

**THE INFLUENCE OF DIGITAL TECHNOLOGY WITH APPLICATION-
BASED INTERACTIVE MULTIMEDIA LEARNING IN IMPROVING
JUNIOR HIGH SCHOOL STUDENTS' ENGLISH VOCABULARY**

SKRIPSI

Submitted Partial Fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

English Education Program

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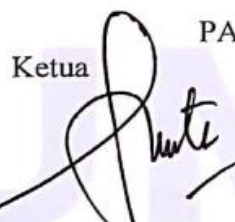
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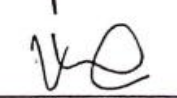

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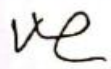
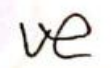

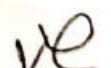



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PERNYATAAN KEASLIAN SKRIPSI

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Dengan ini saya menyatakan bahwa skripsi saya yang berjudul “The Influence Of Digital Technology With Application-Based Interactive Multimedia Learning In Improving Junior High School Students' English Vocabulary” adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

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

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ABSTRACT

Nurlela. 2002050069. “The Influence of Digital Technology with Application-Based Interactive Multimedia Learning in Improving Junior High School Students' English Vocabulary”. Skripsi: English Departement of Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara. 2024

The objective of this study is to ascertain the notable impact of utilizing the Busuu application on pupils' vocabulary. The Busuu program is an English language learning tool designed to enhance spelling, vocabulary, speaking skills, and word comprehension abilities.

This study is conducted using experimental methods. The research samples consisted of an experimental class and a control class. The population for this study consists of eighth-grade students enrolled at SMP Muhammadiyah 57 Medan during the 2023/2024 academic year. The sampling method employed was purposive sampling. The test is multiple-choice. The research uses a vocabulary exam as its primary tool. The data, comprising 25 items, were analyzed using paired difference tests, specifically the Paired sample t-test, in SPSS version 27.

The research findings indicate a disparity between the pre-test and post-test scores in the experimental class, with an average score of 65 and 76.54, respectively. Consequently, utilizing the Busuu program has resulted in a notable augmentation of kids' vocabulary. The analysis results indicate that the utilization of the Busuu application has a statistically significant value of 0.001, which is lower than the commonly accepted threshold of 0.05. This data suggests a substantial impact on the utilization of the Busuu application. Thus, the null hypothesis (H₀) is refuted, and the alternative hypothesis (H_a) is affirmed.

Keyword: Digital Technology, Interactive Multimedia, Vocabulary

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This research is entitled " The Influence of Digital Technology with Application-Based Interactive Multimedia Learning in Improving Junior High School Students' English Vocabulary ". In writing this research, there were many obstacles and difficulties that the writer faced and without the help of the following parties, it would have been impossible for the writer to complete this research properly.

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Writer

Nurlela

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Over time, advancements in technology have brought about several improvements in the field of education. Every aspect of schooling relies on digital technology to simplify tasks. Digital technology is a tool that supports education by facilitating teachers' effectiveness in instructing pupils to attain desired outcomes. The Busuu application is one of the digital technologies utilized in this investigation. The Busuu application is valuable for enhancing pupils' vocabulary while learning English.

Lack of student mastery, making it difficult for students to convey their intentions and ideas; some of them are even not active in class due to their lack of mastery of English vocabulary.

Mastering vocabulary is a crucial element in acquiring English language skills. It significantly contributes to comprehending texts and effectively expressing ideas, emotions, sentiments, and thoughts through speaking or writing. A robust vocabulary is the basis for developing proficiency in speaking, writing, listening, and reading. Proficiency in vocabulary has a reciprocal impact on an individual's linguistic abilities. Proficiency in vocabulary is essential for students to effectively convey their ideas, feelings, thoughts, and desires. This is because language plays a crucial role in comprehending the meaning of words. Having an extensive

vocabulary facilitates the process of acquiring English language skills. Adequate vocabulary is a prerequisite for achieving mastery of the English language.

However, Kabiell's study revealed that Indonesian English learners should have paid more attention to vocabulary instruction and acquisition. In his research, Kabiell found that many instructors and students need more understanding of vocabulary acquisition practices not included in the English curriculum. The circumstance above raises a critical issue in language acquisition, specifically the persistent vocabulary deficiency among pupils. Priyono verified that students' restricted vocabulary was the primary factor contributing to difficulties in English language acquisition within the EFL setting.

Additionally, researchers discovered that the same issue was present at SMP Muhammadiyah 57. I saw pupils need more enthusiasm to acquire English language skills. Upon my arrival in their classroom, accompanied by their English instructor, they promptly voiced their dissatisfaction with the need to reacquaint themselves with the English language, along with many other disgruntled sentiments. Subsequently, I conducted interviews with other students who expressed their grievances over the process of learning English. Based on the findings of the interviews, I have deduced that the challenges in learning English encompass struggles with grasping grammar, memorizing vocabulary, experiencing boredom, and perceiving it as unimportant.

Given these circumstances, educators must contemplate and devise innovative strategies and mediums that will enhance students' linguistic

proficiency. The use of creative media is necessary to improve students' lexicon and alleviate their discomfort throughout the process of learning English.

