge. The participants of this study were 41 students at the X-6 Class of SMAN-1 Palangka Raya. The data collection of this study was experimental research. The results of statistical analysis of the Pre-Test and Post-Test. The British Council for Teens website was effective as a new medium for SMAN-1 Palangka Raya tenth-grade students learning English vocabulary. This was evidenced by significantly higher post-test results, as well as questionnaire replies showing that this website was very helpful in learning English, particularly vocabulary, for tenth-grade students at SMAN-1 Palangka Raya (Syafutra, Bahing, Retsi, Ristati, & Fikri, 2023). This study has similarities with the research that will be studied, namely about the use of the British Council Application, experimental research, research variables, research background and the content is vocabulary. The difference between this study and the research that data analysis, research location, research objective, research formulation problem, and research sample.

C.   Conceptual Framework

The focus of this research is to the British Council application to enhance vocabulary acquisition among junior high school students. To determine the vocabulary acquisition students in this research, observations will be made by testing students' abilities before and after using the British Council application. Observations were carried out by testing students' abilities and interviews with students and teachers, how they responded after using The British Council Application regarding their English language abilities.

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┌─────────────────────────────────┐
│     Student Vocab Acquisition    │
└─────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────┐
│     British Council Application   │
└─────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────┐
│ Student Testing in Vocabulary Acquisition │
└─────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────┐
│          Analysis of Test        │
│               Result             │
└─────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────┐
│ Conclusion and Verification Vocabulary Acquisition │
└─────────────────────────────────┘
```
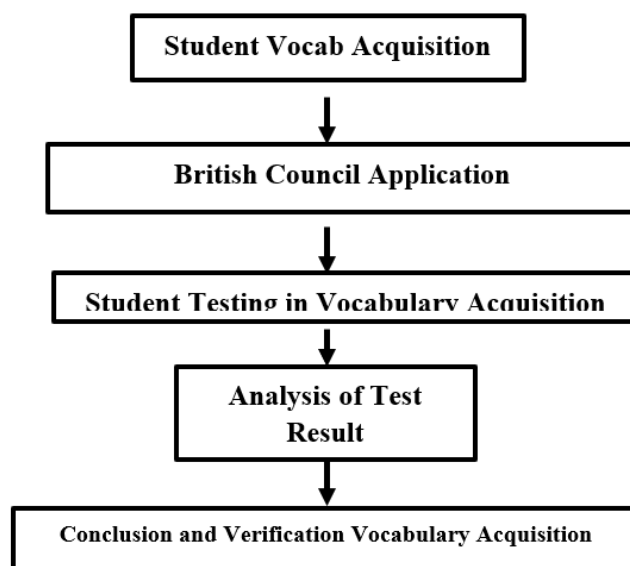
Figure 2.20 The Conceptual Framework

D.   Research Hypothesis

The research hypothesis is a temporary assumption put forward by the researcher to answer the research results. The following is the research hypothesis in this study:

H1: the use of the British council application to enhance vocabulary acquisition among Junior High School Students.

H0: the use of the British council application can't to enhance vocabulary acquisition among Junior High School Students.

CHAPTER III

METHODS OF RESEARCH

A. Location and Time

The research was conducted in SMP Swasta Al Munadi Terjun Kec. Medan Marelan, Medan City, Prov. Sumatera Utara. The Research was carried out over a period of 4 months, namely August to November 2024. The following are details of the activity times attached in table form, namely:

Table 3.1 Research Activites Timeline

No.	Activity	August	September	October	November
1.	Title Approval	■			
2.	Literature Revies and Research Planning	■			
3.	Proposal Writing		■		
4.	Research		■	■	
5.	Data Analysis and Conclusion				■

B. Population and Sample

1. Population

According to Amin, dkk (2023:18), population is all members of a group of people, animals, events or objects that live together in a planned place to become the final conclusion of the final results of a study. The population in this study is

all 3rd grade students in SMP Swasta IT Al Munadi Kota Medan. The number of 3rd grade students in this school or 5 classes, so the population in this study are 144 students in SMP Swasta IT Al Munadi Kota Medan. The following is the population in the research, namely:

Table 3.2
Research Population

No.	Class	Numbers of students
1.	IX-1	30
2.	IX-2	29
3.	IX-3	20
4.	IX-4	36
5.	IX-5	29
Total		144

2.   Sample

The sampling method in this study is random sampling. The sampling technique used in this study was simple random sampling. The simple random sampling is selected for populations which are highly homogenous whre the members of the research are randomly selescted to participate in the research (Bhardwaj in Noor et,al, 2022:79). According to Arikunto (2012), if the population is less than 100 people, then the sample size is taken as a whole, but if the population is greater than 100 people, then 10-15% or 20-25% of the population can be taken (Juli, 2022). And in this research, the sample is 36 students' because 25% from 144 are 36 students'.

C.   Research Design

The research issues for this study was addressed using the descriptive quantitative analysis, the researcher adopted quasi-experimental methods. Quasi-experimental methods are designed to explore the causal effects of an intervention, treatment or stimulus on a unit of study (Barrett & Anderson, 2017). Therefore, the quasi-experimental methods was used by the researcher with the aim of the British council application to enhance vocabulary acquisition students' in SMP Swasta IT Al Munadi Kota Medan

The dependent variable was vocabulary acquisition. Post-test analysis was used to compare before and after the use of the application on students. While the independent variable in this study is using th British council application as a learning medium in SMP Swasta IT Al Munadi Kota Medan.

D.   Technique for Collecting Data

In this study, data collection techniques in this research are as follows:

a.   Pre-Test and Post-Test

The pre-test was conducted before the implementation of British Council Application to obtain initial data on students' abilities, while the post-test was conducted after using the application to see improvements in pronunciation. According to Creswell (2014), tests in qualitative research function to support descriptive analysis by providing an overview of the changes that occur.

b.   Documentations

The documentation in this research comprises several important elements. First, student's final results are specifically used during the pre-test and post-test to capture the results of the participants's pre-test and post-test. This data is then transcribed and thematically analyzed to assess the development of participants' skills related to the research objectives. Video is not utilized, as the focus is on numeric and written data.

c.   Questionnaires

A Questionnaire was a set of questions used to gather information from respondents about their perceptions. The study used a closed-ended questionnaire in which there were several alternative answers related to each question, making it easier for respondents to choose from the available answers. This questionnaire was shared with students. It contained identity information and questions aimed at obtaining information about enhance vocabulary acquisition after the use of the British Council application at grade VIII SMP Swasta IT Al Munadi.

E.   Technique for Analyzing Data

1.   Qualitative Data Analysis

Based on the Miles and Huberman (1994) model, data were analyzed in four steps: data reduction, data presentation, data checking and conclusion drawing/verification.

a.   Data Reduction

According to Miles and Huberman (1994), data reduction is the process of simplifying, selecting, and abstracting relevant data. Pre-

test and post-test data, interviews, and observations were reduced to focus on the main aspect, namely improving student pronunciation. So that the data obtained becomes more concise and easy to understand.

b.   Data Presentation

Sugiyono (2018) stated that the reduced data needs to be presented systematically. The pronunciation score results before and after using the Elsa Speak application are presented in tables and graphs. In addition, interviews and observations are explained narratively with a thematic analysis approach. In addition, the data obtained should be given an explanation so that it can make it easier for researchers to analyze the results of the research that has been carried out, the explanation can be in the form of tables and graphs.