Multimedia encompasses interactive software or applications incorporating text, colour, visual graphics, animation, audio sound, and full-motion audio inside a program (Apriani et al., 2019). According to some studies, multimedia integrates video, graphics, music, and animation in software that enables direct user interaction (Novitasari, 2016). The presence of multimedia, as a kind of digital information and communication technology, in education facilitates the attainment of educational objectives for students and instructors (Husna et al., 2017). The function of multimedia is crucial in attaining learning objectives.

Daryanto (2010:52) outlines the benefits associated with the use of interactive multimedia. Initially, the learning process becomes significantly more captivating for kids. Furthermore, a form of engagement occurs in the learning process when computers and students communicate. Moreover, the allocation of time for studying is significantly more effective. Furthermore, it could improve the quality of education while fostering students' enthusiasm for the subject matter. According to Munir (2012), interactive multimedia offers several advantages:

1. It enhances interactivity and communication in the learning system.
2. It promotes creativity and innovation in finding new ways of learning.
3. It allows the integration of text, images, sound, music, animated images, or video to achieve learning goals.
4. It boosts student motivation and helps them achieve desired learning outcomes.

5. It facilitates the visualization of complex material that may be difficult to explain using traditional teaching aids.
6. It fosters independent knowledge acquisition in students.

Researchers conducted a needs analysis using literature and field studies. Based on their findings, there is potential for developing interactive learning multimedia to enhance junior high school students' motivation to learn English.

1.2 Identification of Problem

Given the scientific background provided, we can identify numerous problems:

1. The absence of multimedia in English learning causes students to feel bored.
2. Insufficient lexicon poses a challenge for pupils in acquiring proficiency in the English language.

1.3 The Scope and Limitation

This research focuses on using interactive multimedia to enhance students' vocabulary. The Busuu application will be used as the multimedia tool for this research. However, a constraint of this study is the need for more media usage for vocabulary learning at Muhammadiyah 57 Middle School.

1.4 The Formulation of the Problem

Based on the abovementioned problem, the study problem can be formulated as follows:

1. Does the utilisation of the Busuu application have a substantial influence?

2. How has using the Busuu application affected the student's vocabulary?
3. What challenges hinder pupils from expanding their English vocabulary?

1.5 The Objective of the Study

1. To assess the vocabulary proficiency of students who will be taught using the Busuu application.
2. To evaluate the effect of integrating the Busuu application on enhancing pupils' vocabulary.
3. To determine the underlying factors contributing to pupils' challenges in acquiring new vocabulary.

1.6 The Significant of the Study

This research produced significant contributions both in terms of theory and practical application.

1. Theoretical

This research aims to enhance understanding and theoretical insights into the efficacy of the Busuu application in augmenting vocabulary acquisition.

2. Practical

Research findings are valuable for:

- a. It has the potential to enhance students' vocabularies.
- b. The Busuu app will help teachers teach content and access new vocabulary-building materials.

- c. The references in this study may be useful to other scholars for their research.

CHAPTER II

REVIEW OF LITERATURE

2.1 Teoritical Framework

This chapter discusses several points based on the theory used in this research: vocabulary concepts, interactive multimedia, digital technology, and the Busuu Application concept.

2.1.1 Vocabulary

2.1.1.1 Definition of vocabulary

English is a widely studied foreign language by students worldwide, as it is a mandatory subject in schools. Language learning requires mastery of four essential skills: listening, speaking, reading, and writing. Vocabulary is the most crucial of the four language skills, as it is necessary for learning and enhancing the other three skills. Vocabulary is a compilation of words used to construct phrases, enabling effective communication and comprehension between individuals. Vocabulary is acquired through memorizing and comprehending the meaning of individual words. Having a broader vocabulary facilitates communication and interaction with individuals from other countries. Vocabulary is a crucial aspect of language proficiency and plays a significant part in teaching foreign languages. It is closely linked to developing four language skills: speaking, reading, listening, and writing (Nugroho et al., 2021).

Acquiring a rich vocabulary is a crucial element in language acquisition. Before developing a language, humans must first familiarize themselves with its

vocabulary. Kadwa and Alshenqeeti (2020), observed that vocabulary is a crucial aspect of English language proficiency, as it is inherently intertwined with the four fundamental language abilities. According to Berliani and Katemba (2021), it is essential to provide vocabulary instruction at the outset of English language learning and ensure its integration throughout the four language skills.

Mastering vocabulary is a crucial element in acquiring a new language. According to Hasram and Singh (2021), vocabulary can be likened to the fundamental components of language. Acquiring knowledge with a limited lexicon might challenge pupils when grasping other facets of spoken communication. Nandhini (2020) asserts that vocabulary development is crucial to language acquisition. Expanding our lexicon enhances our ability to comprehend auditory, written, and expressive language. Language proficiency is essential for effective communication in speaking, writing, reading, and listening. Vocabulary is a compilation of words with specific meanings and can be used to construct sentences. Respati and Nur (2019) indicate that vocabulary is important, particularly for individuals acquiring a foreign language. By developing a comprehensive command of our lexicon, engaging in effective communication with individuals from other countries will become effortless.