c.   Data Checking

Data accuracy is tested through triangulation. According to Denzin (1978), triangulation involves the use of multiple data sources to ensure consistency. Data from tests, interviews, and observations are compared to increase validity. Member checking technique (Creswell, 2016) is also done by asking students to review the interpretation of interview data. In this section the data is rechecked for accuracy so that the data can be categorized as valid or not.

d.   Conclusion Drawing and Verification

Miles and Huberman (1994) explain that conclusions must be verified during the analysis process. Conclusions are drawn based on a comparison of the pre-test and post-test, and reinforced by interviews and observations, to determine how effective the Elsa Speak application is in improving students' pronunciation. In addition, the conclusion must contain a summary of the overall research results so that it can make it easier for researchers and readers to take the essence of this research.

2. Quantitative Data Analysis

The quantitative method was held through statistic method with these following steps.

 a. Data Preparation

  The researchers collected pre-test and post-test scores from both the experimental and control groups, and then entered the data into statistical software (IBM SPSS version 26) for analysis.

 b. Descriptive Statistics

  The researchers calculated descriptive statistics for each group, including:

  1. The mean scores of pre-tests and post-tests.

  2. The minimum and maximum score.

  3. The standard deviation to measure the variation in scores.

 c. N-Gain Score Calculation

To assess the improvement in learning outcomes between the pre-test and post-test scores, the researcher calculated the N-Gain score for both the experimental and control groups. The N-Gain score provides a measure of the effectiveness of an intervention by accounting for the difference in performance before and after the intervention relative to the maximum possible improvement. The formula for the N-Gain score is:

$$G = \frac{S_{post} - S_{pre}}{S_{max} - S_{pre}}$$

S_{post} = Post-test score (the score obtained after the intervention)

S_{pre} = Pre-test score (the score obtained before the intervention)

S_{max} = Maximum possible score on the test

d. Inferential Statistics

1. The researcher conducted a normality test on the N-Gain scores to determine the appropriate statistical test.

2. If the N-Gain scores were normally distributed, an independent t-test was used to compare the mean N-Gain scores between the experimental and control groups.

3. If the N-Gain scores were not normally distributed, the Mann-Whitney U test was used as a non-parametric alternative.

e. Interpretation of the Result

The researchers interpreted the analysis results to determine whether there were significant differences between the group using British Council and the group not using it.

CHAPTER IV

RESULTS AND DISCUSSIONS

A. Test Results

1. The Results of Pre-Test and Post-Test

This study involved two groups: Class 9-3 as the control group and Class 9-4 as the experimental group. Both classes underwent an initial test (pretest) to assess their vocabulary proficiency before the implementation of the teaching methods. After the intervention, which involved the use of the British Council application in the experimental class and conventional methods in the control class, a final test (posttest) was conducted to evaluate the improvement in vocabulary skills. The following table are the pretest and posttest results of both control (9-3) and experiment (9-4) classes.

Table 4.1
Control Group Test Results

Students	Pre-Test	Post-Test
1	20	80
2	40	75
3	40	90
4	40	85
5	40	90
6	40	75
7	40	80
8	20	80
9	55	85
10	40	90
11	40	85

Students	Pre-Test	Post-Test
12	40	85
13	60	80
14	20	75
15	60	80
16	40	80
17	60	90
18	60	90

Table 4.2
Experiment Group Test Results

Students	Pre-Test	Post-Test
19	50	80
20	65	85
21	45	80
22	50	85
23	45	60
24	65	80
25	70	100
26	40	65
27	45	80
28	50	75
29	40	60
30	60	80
31	65	85
32	50	80
33	45	80
34	45	80
35	70	100
36	40	60

2. Normalized Gain Score (N-Gain)

To evaluate the effectiveness of the intervention, the Normalized Gain (N-Gain) score was calculated for both the control and experimental groups. The N-Gain score measures the relative improvement in vocabulary proficiency by

considering the difference between pretest and posttest scores, normalized against the maximum possible improvement. The formula used is as follows:

$$g = \frac{Posttest - Pretest}{Maximum\ Score - Pretest}$$

Below are the results of Normalized Gain Score from both control and experimental group.

Table 4.3
Normalized Gain Score Results

Normalized Gain Score	
Control	**Experiment**
0.25	0.60
0.08	0.57
0.08	0.64
0.33	0.70
0.08	0.27
0.33	0.43
0.17	1.00
0.25	0.42
0.11	0.64
0.08	0.50
0.33	0.33
0.08	0.50
0.13	0.57
0.25	0.60
0.13	0.64
0.08	0.64
0.13	1.00
0.13	0.33

To further understand the distribution and central tendency of the learning gains, a descriptive statistical analysis of the N-Gain scores was conducted using SPSS. This analysis includes key statistical measures. The following table presents the descriptive statistics for the N-Gain scores of Class 9-3 and Class 9-4.

Table 4.4
Descriptive Statistics of Normalized Gain Score

				Statistic	Std. Error
NGain_Score	Pre test	Mean		.1682	.02257
		95% Confidence Interval for Mean	Lower Bound	.1206	
			Upper Bound	.2158	
		Std. Deviation		.09574	
		Minimum		.08	
		Maximum		.33	
		Range		.25	
	Post test	Mean		.5763	.04641
		95% Confidence Interval for Mean	Lower Bound	.4784	
			Upper Bound	.6742	
		Std. Deviation		.19691	
		Minimum		.27	
		Maximum		1.00	
		Range		.73	

The control class, which used conventional teaching methods, achieved an average N-Gain score of 0.1682, indicating a low level of improvement ($g < 0.3$) in vocabulary proficiency. The standard deviation of 0.09574 indicates that the score distribution was fairly consistent, with minimal variation among students. Furthermore, the range of 0.25 (minimum 0.08, maximum 0.33) reflects a narrow gap between the highest and lowest N-Gain scores, suggesting that most students experienced a similar degree of improvement.

The experimental class, which used the British Council application, achieved a mean N-Gain score of 0.5763, indicating a moderate level of improvement ($0.3 \leq g \leq 0.7$) in vocabulary proficiency. The standard deviation of 0.19691 suggests a greater variability in improvement levels across students,

indicating that while some students showed substantial progress, others experienced moderate gains. The range of 0.73 (minimum 0.27, maximum 1.00) reveals a considerable difference in performance, demonstrating that the intervention's impact varied among students, with several achieving notable gains.

3. Statistical Analysis Results

3.1 Normality Test

To determine the appropriate statistical test for comparing the N-Gain scores between the control and experimental groups, a normality test was conducted as the initial step. This test aims to assess whether the N-Gain scores in both groups follow a normal distribution. The normality test was held by using Saphiro-Wilk test for normality.

The decision making criteria for Saphiro-Wilk test for normality are based on the comparison between the p-value and a significance level (0.05). If the p-value $\geq$ 0.05, means there is no significant difference between the sample data and a normal distribution, suggesting that the data follows a normal distribution. If the p-value $<$ 0.05, this indicates that the sample data significantly deviates from a normal distribution, suggesting that the data does not follow a normal distribution.

Table 4.5
SPSS Output for Normality Test

		Shapiro-Wilk		
		Statistic	Df	Sig.
NGain_Score	Pre test	.796	18	.001
	Post test	.907	18	.075
a. Lilliefors Significance Correction				

Based on the Shapiro-Wilk test results above, the test statistic is 0.796 for control with an asymptotic significance (p-value) of 0.001, and 0.075 for experiment group. Since the p-value of control group is less than the standard significance level of 0.05, means there is significant difference between the sample data and a normal distribution. Therefore, we conclude that the data did not follows a normal distribution, allowing the researcher to proceed with non-parametric tests (Mann-Whitney U-Test) for statistical analysis.

3.2 Mann-Whitney U

To compare the N-Gain scores between the control and experimental groups, the Mann-Whitney U Test was used, as the data from the control group did not follow a normal distribution. The Mann-Whitney U test is a non-parametric test used to determine whether there is a significant difference between the distributions of two independent groups. It is particularly useful when the assumption of normality is not met, as in this case. The test compares the ranks of scores from both groups rather than the actual values (Anggorowati, 2013).

The decision making criteria for the Mann-Whitney U test are as follows:

a) If the p-value is less than 0.05, the null hypothesis (that there is no significant difference between the groups) is rejected, indicating that there is a significant difference between the N-Gain scores of the control and experimental groups.

b) If the p-value is greater than 0.05, the null hypothesis is not rejected, suggesting that there is no significant difference between the groups.

Table 4.6
SPSS Output for Mann-Whitney U Test

	NGain_Score
Mann-Whitney U	6.000
Wilcoxon W	177.000
Z	-4.962
Asymp. Sig. (2-tailed)	.000
Exact Sig. [2*(1-tailed Sig.)]	.000[b]

a. Grouping Variable: Kelas
b. Not corrected for ties.

The results of the Mann-Whitney U test indicate a significant difference between the N-Gain scores of the control and experimental groups. The Mann-Whitney U value is 6.000, and the Wilcoxon W statistic is 188.000. The Z value is -4.962, which is a standardized test statistic, and the Asymp. Sig. (2-tailed) value is 0.000, which is less than the significance level of 0.05. This indicates that the difference between the two groups is statistically significant.

The Exact Sig. (2-tailed) value is also 0.000, confirming the result. Given that both p-values are less than 0.05, we reject the null hypothesis, which suggests that there is a significant difference between the N-Gain scores of the control and experimental groups. This result supports the hypothesis that the intervention (using the British Council application) led to a significantly greater improvement in vocabulary in the experimental group compared to the control group.

B.   Questionnaire Results

This chapter presents the research findings and explanations that address the problem formulation. The researcher categorized the data according to the results of questionnaires. A sample of 36 students participated in the study, and they were asked to complete a questionnaire consisting of 7 questions. The data collected from the first questionnaire question, "How often do you use the British Council app for learning English vocabulary?", showed in the diagram below.
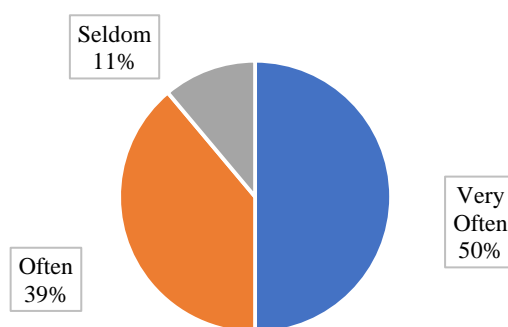
Figure 4.1 First Question Results

The diagram above, reveals varied responses among students. Out of the total participants, 50% students reported using the app very often, indicating a high frequency of engagement with the application for vocabulary learning. Additionally, 39% students stated they used the app often, suggesting a moderate level of usage. Conversely, 11% students indicated that they seldomly used the app. These results demonstrate a general tendency towards frequent usage, with a majority of students reporting some level of regular engagement with the app.
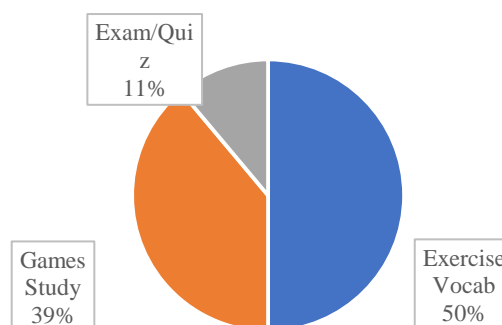
Figure 4.2 Second Question Results

The second set of questionnaire focuses on the features of the British Council app used by the students. The results indicate that the most frequently used feature is the Exercise Vocab section, with 50% students utilizing it. This suggests that students predominantly engage with this feature to enhance their vocabulary skills. Following this, the Games Study feature was used by 39% students, highlighting its appeal and potential effectiveness as a learning tool through interactive and enjoyable activities. Lastly, only 11% students reported using the Exam/Quiz feature, indicating that formal assessment components of the app were less popular among the participants.
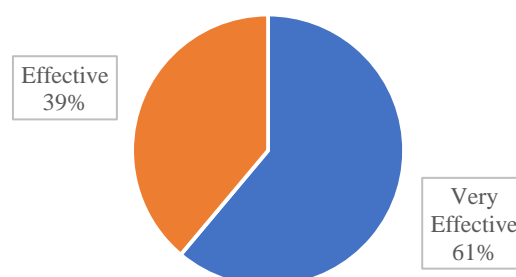
Figure 4.3 Third Question Results

The data on the effectiveness of the British Council app for learning vocabulary shows overwhelmingly positive feedback from the students. A

majority, 61%, rated the app as very effective, indicating a high level of satisfaction and perceived usefulness in enhancing their vocabulary acquisition. Additionally, 39% of students rated it as effective, reflecting a substantial portion who also found the app beneficial, albeit slightly less so than the first group. Notably, none of the participants (0%) considered the app not effective, highlighting the app's overall effectiveness as a vocabulary learning tool.
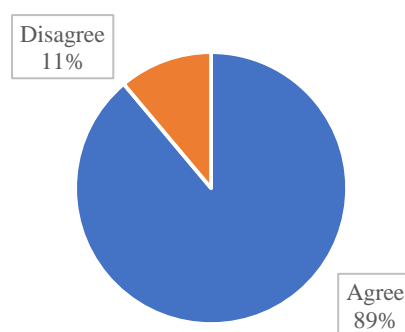
Figure 4.4 Fourth Question Results

The questionnaire data on students' confidence in learning English vocabulary with the British Council app reveals a strong positive sentiment. Out of the total participants, 86% students expressed agreement that using the app helped boost their confidence in learning vocabulary. On the other hand, only 11% students disagreed, indicating minimal skepticism regarding the app's impact on their confidence. These results underscore the app's effectiveness not only in enhancing vocabulary acquisition but also in improving students' confidence in their language learning abilities.
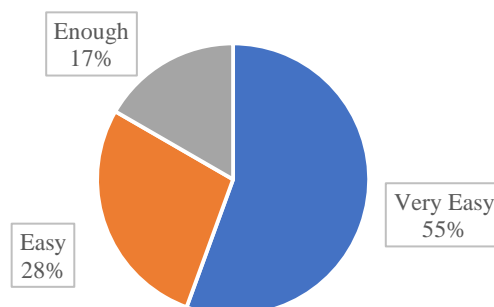
Figure 4.5 Fifth Question Results

The data on how easy students find it to understand vocabulary through the British Council app reveals positive perceptions overall. A majority of students, 55% in total, rated the vocabulary as very easy to understand. Additionally, 28% students described the vocabulary as easy to understand, showing general satisfaction with the app's usability. Meanwhile, 17% students rated it as enough, suggesting that while the app's vocabulary was somewhat comprehensible. These findings highlight the app's effectiveness in presenting vocabulary in a way that is largely easy to grasp for junior high school students.