2.1.1.2 Types of Vocabulary

Harmer (2015) classifies vocabulary into two categories.

a. **Active vocabulary (Productive vocabulary)**

Productive vocabulary refers to the language humans regularly employ, consisting of commonly known and often utilized words.

b. **Passive vocabulary (Receptive Vocabulary)**

Receptive Vocabulary refers to a compilation of words that students are unfamiliar with but can comprehend when they encounter in speech or written form. Although students may know these terms, they must be more frequently employed.

2.1.1.3 Various kinds of vocabulary

Marsudi and Darsono (2010) propose that vocabulary can be divided into four components:

a. Noun

Marsudi and Darsono H (2010) define nouns as words that function as names for individuals, animals, locations, or abstract concepts. Nouns can also represent actions. Words can function as subjects, direct objects, indirect objects, complimentary subjects, or adverbs inside a phrase.

1. Countable nouns can be used in singular and plural forms and preceded by a number or the articles "a" or "an". Examples of objects are a car, a cup, and a bicycle.
2. Uncountable noun refers to something that cannot be quantified or enumerated—for example, hair and milk.
3. Compound Noun: a noun consisting of two or more words. Example: payment card

4. Concrete Noun: a noun that has a tangible, material existence. Examples of sensory experiences include perceiving through the senses of sight, touch, hearing, smell, or taste.
 - a) Proper noun refers to a noun that starts with a capital letter and represents the name of a person, animal, or place. Example: Alya and Korea.
 - b) Common Noun is a non-specific person, place, or thing. Examples of items are wallets, girl, and country
 - c) Material Noun (Noun derived from extraction of minerals or other unprocessed substances). Examples of commodities include gold, cotton, and oil.
 - d) Collective Noun (a noun representing a collection of individuals, either people or animals). Examples: military personnel, groups of workers, and organized units
 - e) Abstract nouns: nouns that lack tangible manifestation. Examples include concepts such as knowledge, agreement, and friendship, freedom and love.

b. Verb

Marsudi and Darsono (2010) define verbs as words that subjects utilize to form the foundation of action sentences.

1. Regular verbs is a verb whose simple past and past participle are formed by adding the suffix “-ed”. Examples: accept-accepted, Achieve-achieved, jump-jumped, laugh-laughed, etc.

2. Auxiliary verb: This is a verb that is used to help form the tenses, moods, and voices of other verbs. This word is not required to be part of a sentence and comes before a standard verb.
 - a) Regular auxiliary verbs are authentic auxiliary verbs that lack a definition in the dictionary. Here are some examples of auxiliary verbs: am, are, is, was, were, been.
 - b) A modal auxiliary is a type of auxiliary verb with a specific meaning in a dictionary. Example: will, can, and shall, could, might, and should
 - c) Focus on auxiliary verbs, specifically auxiliary verbs with positive implications. This verb has an identical meaning to that term. Example: do, does.
3. A linking verb is a type of verb that connects a subject with a complement.
 1. The verb "to be" can be expressed using the words "is, are, am, were, be, and have."
 2. Regular connecting verbs: (become, turn, obtain, grow) indicate a state of being (remain, stay, keep) indicate a state of remaining constant (look, seems, appear) indicate a state of appearing, and so on.
4. An action verb is a verb that indicates that the subject is performing an action or that something is occurring. Example: eat, play, drink, go, agree, walk
5. A stative verb is used to express conditions that are static or tend to remain unchanged. Example: i have a book, i love Monday, promise, believe
6. Regular verbs are verbs that follow a consistent pattern, whereas irregular verbs. Example: walked, palyed and cleaned

7. Irregular verbs are primarily seen in the past tense. Example: forget-forgot-forgotten, freeze-froze-frozen, give-gave-given.
8. Transitive verbs, which necessitate an object, are referred to as transitive verbs. An object is necessary for a sentence to be considered complete. Example: she give a gift, i clean my room every morning.
9. Intransitive verbs are verbs that do not necessitate an object. Examples: come on, go, sleep, and so on.

c. Adjective

According to Marsudi and Darsono (2010), adjectives are words employed to describe, identify, or measure nouns.

1. Descriptive adjectives describe the quality of the noun in question. Examples include good, bad, smart, and happy.
2. Demonstrative adjectives are adjectives that specifically refer to something. Example: this, that, these and those.
3. Possessive adjectives are adjectives that indicate ownership of something. Examples include me, you, and them.
4. Distributive adjectives are adjectives that explain. Example; this my house, that my car, these books are ours
5. Quantitative adjectives describe the number of objects. Example: many, much, a lot of, plenty of
6. Interrogative adjectives are adjectives used to inquire about an item. Example: which shirt do you like, when can you come.

d. Adverb

According to Marsudi and Darsono (2010), adverbs are words widely used to describe verbs, adjectives or other descriptive words.

1. Adverbs of Manner explain how or in what manner something is done.
Examples: quickly, rapidly, fluently, and comfortably.
2. Frequency adverbs express how often an action is performed. Examples: always, usually, frequently, and rarely.
3. Adverb of Degree are usually placed before the adjective, adverb, or verb that they modify, although there are some exceptions. Example: almost, too, enough, very.
4. Adverb of Time refers to when something happens or occurs. Examples: now, today, yesterday, and tomorrow.
5. Adverbs of place are used to express a location. Example: here, there, and everywhere.
6. Intrographic adverbs are used in a question. Examples: when, what, and where.
7. Relative adverbs are adverbs that explain existing nouns. Example: When and Why
8. Sentence adverbs are usually placed before the sentence or clause they describe. Examples: definitely and unfortunately.

2.1.1.4 The Importance of Vocabulary

Vocabulary encompasses the concepts and thoughts that an individual conveys. When someone has a restricted command of vocabulary, their ability to

articulate thoughts is similarly constrained. Therefore, if an individual is learning a language for communication, they need to thoroughly acquire the vocabulary of the language they are studying. According to Thornbury (2002:13), the absence of grammar results in minimal communication, while the lack of vocabulary leads to no communication. He asserts that acquiring vocabulary enables individuals to enhance their language proficiency expeditiously.

Furthermore, as Konza (2010) stated, it is imperative to thoroughly study vocabulary to instil confidence in pupils regarding understanding word meanings and their appropriate usage in different contexts. This will enhance pupils' self-assurance in interpersonal communication.

The remark above implies that mastering language is crucial and has significant value. Mastering sentence building and other language abilities is of utmost importance. Acquiring a substantial amount of vocabulary will facilitate the comprehension, composition, auditory perception, and verbal expression of the English language.

2.1.1.5 Teaching Vocabulary in Junior High School

As stated by Brown (2003), teaching involves facilitating the process of acquiring knowledge, helping individuals become self-directed learners, and creating an environment conducive to learning. Guiding consists of providing direction and instructions to students to help them reach specific goals. Guiding entails assisting students in resolving challenges and facilitating enhanced development. Facilitating learning refers to the instruments or media educators

employ to streamline the teaching process. For instance, they use games as a pedagogical tool for instructing language. Before commencing instruction, the instructor must assess the environmental factors within the classroom. For example, this includes monitoring student attendance, organization, hygiene, classroom climate, and other factors.

Hornby (2005), defines teaching as imparting instructions to individuals, encompassing the transmission of knowledge, skills, and other related information. Teachers are primarily responsible for imparting or conveying knowledge to their students. Transmitting knowledge entails teachers imparting their understanding of the lesson to their students. To communicate or alter knowledge, teachers must own their distinct methodologies. Consequently, the information offered is readily assimilated and beneficial for students.

Nagy (2005) argues that teaching vocabulary encompasses more than word instruction. It involves imparting knowledge about words, including their formation, acquisition, and usage. When a teacher instructs students in vocabulary, it entails more than simply imparting a few words. The teacher must also elucidate the proper arrangement of these words, rectify phrases, and subsequently explain the meaning of the words by the context. Not every word in English has a single meaning. The meaning of a word or phrase can vary depending on the context in which it is used, known as contextual meaning.

Multiple specialists establish the specific quantity of vocabulary that pupils must acquire. The extent of one's vocabulary can vary significantly depending on age (Rowe et al., 2012). According to Schmitt (2008), pupils must

possess a vocabulary of 5000-7000 words to communicate in English verbally and 8000-9000 words to comprehend original materials like newspapers and novels. Furthermore, according to McCarthy and O'Dell (1999), a minimum vocabulary of 1-2 thousand words is necessary for effective communication in both spoken and written contexts. According to Grabe (2012), pupils must be familiar with approximately 98-99% of the words used in a conversation or text to comprehend it effectively.

Curriculum modifications lead to alterations in learning goals and instructional approaches for English education in Indonesia. The current curriculum is the Independent Learning Curriculum, designed to facilitate comprehensive and situational student learning. It is important to move beyond mere rote memorization of the content to enhance the utility and significance of learning for students. The primary objective of the Merdeka Belajar curriculum is to cultivate students' aptitude for studying and foster their enthusiasm for acquiring knowledge. This curriculum provides students autonomy in selecting their areas of study, alleviates the weight of academic demands, and encourages innovation and originality among teachers.

Acquiring vocabulary is the initial phase of language acquisition. The former curriculum incorporated practical applications and texts with a word level ranging from 1000 to 2000. According to the Ministry of National Education (2006), junior high school pupils must acquire a vocabulary of 1500 words to comprehend and utilize the four language abilities effectively.

According to the statement, as English teachers, we need to be familiar with a wide range of vocabulary that kids of the same age should know and be proficient in. The beginner level and intermediate level are distinct from each other. Teachers must possess the ability to assist students in retaining vocabulary.

2.1.2 Interactive Multimedia

Daryanto (2010:51) categorizes multimedia into two distinct types: linear and interactive multimedia. Linear multimedia refers to content that does not include a controller for user interaction. Linear multimedia includes television and movies. Interactive multimedia refers to multimedia content with a user-controlled interface, allowing the user to determine and select the processes by which the multimedia is executed.

Sutopo (2012:112) affirms that multimedia can be categorized into two distinct types: linear and non-linear. Linear multimedia refers to content presented straight or consecutive, such as television shows and films. When the user influences multimedia, it is called non-linear multimedia, also known as interactive multimedia. Users can select specific topics for learning without waiting for the complete display of all issues. Interactive multimedia refers to a situation where the user has full control over the multimedia flow.

Once the selection of interactive media for the learning process is made, it is essential to build the media to ensure a seamless learning experience. Before that, it is necessary to understand the methods and advantages of multimedia development. According to Suryani et al. (2018), development in the field of

educational technology focuses on overcoming learning challenges through analysis. Developing learning media is crucial for achieving excellent learning outcomes.