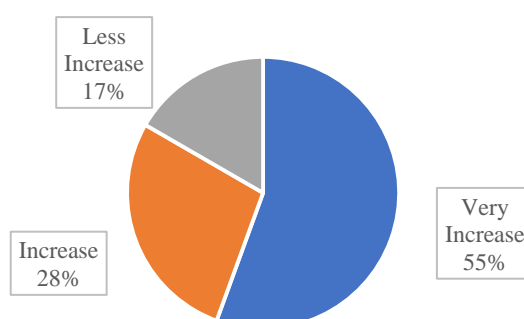
Figure 4.6 Sixth Question Results

The data on the students' perceived improvement in their vocabulary skills from using the British Council app shows encouraging results. A significant portion, 55% students, reported a very noticeable increase in their vocabulary,

suggesting substantial progress in their learning. Another 28% students indicated a moderate increase, showing that they experienced some improvement. Lastly, 17% students noted a less noticeable increase, implying that their progress was minimal. These findings demonstrate that the app generally contributes positively to vocabulary enhancement, with the majority of students recognizing noticeable growth in their skills.
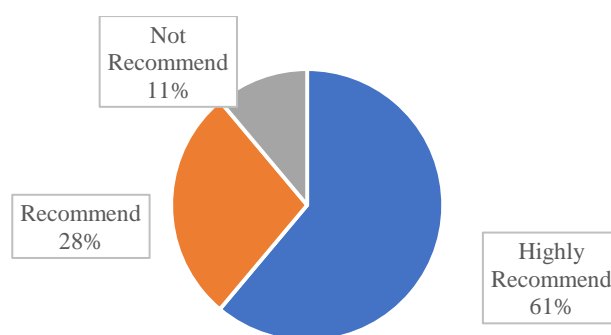
Figure 4.7 Seventh Question Results

The data on students' recommendations for the British Council app highlights strong support for its use in vocabulary learning. Out of all respondents, 61% students highly recommend the app, indicating a high level of satisfaction and confidence in its effectiveness. Additionally, 28% students recommend the app, reflecting positive experiences and endorsement, albeit with slightly less enthusiasm. Meanwhile, only 11% students opted to not recommend the app. Overall, the majority of students advocate for the app, showcasing its potential as a valuable tool for vocabulary acquisition.

C.   Discussions

This study aimed to explore the effectiveness of the British Council app in enhancing vocabulary acquisition among junior high school students. The data collected from the pretest and post-test from both control and experimental group, along with the responses to the questionnaire, were analyzed to understand how the app contributed to students' vocabulary development. Before using the British Council app, some students received low pretest scores. However, after using the application, there was an improvement in scores for some students who previously had low scores. This is shown by the students' post-test results.

In summary, the results of this study demonstrate a significant difference in vocabulary improvement between the control and experimental groups. The N-Gain scores indicate that the experimental group, which used the British Council application, showed a moderate level of improvement (mean N-Gain score = 0.5763), whereas the control group, which employed traditional teaching methods, exhibited only a low level of improvement (mean N-Gain score = 0.1682). These findings suggest that the application had a more substantial effect on enhancing students' vocabulary compared to conventional methods.

The results of the Mann-Whitney U test further support this conclusion, showing a statistically significant difference between the two groups. With U value of 6.000 and a Z score of -4.962, the Asymp. Sig. (2-tailed) value was 0.000, indicating that the difference in N-Gain scores between the control and experimental groups is highly significant. This suggests that the use of the British Council application had a marked impact on vocabulary development, while the

traditional teaching method had a relatively minimal effect. The significant difference in N-Gain scores between the groups highlights the potential of digital learning tools in improving language proficiency, particularly in vocabulary acquisition, as compared to conventional instructional methods.

The significant improvement in vocabulary acquisition observed in this study can be attributed to the features of the British Council app, which offers interactive exercises, vocabulary games, and quizzes. These features are aligned with Krashen's Input Hypothesis, which suggests that language learners acquire vocabulary most effectively when exposed to comprehensible and meaningful input. The British Council Apps' engaging content allows students to interact with new vocabulary in a context that is both enjoyable and educational, reinforcing retention and recall (Khasans & Abuseileek, 2023).

The results also support the concept of motivational approach, particularly Deci and Ryan's Self-Determination Theory, which emphasizes the importance of intrinsic motivation in learning. The app's gamified structure and interactive nature likely fostered a sense of accomplishment and enjoyment, motivating students to engage more actively with the material. This is reflected in the questionnaire results, where most students reported feeling confident and effective while using the app, highlighting its role in boosting self-efficacy and interest in learning new vocabulary (Wang et al., 2015).

Relevant studies, such as the one conducted by Jenni Afriyani (2022), further corroborate the findings of this research. Afriyani's study, titled "Applying British Council Web-Platform to Improve Students' Listening Skill," found that

the use of British Council's digital resources improved students' listening skills at SMPN 3 Ciputat. Although her focus was on listening skills rather than vocabulary, the study demonstrated how digital platforms can enhance language learning through interactive and meaningful content. The improvement in students' performance from pre-test to post-test in Afriyani's study mirrors the vocabulary improvements observed in this research. Both studies highlight the importance of digital engagement in fostering language development.

Similarly, the study by Arga et al. (2023), titled "The Effect of British Council for Teens Website on Students' Vocabulary at the Tenth Grade Students of SMAN-1 Palangka Raya," aligns closely with the current research. The study found that using the British Council for Teens website significantly improved vocabulary acquisition among tenth-grade students. The interactive features of the website, similar to those of the British Council app, were found to be effective in providing exposure to new vocabulary in a contextualized and engaging manner. The results of their pre-test and post-test showed significant improvement, indicating that digital tools can make language learning more effective and enjoyable. The findings from Arga et al. (2023) underscore the importance of using interactive, game-like elements to enhance vocabulary learning.

CHAPTER V

CONCLUSION AND SUGGESTION

D. Conclusions

In response to the first research question, the results clearly indicate that the use of the British Council application significantly improved students' vocabulary acquisition, as evidenced by higher N-Gain scores compared to the control group. The Mann-Whitney U test confirmed a statistically significant difference between the two groups, indicating that the application had a more substantial impact on vocabulary development than traditional teaching methods. These findings suggest that digital tools can be effective in enhancing language learning outcomes.

Regarding the second research question, the implementation of the British Council app at IT Al Munadi Private Junior High School was found to be feasible and beneficial. The app's interactive features, such as vocabulary exercises, games, and quizzes, were well-received by students, who reported feeling confident and motivated to learn. These features align with both Krashen's Input Hypothesis and the Self-Determination Theory, suggesting that the app not only provides meaningful input for language acquisition but also fosters intrinsic motivation among learners. The results from the questionnaire and observations suggest that the app can be successfully integrated into the school's curriculum,

potentially as a supplementary tool to reinforce students' vocabulary learning in the classroom.

E.   Suggestions

Based on the findings of this study, several suggestions can be made for both future research and the implementation of the British Council application in educational environment:

1. For Future Research:

    a. Long-term Impact, by conduct follow-up studies to assess the long-term retention of vocabulary acquired through the app, to provide more insight into whether the improvements observed in the post-test are sustained over time.