Interactive multimedia offers various advantages over traditional teaching techniques, including its integration into distance education programs. Additionally, it can facilitate further advancement for pupils and assist those who require additional support. For instance, during the COVID-19 pandemic, students cannot engage in traditional in-person learning and are compelled to participate in remote learning using Zoom and Google Meet programs.

In addition to the benefits, there are drawbacks associated with using interactive multimedia. Initially, it fosters a reliance on technology among kids. Turkle (2015) contends that reliance on technology can diminish in-person interactions, which is crucial for cultivating students' social and emotional aptitude. According to Carr (2010), an overreliance on interactive technology might lead to dependency and hinder students' capacity for critical thinking and autonomous problem-solving.

Furthermore, technical issues arise with interactive multimedia, encompassing both the media itself and the individuals utilizing the press. Various issues commonly occur while using this medium, including an unreliable internet connection leading to latency in interactive media, glitches or faults in the application employed, and resulting frustration among pupils. In the event of technological difficulties, students may require extra time to address them, thus impeding their learning advancement. Zhao (2012), a technology education

specialist, asserts that technical issues such as internet connectivity problems or malfunctioning gadgets might hinder the learning process and impede teachers' ability to supervise the class properly.

To address these issues, educators and developers of educational technology must seek methods to enhance interactive multimedia use persistently. This entails ensuring that its implementation aligns with educational objectives and successfully caters to the diverse needs of all students.

2.1.2.1 Characteristics of Interactive Multimedia

The following are some of the primary features of interactive multimedia that set it apart from other types of media:

1. Interactivity

Users can engage with the material by performing actions like clicking, dragging, or selecting specific alternatives, which enhances the experience by making it more tailored and dynamic.

2. Multisensory

Combines various forms of media, including text, images, audio, video, and animation, to stimulate a user's multiple senses and improve comprehension and retention of information.

3. Non-linear

Users can access information in a non-linear order, allowing for flexible navigation and customization of the learning experience to suit individual needs.

4. Personalized User Experience

The system can customize content and learning paths based on user responses and preferences, creating a more relevant and practical experience.

5. immediate feedback

Provides users with immediate feedback based on their interactions, such as scores, ratings, or additional hints, which helps in the learning and customization process.

6. Media Integration

When different media types are integrated into a single platform, information may be delivered that is richer and more.

7. Diversified.High Engagement

To keep users interested, it was created with interactive and captivating components, such as games, quizzes, simulations, and interactive exercises.

8. Easy Navigation

Thanks to a well-designed interface, users may easily navigate through content, get the information they need, and return to portions they are interested in..

9. Responsive and Adaptive

Capable of being responsive to different devices and screen sizes, guaranteeing a uniform user experience across many platforms.

10. Collaboration and Socialization

Features that allow users to communicate or exchange content with others, such as discussion forums, chat rooms, or online collaboration tools.

11. Use of Advanced Technology

We are leveraging the latest technologies, such as virtual reality (VR), augmented reality (AR), and artificial intelligence (AI), to create more immersive and interactive experiences.

With these characteristics, interactive multimedia can create a more interesting, effective and satisfying user learning and information experience.

2.1.2.2 Digital Technology

Digital technology and interactive multimedia are closely related concepts, but both are completely different. Digital technology includes all technology that uses binary (digital) systems to operate and manage data. This includes hardware and software in various applications, from computers and smartphones to internet networks and IoT (Internet of Things) devices.

Technology comes from the French word "technique", which refers to ideas developed to process rational realization. The definition of rationale in question is a procedure that can be applied repeatedly or frequently. Digital technology is an effective means of delivery from a communications perspective; communication becomes more dynamic without being limited by time and geography. Communication via the Internet is a good example of how digital technology has improved social interaction.

The benefit of digital technology in education is that it makes the learning atmosphere more interesting because it combines images, audio, video and animation, which can influence changes in learning behaviour and help children

learn more effectively. According to the Big Indonesian Language Campus, educational technology can be defined as a systematic method of planning, using and assessing all teaching and learning activities by paying attention to both technical and human resources and the interaction between the two to obtain a better picture. According to Yusuf (2012), an effective form of education is educational technology, a systematic process that helps solve learning problems.

There are several instances of digital technology, specifically Computers and laptops, Smartphones and tablets, Internet and Wi-Fi networks, Operating systems like Windows, macOS, and Linux, Application software such as Microsoft Office and Adobe Photoshop, and web browsers.

In addition, digital technology serves several functions in education. First, it facilitates access to diverse sources of knowledge.

Students and teachers alike are able to get information from a wide variety of sources situated all over the world thanks to the utilization of digital technology. Online resources such as digital textbooks, academic papers, instructional videos, and other materials that may be accessed over the Internet are included in this category. Students are able to participate in more extensive research and have a wider perspective on a variety of topics as a result of this. Additionally, digital technology provides tools that boost the level of engagement and involvement that is present during the learning process. Teachers are able to display multimedia information on interactive whiteboards, and educational software makes it possible for teachers to create educational games or simulations that help students grasp

difficult topics in a way that is enjoyable to them. In addition to that, the idea of learning at a distance is also being addressed.