    b. Future studies should consider expanding the sample size to enhance the generalizability of the findings. A larger and more diverse sample would offer a broader understanding of how the app performs across different student populations.

2. For Practical Implementation:

    a. To maximize the app's potential, teachers should incorporate it as part of a blended learning approach, where students can use it both in and outside of the classroom. This integration could be done through regular assignments or as part of a flipped classroom model, where students engage with the app's content before class and apply their learning during face-to-face sessions.

b. It is crucial to provide training for teachers on how to effectively integrate the British Council app into their teaching practices. Teachers should be familiar with the app's features and how to guide students in using it to its full potential, ensuring that it complements their overall language learning objectives.

c. Teachers should regularly monitor students' progress within the app and provide feedback. Personalized feedback can help reinforce learning and identify areas where students may need additional support.

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APPENDICES

LESSON PLAN

Institution   : SMP Swasta IT AL Munadi
Subject   : English Language
Class/Semester   : 9-3/Odd Semester (Control Group)
Main Topic   : Narrative Text
Time Allocation   : 4 Meetings (2 x 45 minutes/meeting)
Metode Pembelajaran   : Discussion, Demonstration, Experiment, Observation, and
                      : Interviews

A.   Learning Objectives
After participating in the learning activities, students expected to be able to:
1. Understand vocabulary commonly used in narrative texts.
2. Identify the meaning of words and phrases in narrative texts.
3. Use new vocabulary in contextually appropriate sentences.

B.   Basic Competencies
3.7 Analyze the social function, text structure, and linguistic elements in expressions of giving and requesting information related to objects around the students, appropriately according to the context of use.

4.7 Create oral and written interaction texts to give and request information related to objects around the students, taking into account the social function, text structure, and correct linguistic elements in context.

C.   Competency Indicators
1. Students are able to identify important vocabulary in narrative texts.
2. Students are able to comprehend the meaning of words and phrases in narrative texts.
3. Students are able to use new vocabulary in appropriate sentences.

D.   Learning Material
a) Vocabulary Development in Narrative Text
b) Definition of Narrative Text
c) Key Vocabulary in Narrative Text
d) Synonyms and Antonyms of Vocabulary in Narrative Text
e) Common Phrases and Expressions in Narrative Text
f) Example Narrative Texts: The Legend of Malin Kundang

Learning Breakdown per Meeting
1. **Meeting 1**: Introduction to Narrative Text and Key Vocabulary (theory and examples)
2. **Meeting 2**: Pre-test (to measure students' initial understanding of vocabulary in narrative text
3. **Meeting 3**: Writing a Narrative Text with a Focus on Vocabulary
4. **Meeting 4**: Post-test (to measure students' progress in vocabulary comprehension)

E. **Learning Activities**

Stages	Activires	Time Allocation
Introduction	- The teacher opens the lesson with a greeting and a prayer. - The teacher takes attendance. - The teacher explains the learning objectives and the importance of studying vocabulary in narrative texts. - The teacher provides an overview of the learning activities to be conducted.	15 Minutes
Inti	**Meeting 1:** Introduction to Narrative Text and Key Vocabulary - The teacher explains the definition of narrative text. - The teacher provides an example of a narrative text and highlights important vocabulary within the text. - Students work in small groups to find the meaning of words and phrases in the text. - The teacher gives exercises related to vocabulary in narrative texts. **Meeting 2:** Pre-test. - Students take a pre-test consisting of vocabulary comprehension questions in narrative texts. - The teacher collects the pre-test results for analysis. - The teacher provides initial feedback to students on their pre-test performance.	60 Minutes

	Meeting 3: Writing a Narrative Text with a Focus on Vocabulary. - The teacher provides guidance on how to write a narrative text using the learned vocabulary. - Students individually write a simple narrative text. - Students present their narrative texts in front of the class, highlighting the vocabulary they used. - The teacher provides feedback on students' works. **Meeting 4:** Post-Test - Students take a post-test with questions equivalent to the pre-test. - The teacher collects the post-test results and compares them with the pre-test. - The teacher gives feedback to students based on their post-test performance.	
Closing	- The teacher and students reflect on the learning activities that have taken place. - The teacher provides feedback and motivation to students. - The teacher informs students about the next learning topic. - The teacher closes the lesson with a greeting.	15 Minutes

F. Teaching Media and Learning Resources
1. **Media**
   - LCD Projector
   - Whiteboard and Markers
   - Handout: Vocabulary List in Narrative Text
2. **Resources**
   - Buku Pengayaan dan Penilaian "Mozaik" SMP/MTs Kelas IX Penerbit Yudhistira
   - Student Worksheet

G. ASSESMENTS AND RUBRIC
1. Types of Assessment
   - Pre-test and Post-test: To measure students' understanding of vocabulary in narrative texts.

- Process Assessment: To observe students' participation in discussions and class activities.
- Product Assessment: To evaluate the narrative texts written by students.

2. Assesment Rubric

Pretest and Posttest

Assesment Aspect	Max. Score	Criteria
Vocabulary Comprehension	20	Students are able to understand and identify vocabulary correctly.
Meaning of Words and Phrases	20	Students are able to explain the meaning of words and phrases in context.
Vocabulary usage	10	Students can use vocabulary correctly in sentences.
Total	**50**	

Product Assesment

Assesment Aspect	Max. Score	Criteria
Text Structure	20	The narrative text follows the correct structure.
Vocabulary Usage	20	Uses appropriate and varied vocabulary in the text.
Creativity	10	The text is engaging and has a good storyline.
Total	**50**	

Meeting 2 and 4 (Pre-Test and Post-Test) Assesment

$$Score = \left(\frac{Total\ correct\ answers}{total\ questions}\right) \times 100$$

Appendix 1. Experiment Group Lesson Plan (RPP Eksperimen)

LESSON PLAN

Institution   : SMP Swasta IT AL Munadi
Subject   : English Language
Class/Semester   : 9-4/Odd Semester (Experiment Group)
Main Topic   : Vocabulary Acquisition using British Council Application
Time Allocation   : 4 Meetings (2 x 45 minutes/meeting)
Metode Pembelajaran : Discussion, Demonstration, Experiment, Observation, and
                           : Interviews

H.   Learning Objectives

After participating in the learning activities, students expected to be able to:

5. Understand how to use the British Council application for vocabulary learning.
6. Demonstrate an improvement in vocabulary mastery after using the application.
7. Evaluate their learning experience after using the British Council application.

I.   Basic Competencies

7.7 Analyze the social function, text structure, and linguistic elements in expressions of giving and requesting information related to objects around the students, appropriately according to the context of use.
8.7 Create oral and written interaction texts to give and request information related to objects around the students, taking into account the social function, text structure, and correct linguistic elements in context.