Education is no longer constrained by the constraints of the traditional classroom setting as a result of the proliferation of e-learning platforms and video conferencing software like Zoom and Google Meet. Students can enroll in classes from any location, which is very beneficial for people who live in remote areas or who are experiencing physical limitations. The ability to study at your own pace is one of the benefits of taking classes online. In addition, technology makes it possible to personalize educational experiences in order to meet the specific needs of each student. Adaptive learning applications can adjust the degree of difficulty of the material in accordance with the capabilities of the pupils. The students' capacity to confront particular obstacles more effectively is enhanced as a result of this, which also makes tailored learning easier for them. In addition, the fifth component is the relationship between collaboration and communication.

The use of digital platforms makes it possible to facilitate cooperation not just between students but also between students and professors within the classroom. Student collaboration on projects may be accomplished concurrently through the utilization of platforms such as Google Docs. Online discussion forums and other communication tools are utilized to facilitate the exchange of ideas and provide assistance to professors or classmates. A further aspect of Educational Management and Administration is the use of Learning Management Systems (LMS), which include programs like Moodle and Blackboard. The effective management of learning materials, the organization of schedules, and the

monitoring of student progress are all made easier with the assistance of these systems at educational institutions. Additionally, school administration software can automate a number of procedures, such as the management of student data, the tracking of attendance, and the management of grades, which results in a reduction in the amount of labor that is required for administrative tasks. The development of digital abilities comes in seventh place.

The incorporation of technology into educational settings makes it easier for students to acquire essential digital competencies, such as the ability to use software, program, and analyze data. These skills are essential for student's future success and are necessary for success in the modern work environment.

Digital technology encompasses all technology that utilizes digital data, including hardware and software. In contrast, interactive multimedia refers to technology that allows users to engage and interact with digital content. Interactive multimedia is a component of digital technology that specifically emphasizes material that integrates multiple forms of media.

Another distinction between the two is that digital technology specifically emphasizes the storage, processing, and transmission of digital data. Conversely, interactive multimedia involves communicating information and user experiences through diverse, engaging material.

Interactive multimedia refers to a particular utilization of digital technologies. While all interactive multimedia relies on digital technology, it is important to note that not all digital technology can be classified as interactive

multimedia. Digital technology facilitates the development and dissemination of interactive multimedia content by providing the necessary infrastructure and tools.

While digital technology and interactive multimedia are tightly interconnected, they are distinct from one another. Digital technology encompasses all technologies based on digital data, whereas interactive multimedia is a particular use of digital technology that integrates many forms of media and human interactions to produce more captivating and efficient experiences.

2.1.3 Busuu Application concept

2.1.3.1 Busuu Application Definition

Busuu Application is an application designed for learning English. A foreign language learning application that provides interactive courses for various languages is designed to help users understand and master new languages effectively. The app combines traditional learning methods with modern technology and community features, allowing users to learn through interactive exercises, get feedback from native speakers, and follow a structured curriculum based on the Common European Framework of Reference for Languages (CEFR).

According to Ginting (2023), the Busuu Application is a mobile application developed to assist users in interactive learning of English. This application can be downloaded and installed on the Android or iOS operating system or the web. The Busuu application offers a variety of languages that you can practice; users can choose courses in English, French, Spanish, German, Italian, Japanese, Russian, Chinese, Portuguese, Polish, Turkish or Arabic. Busuu is a

special English learning application that offers macro skills such as reading, listening, speaking, vocabulary, and grammar in English through interesting games.

2.1.3.2 Purpose of the Busuu Application

There is a program called Busuu designed to assist pupils in improving their English language abilities. The Busuu program also has elements that can help users enhance their English vocabulary, speaking, listening, writing, and communicating skills. Therefore, it is possible to conclude that the objective of this application is to assist individuals, particularly students, in learning English.

Another purpose of the Busuu application is to enhance language acquisition by offering a more accessible, organized, and enjoyable method for learning foreign languages. Enhancing language competency enables users to learn the required skills for efficient and successful communication. Our goal is to offer cost-effective and adaptable language education, ensuring that students may obtain top-notch instruction at a fair price and have the freedom to study at their preferred time and location. Busuu is a language learning tool developed to assist users in accomplishing their language objectives by utilizing an all-encompassing strategy supported by cutting-edge technology and community engagement.

2.1.3.3 Advantages and Disadvantages of the Busuu Application

1. Advantages of Busuu

Users who are interested in learning a foreign language can take advantage of a variety of perks provided by the Busuu application. In a manner that is both

rational and progressive, users are able to take courses that range from beginner to intermediate level when they have access to a structured curriculum. One of the most notable aspects is the opportunity to engage in conversation with native speakers, who offer instant feedback and assist in the development of speaking abilities as well as cultural comprehension. The learning process is made more engaging and effective via the use of interactive learning methods. These approaches include activities in listening, reading, writing, and speaking. A further advantage of offline access is that it enables users to study whenever they choose, without being dependent on an internet connection. Personalized learning suggestions are provided by the artificial intelligence technology that Busuu employs, allowing users to concentrate on areas in which they benefit from improvement. Users can study more than one language thanks to the availability of a variety of language alternatives. Correcting faults in a timely manner is made easier by receiving real-time feedback from the community or native speakers.

Additionally, certifications from McGraw-Hill Education that are obtained after completing specific courses might be of additional value for academic or professional purposes. Users are able to study alongside individuals from all over the world because of Busuu's global network, which enhances the learning experience by providing them with unique cultural insights. A high level of user motivation is maintained by the usage of gamification components like points, badges, and challenges, which also make learning more enjoyable and efficient.

2. Disadvantages of Busuu

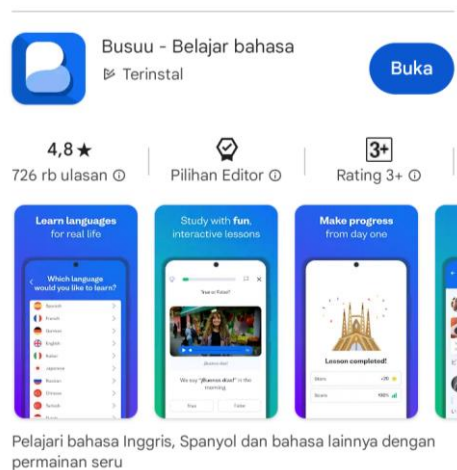
Using the Busuu application in education has various drawbacks, including constraints in direct interaction that might restrict the provision of comprehensive assistance that students frequently require. While Busuu provides a range of languages, the content depth and quality level may vary across different languages, with specific languages having more restricted information available. Subscription fees might challenge students or institutions with limited financial resources. Moreover, the dependence on technology and internet connectivity might be challenging in regions with restricted technological accessibility. The automated assessments employed by the program may only sometimes provide accurate evaluations of a student's whole capabilities, particularly in subjective areas such as pronunciation and fluency. Finally, students must possess a considerable degree of self-motivation to constantly engage in learning using the app, which may be difficult for students.

So, Busuu is a popular and effective language learning app with significant advantages, such as a structured curriculum, interactive exercises, and direct feedback from native speakers. However, as with every app, there are drawbacks, such as premium access required for the best features and limitations in various languages. Therefore, whether you choose Busuu or not should be considered based on your language learning needs and preferences.

2.1.3.4 Steps to Use the Busuu Application

Here are the steps to use the Busuu application so you can start learning languages effectively:

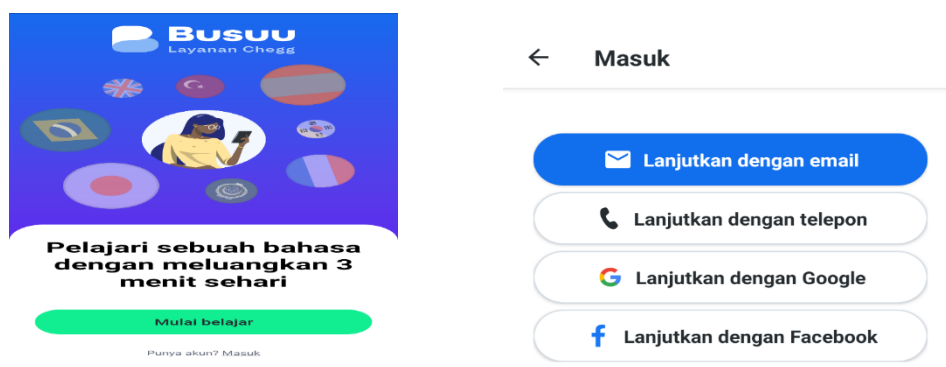
1. Download and Install the App



Picture 2.1 Busuu App

You can download the Busuu app from the Google Play Store (for Android users) or the App Store (for iOS users). If you prefer, you can also access Busuu via their website at <https://www.busuu.com>.

2. Create an Account or Login



Picture 2.2 Login account

If this is your first time using Busuu, create an account by providing your email address or using a social media account such as Facebook or Google. If you already have an account, log in with your existing credentials.

3. Select the language you want to learn.



Picture 2.3 Select Language

Once logged in, select the language you want to learn from the list of available languages. Busuu offers many language options, including popular English, Spanish, French, and German.

4. Start with a Basic Course (If You Are a Beginner)

If you are new to your chosen language, start with a basic or entry-level course to build the basics of the language. Then, follow the recommended lesson sequence to ensure you understand the basics of grammar, vocabulary, and pronunciation.

5. Do Exercises and Interactive Activities

Follow the interactive exercises provided in the app, including listening, speaking, reading, and writing exercises, and take advantage of interactive features like speaking practice by recording your voice and getting feedback from the community.

6. Take Progress and Evaluation Tests

Take the available progress tests periodically to measure your progress in understanding and using the language. Use the evaluation results to adjust your study plan and focus on areas for improvement.

7. Take Advantage of Premium Features (Optional)

If you subscribe to the premium version of Busuu, take advantage of additional features such as access to all courses and materials, offline mode, and live speaking practice with native speakers.