J.   Competency Achievement Indicator

1. Utilize the British Council application effectively.
2. Complete the vocabulary pre-test to establish a baseline score.
3. Complete the post-test with an improved score.
4. Fill out the questionnaire and provide feedback through interviews.

K.   Learning Materials

1. Meeting 1: Introduction to the British Council application and its features for vocabulary learning.
2. Meeting 2: Vocabulary pre-test to measure students' initial abilities.
3. Meeting 3: Vocabulary post-test after using the application.

4. Meeting 4: Filling out the questionnaire and conducting interviews to gather feedback on the application.

L. **Learning Activities**

Stage	Activities	Time Allocation
Introduction	- The teacher opens the lesson with greetings, attendance, and a prayer. - The teacher explains the learning objectives for each meeting and provides a brief overview of the activities	15 Minutes
Main	**Meeting 1:** Introduction to the british council application and its features - The teacher demonstrates the application and introduces its features - Students try using the application directly **Meeting 2:** Vocabulary Pre-Test. - The teacher explains the purpose of the Pre-Test to measure students' initial vocabulary skills - Students complete the Pre-Test before using the application **Meeting 3:** Vocabulary Post-Test. - The teacher reminds the students of the purpose of the Post-Test to measure their progress **Meeting 4:** Questionnaire and interview - The teacher guides students in filling out the questionnaire to evaluate the effectiveness of the application - Students provide feedback through an interview session	60 Minutes
Conclusion	- The teahcer holds a brief QnA session at the end of each meeting - The teacher appreciates students for their participation and effort - The teacher assigns independent tasks for vocabulary development	15 Minutes

M. Learning Media and Sources
1. **Media**: Laptop, Projector, and students' smartphones (for using British Council App)
2. **Source**: Vocabulary material in British Council, pre-test and post-test, and questionnaire.

N. Assesment

Meeting	Aspects	Indikator
Meeting 1	Student Engagement	Level of student participation in trying out the British Council application.
	Material Understanding	Students' ability to understand the features of the British Council application.
Meeting 2	Pre-Test Score	Number of correct answers in the vocabulary pre-test.
Meeting 3	Post-Test Score	Number of correct answers in the vocabulary post-test.
	Score Improvement	Difference between pre-test and post-test scores.
Pertemuan 4	Questionnaire Results	Students' feedback on the application's effectiveness using a Likert scale.

O. Assesment Rubrics
1. Student Engagement
   - **Very Active:** Students mastered various application features without teacher's direction
   - **Active:** Students mastered several application features after being directed by the teacher
   - **Quite Active:** Students tried basic features after being directed.
   - **Less Active:** Students showed less initiative when using the application
2. Feature Understanding
   - **Very Understand:** Students are able to explain all the main features of the application
   - **Understand:** Students are able to explain most of the main features
   - **Quite Understand:** Students understand the basic features.
   - **Less Understand:** Students are not yet able to understand the features of the application.

P. Assesments

1. Meeting 2 and 3 (Pre-Test and Post-Test)

- Each correct answer has the same score. The score is calculated using the formula

$$Score = \left(\frac{Total\ correct\ answer}{Total\ questions}\right) \times 100$$

- The increase in score between pre-test and post-test is calculated by looking at the difference between each score.

2. Meeting 4 (Questionnaire)

- Each statement represents student feedback, measured using a Likert scale

3. Final Score Recapitulation

The final score is calculated based on the average of each assessment aspect from all meetings.

The final score formula is calculated by:

$$Final\ Score = \left(\frac{engagement+mastery+pretest+posttest+questionnaire}{maximum\ score}\right) \times 100$$

Question questionnaire

1. How much often You use British Council apps for learning vocabulary English ?

   •( ) Very often

   •( ) Often

   •( ) Sometimes

   •( ) Seldom

   •( ) No Once

2. What the features you need the most like from British Council app ?

   •( ) Exercise vocabulary

   •( ) Games Study

   •( ) Video or audio

   •( ) Exam or quiz

   •( ) Other features (specify): _____

3. How much effective according to You British Council app to help You control new vocabulary ?

   •( ) Very effective

   •( ) Effective

   •( ) Enough effective

   •( ) No effective

   •( ) Very No effective

4. What is You feel more believe self use new vocabulary after use this application ?

   •( ) Very agree

   •( ) Agree

   •( ) Neutral

   •( ) No agree

   •( ) Very No agree

5. How much easy You understand new vocabulary taught in the app ?

•( ) Very easy

•( ) Easy

•( ) Enough easy

•( ) Difficult

•( ) Very difficult

6. What is You use British Council apps outside school hours ?

    •( ) Always

    •( ) Often

    •( ) Sometimes

    •( ) Seldom

    •( ) No Once

7. What is You feel there is an increase in vocabulary You after use this application ?

    •( ) Very increase

    •( ) Increase

    •( ) A little increase

    •( ) No increase

    •( ) Decrease

8. How much often You recommend British Council application to friends You ?

    •( ) Very often

    •( ) Often

    •( ) Sometimes

    •( ) Seldom

    •( ) No Once

9. What is You feel that This application makes Study vocabulary become more pleasant ?

    •( ) Very agree

    •( ) Agree

•( ) Neutral

•( ) No agree

•( ) Very No agree

10. Are there any features that you think You need added or fixed in this app ?

•( ) Yes (specify): _____

•( ) No

Part 1 - Grammar and Vo...

00:20

Forgetful colleague

I forgot my wallet at the office. Do you have a key?

Yes, would you like to _ it?

chang

break

borrow

NEXT

Part 1 - Grammar and Vo...

00:41

Dinner

After the children _____ their hands, they sat down. Then they started eating.

washing

are washing

washed

NEXT

22.50

< Tested on 18 Nov 2024

CORE SKILLS TEST

Pre-A1 · Pre Beginner

97

Grammar · 97

Reading · 128

Vocabulary · 80

Listening · 85

Share ⮫

This score cannot be certified. Test security ~~was turned off~~

What does my score mean?

At Pre-A1 · Pre Beginner level you can:

recognise words, names and numbers that you already know in simple, short recordings, provided that they are pronounced very slowly and clearly;

recognise familiar words accompanied by pictures, such as a fast-food restaurant menu illustrated with photos or a picture book using familiar vocabulary;

18.23

< Tested on 18 Nov 2024

CORE SKILLS TEST

A2 · Elementary

247

Grammar · 261

Reading · 225

Vocabulary · 261

Listening · 241

Share ↗

**This score cannot be certified.
Test security was turned off.**

What does my score mean?

At A2 · Elementary level you can:

understand phrases and commonly used vocabulary on simple topics such as shopping, work and basic personal and family information and catch the main point in short, clear, simple messages and announcements;

read short, simple texts such as personal letters and find specific, predictable information in advertisements, menus and other everyday texts;

use simple phrases, sentences and grammatical structures to describe family and friends, education background and past and present employment.

Pre-Test

Name : Abdul Khaliq Siregar

Class : 8 - 3

1. **Yesterday's weather**

   Sinta: It ___ yesterday

   Budi: Yes, but I think it will be warmer today.

   A. was cold

   B. cold ✗

   C. were cold

2. **On a hotel's website.**
   If you need more ___ email us about our hotel, you can phone or

   A. questions ✗

   B. directions

   C. Information

3. **Going to college**
   Our college has lots of rules-for example, you ___ wear any jewellery.

   A. do not have to

   B. cannot

   C. would not ✗

4. **Ill colleague:**
   My colleague on the next desk has got a cold. I hope I don't _____ it from her.

   A. receive

   B. catch ✗

   C. take

5. **The film:**
   The TV _____ so I can't watch the film.

   A. isn't working

   B. didn't work ✗

   C. does not working

Post-Test

Name : ABDUI KHALIG SPG

Class : 9-3

1. **Yesterday's weather**

   Sinta: It ___yesterday

   Budi: Yes, but I think it will be warmer today.

   A. was cold

   B. cold

   C. were cold

2. **On a hotel's website.**

   If you need more ___ email us about our hotel, you can phone or

   A. questions

   B. directions

   C. Information

3. **Going to college**

   Our college has lots of rules-for example, you___wear any jewellery.

   A. do not have to

   B. cannot

   C. would not

4. **Ill colleague:**

   My colleague on the next desk has got a cold. I hope I don't_____ it from her.

   A. receive

   B. catch

   C. take

5. **The film:**

   The TV _____so I can't watch the film.

   A. isn't working

   B. didn't work

   C. does not working

Pre-Test

Name : IMTINAN NAILAH SIREGAR

Class : IX. 4. ar-rufaidah.

40

1. **Yesterday's weather**

   Sinta: It ___ yesterday

   Budi: Yes, but I think it will be warmer today.

   A. was cold

   B. cold

   C. were cold

2. **On a hotel's website.**

   If you need more ___ email us about our hotel, you can phone or

   A. questions

   B. directions

   C. Information

3. **Going to college**

   Our college has lots of rules-for example, you___wear any jewellery.

   A. do not have to

   B. cannot

   C. would not

4. **Ill colleague:**

   My colleague on the next desk has got a cold. I hope I don't_____ it from her.

   A. receive

   B. catch

   C. take

5. **The film:**

   The TV _____ so I can't watch the film.

   A. isn't working

   B. didn't work

   C. does not working

(80)

Post-Test

Name : IMTINAN NAILAH SIREGAR

Class :

1. Yesterday's weather

Sinta: It ___ yesterday

Isadi: Yes, but I think it will be warmer today.

   A. was cold

   B. cold

   C. were cold

2. On a hotel's website.

If you need more ___ email us about our hotel, you can phone or

   A. questions

   B. directions

   C. Information

3. Going to college

Our college has lots of rules-for example, you ___ wear any jewellery.

   A. do not have to

   B. cannot

   C. would not

4. Ill colleague:

My colleague on the next desk has got a cold. I hope I don't ___ it from her.

   A. receive

   B. catch

   C. take

5. The film:

The TV ___ so I can't watch the film.

   A. isn't working

   B. didn't work

   C. does not working

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Form : K – 1

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa	: **Nabilla Azzahra**	
NPM	: 2002050060	
Prog. Studi	: Pendidikan Bahasa Inggris	
Kredit Kumulatif	: 145 SKS	IPK= 3,61

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	A Case Study on the Use of the British Council Application to Enhance Vocabulary Acquisition among Junior High School Students"	
	Intergrating artificial intelligence mondly in english language teaching : a compare analysis of students engagement and learning outcomes	
	The EFL Students' Perceptions of Practicing Speaking Skill By Using British Council	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 30 Agustus 2024
Hormat Pemohon,

Nabilla Azzahra

Keterangan:
Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan

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UMSU

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa	: Nabilla Azzahra
NPM	: 2002050060
Prog. Studi	: Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

A Case Study on the Use of the British Council Application to Enhance Vocabulary Acquisition among Junior High School Students

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

Dr. Cut Novita Srikandi, S.S., M.Hum.

02 September 2024

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 02 September 2024
Hormat Pemohon,

Nabilla Azzahra

Keterangan
Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

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Nomor	: 2290 /II.3/UMSU-02/F/2024
Lamp	: ---
H a l	: Pengesahan Proyek Proposal
	Dan Dosen Pembimbing

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :.

Nama	: **Nabilla Azzahra**
N P M	: **2002050060**
Program Studi	: **Pendidikan Bahasa Inggris**
Judul Penelitian	: **A Case Study on the Use of the British Council Application to Enhance Vovabulary Acquisition Among Junioe High School Students'. .**

Pembimbing   : **Dr. Cut Novita Srikandi, S.S., M. Hum.**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa kadaluwarsa tanggal **31 Agustus 2025**

Medan   <u>26 Shafar   1446 H</u>
           31 Agustus   2024 M

Wassalam
Dekan

Dra. Hj. Syamsuyurnita,MPd.
NIDN : 0004066701

Dibuat rangkap 5 (lima) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing Materi dan Teknis
4. Pembimbing Riset
5. Mahasiswa yang bersangkutan :
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BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama : Nabilla Azzahra
NPM : 2002050060
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : A Case Study on the Use of the British Council Application to Enhance Vocabulary Acquisition Among Junior High School Students

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
09th Dec 2023	Discuss about the title.	
07th March 2024	Back ground, the formulation..	
26th March 2024	Discuss of review of literature	
27th June 2024	Discuss of Study Relevance	
10th July 2024	Discuss Of Research Design	
21 Sept 2024	Discuss of Analyzed data	
30th Sept 2024	Acc to Submit sempro	

Medan, 30 September 2024

Diketahui oleh:
Ketua Prodi

Dosen Pembimbing

(Dr. Pirman Ginting, S.Pd., M.Hum.)

(Dr. Cut Novita Srikandi, S.S., M.Hum.)

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext, 22, 23, 30
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap	: Nabilla Azzahra
NPM	: 2002050060
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: A Case Study on the Use of the British Council Application to Enhance Vocabulary Acquisition Among Junior High School Students

benar telah melakukan seminar proposal skripsi pada hari Jumat, tanggal 11, Bulan Oktober, Tahun 2024.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, Oktober 2024

Ketua,

Dr. Pirman Ginting, S.Pd., M.Hum.

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap	: Nabilla Azzahra
NPM	: 2002050060
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: A Case Study on the Use of the British Council Application to Enhance Vocabulary Acquisition Among Junior High School Students

Pada hari Jumat tanggal 11, bulan Oktober tahun 2024 sudah layak menjadi proposal skripsi.

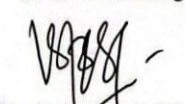Medan, Oktober 2024

Disetujui oleh:

Dosen Pembahas   Dosen Pembimbing

(Hj. Dharmawati, S.Pd., M.Pd.)   (Dr. Cut Novita Srikandi, S.S., M.Hum.)

Diketahui oleh
Ketua Program Studi,

(Dr. Pirman Ginting, S.Pd., M.Hum.)

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Jumat tanggal 11 Bulan Oktober Tahun 2024 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap	: Nabilla Azzahra
NPM	: 2002050060
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: A Case Study on the Use of the British Council Application to Enhance Vocabulary Acquisition Among Junior High School Students

No	Masukan dan Saran
Judul	
Bab I	Make Clear your back ground, and Revise your table of Content.
Bab II	please add your theory.
Bab III	Revise your population and Sample, and also Research Design.
Lainnya	
Kesimpulan	[ ] Disetujui [ ] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Hj. Dharmawati, S.Pd., M.Pd.)

Dosen Pembimbing

(Dr. Cut Novita Srikandi, S.S., M.Hum.)

Panitia Pelaksana

Ketua

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Sekretaris

(Rita Harisma, S.Pd., M.Hum.)

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT/Ak.KP/PT/XI/2022

Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003

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Nomor	: 3139/II.3/UMSU-02/F/2024	Medan, 22 Rabiul Akhir 1446 H
Lamp	: ---	25 Oktober 2024 M

H a l   : Izin Riset

Kepada : Yth. Bapak/Ibu Kepala
SMP IT Almunadi Marelan
Di
Tempat.

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama	:	**Nabila Azzahra**
N P M	:	2002050060
Program Studi	:	Pendidikan Bahasa Inggris
Judul Penelitian	:	**A Case Study on the Use British Council Application to Enhance Vocabulary Acquisition Among Junior High School Students.**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.

Wassalam
Dekan

Dra. Hj. Syamsuyurnita, MPd.
NIDN 000 006701

**Pertinggal

YAYASAN WAKAF AL MUNADI MEDAN
SEKOLAH MENENGAH PERTAMA ISLAM TERPADU
SMP SWASTA IT AL MUNADI
Islamic Full Day School

JSIT INDONESIA
Empowering Islamic Schools

Surat Izin Operasional : 0139/ISPF/DPMPTSP/MDN/1.11/12/2022 NPSN : 69970292 Akreditasi : A

Alamat : Jl. Marelan VII Lingkungan I No. 212 Kelurahan Terjun Kecamatan Medan Marelan Kota Medan

Nomor   : 003/S-Pmb/142/MND/XI/2024

Lampiran   : -

Hal   : <u>**Balasan**</u>

Kepada Yth.

Dekan Fakultas Keguruan dan Ilmu Pendidikan

Universitas Muhammadiyah Sumatera Utara

Di-

     Tempat

Assalamu'alaikum warahmatullahi wabarakatuh,

Ba'da tahmid wa shalawat semoga Allah SWT senantiasa meridhoi dan melindungi kita semua dalam menjalankan aktivitas kehidupan sehari-hari. Amiin

Sehubung dengan surat dari Fakultas Keguruan dan Ilmu Pendidikan, Nomor: 3139/II.3/UMSU-02/F/2024, Hal : Mohon Izin Riset pada tanggal 25 Oktober 2024, maka Kepala SMP SWASTA IT AL MUNADI dengan ini menerangkan mahasiswa di bawah ini:

Nama   : **NABILA AZZAHRA**

N P M   : 2002050060

Program Studi   : Pendidikan Bahasa Inggris

Diterima di SMP SWASTA IT AL MUNADI untuk melaksanakan riset dalam rangka penyusunan skripsi yang berjudul *"A Case Study on the Use British Council Application to Enhance Vocabulary Acquisition Among High School Students"*

Demikian surat balasan ini dibuat, untuk digunakan sebagaimana mestinya.

Wassalamu'alaikum warahmatullahi wabarakatuh.

Medan, 25 November 2024
Ka. SMP SWASTA IT AL MUNADI

ABDUL RAJAK SYAHDIDAH FASAI P, Lc

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
PERPUSTAKAAN

Terakreditasi A Berdasarkan Ketetapan Perpustakaan Nasional Republik Indonesia No. 00059 LAP PT-IX 2018
Pusat Administrasi : Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 66224567
NPP. 1271202D1000003 ⊞ http://perpustakaan.umsu.ac.id ✉ perpustakaan@umsu.ac.id ⚛ perpustakaan_umsu

<u>**SURAT KETERANGAN**</u>
Nomor: 00090/KET/II.2-AU/UMSU-P/M/2025

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama	:	**Nabilla Azzahra**
NPM	:	**2002050060**
Fakultas	:	**Keguruan dan Ilmu Pendidikan**
Jurusan/ P.Studi	:	**Pendidikan Bahasa Inggris**

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, <u>*8 Sya'ban 1446 H*</u>
07 Februari 2025 M

Kepala Perpustakaan,

Dr. Muhammad Arifin, M.Pd.

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama : Nabilla Azzahra
NPM : 2002050060
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : A Case Study on the Use of the British Council Application To
Enhance Vocabulary Acquisition Among High School Students.

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
20/12/24	Revise the lesson plan	
07/01/25	Recheck the discussion, it must elaborate on relevant studies	
08/01/25	Explain the data analysis techniques	
15/01/25	You have to master what you have written	
17/01/25	check Plagiarism	
7/02/25	ACC	

Medan, 07 Februari 2025

Diketahui oleh:
Ketua Prodi

Dosen Pembimbing

(Dr. Pirman Ginting, S.Pd., M.Hum.)

(Dr. Cut Novita Srikandi, S.S., M.Hum.)

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi	: Universitas Muhammadiyah Sumatera Utara
Fakultas	: Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi	: Pendidikan Bahasa Inggris
Nama	: Nabilla Azzahra
NPM	: 2002050060
Program Studi	: Pendidikan Bahasa Inggris
Judul Proposal	: Implementing the British Council Application to Enhance Vocabulary Acquisition among Junior High School Students

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
08/04/2020	Revise the Lesson Plan	
14/04/2025	Rechek the discussion it must elaborate on Relevant Studies	
21/04/2025	Explain the data analysis techniques	
28/04/2025	You Have to master what you have written	
05/05/2025	Check Plagiarism	
19/05/2025	ACC	

Diketahui oleh:
Ketua Prodi

Medan, 19 Mei 2025

Dosen Pembimbing

(Dr. Pirman Ginting, S.Pd., M.Hum.)

(Dr. Cut Novita Srikandi, M.Hum

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website :http://www..fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

Kepada: Yth. Bapak Ketua/Skretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal   : **Permohonan Perubahan Judul Skripsi**

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama   : Nabilla Azzahra
NPM   : 2002050060
Program Studi   : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul Skripsi, sebagai mana tercantum di bawah ini:

A Case Study on the Use of The British Council Application to Enhance Vocabulary Acquisition Among Junior High School Students

Menjadi:

Implementing the British Council Application to Enhance Vocabulary Acquisition among Junior High School Students

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Ibu saya ucapkan terima kasih.

Medan, 19 Mei 2024

Hormat Pemohon

Nabilla Azzahra

Diketahui Oleh :

Ketua Program Studi
Pendidikan Bahasa Inggris

Dr. Pirman Ginting, S.Pd., M.Hum

Dosen Pembimbing

Dr. Cut Novita Srikandi, M.Hum

CURRICULUM VITAE

PERSONAL DATA

Name	: Nabilla Azzahra
Place & Date of Birth	: Medan, May 3rd 2002
Gender	: Female
Religion	: Islam
Address	: Paku St. no. 56, Medan Marelan
Postal Code	: 20245

PARENTS' DATA

Father's Name	: Julianis Leonardi
Mother's Name	: Siti Putri Wiyanti

FORMAL EDUCATION

2. SD Negeri Karang Mekar Mandiri 1 Cimahi - Graduated in 2014
3. MTS Misbahunnur Bandung - Graduated in 2017
4. MA Misbahunnur Bandung - Graduated in 2020
5. Registered as a student in Faculty of Teacher Training and Education, English Education Study Program, Universitas Muhammadiyah Sumatera Utara (2020-2024)

NON-FORMAL EDUCATION AND ORGANIZATION

1. Lecturer at An-Najwa Kindergarten
2. Qur'an teacher
3. Tiktok agency event winner

Medan, April 21st 2025

Nabilla Azzahra