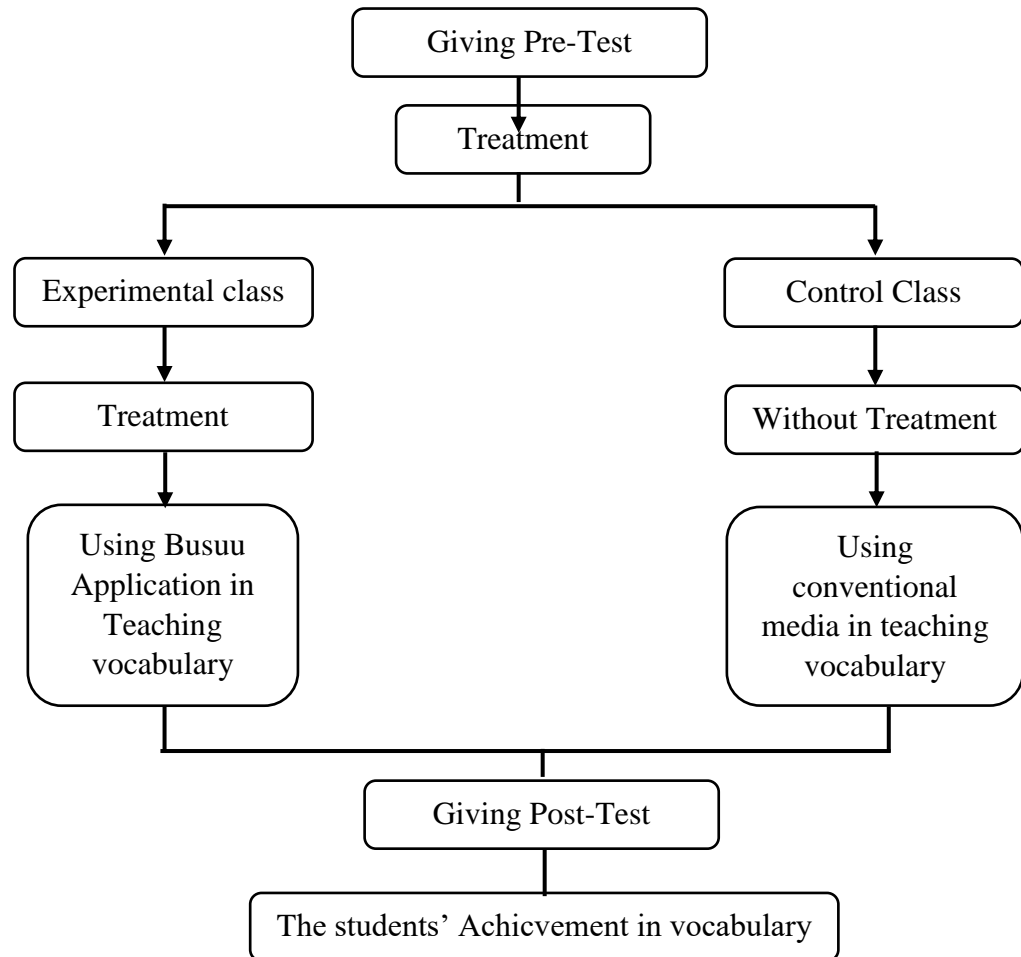
8. Continue Consistency and Motivation

Take advantage of Busuu's gamification features, achievements, and certificates to stay consistent in your learning and keep your motivation going.

2.2 Conceptual Framework

As explained in the literature review above, vocabulary is one of the primary elements in English. It is known that vocabulary cannot be separated from the four competencies: speaking, reading, writing and listening. Teaching vocabulary does not simply give some words so students can write and memorize them. It should also be more enjoyable for the students; as a result, the students will be interested in the Teaching-learning process. The relationship between vocabulary teaching and the way of teaching is more important. They were so; using the Busuu Application as the teaching-learning media was likely to assist the teacher in teaching vocabulary in the class.

The study has been conducted as follows:



Based on the conceptual framework in the previous page, the researcher will teach vocabulary in each experimental and control class. Experimental and control classes will be taught simultaneously. Busuu Application was used to teach vocabulary in an experimental class. Meanwhile, conventional techniques such as memorizing vocabulary have contributed to controlling class.

2.3 Related Studies

Prior researchers have also investigated vocabulary, and their findings indicate that the research goal was well achieved in expanding students' vocabulary. Additionally, researchers from Sri Rezki Mulyani (2022) looked at how the Hello English application affected first-grade kids' vocabulary at SMPN 25 Pekanbaru and found that the application positively affected vocabulary growth. Next, using a different application—the Memrise application—a researcher named Putri Annisa Zulhantiar (2022) researched vocabulary using the same subject. Her very good research findings focused on the impact of using the Memrise application on class VIII students' vocabulary mastery. Subsequently, a researcher, Lailatussifa Ritonga (2020), investigated how utilizing the English Vocabulary application affected pupils. The study's findings demonstrated that using the English Vocabulary application significantly impacted students' vocabulary proficiency. The same subject was studied in 2019 by a different researcher named Dina Amalia, who also utilized the Duolingo application. The study's findings showed that the application significantly enhanced pupils' vocabulary and piqued their interest in learning after they used it.

Fachri Husaini Harahap (2019) investigated how playing the boggle game affected pupils' language acquisition. This time, the researcher employed a game rather than an application for his research, and the outcomes were excellent as the pupils' vocabulary increased as a result of playing the boggle game. Subsequently, a researcher named Sri Wulan Dari (2016) conducted a study using various media, specifically Multimedia VCD. Based on the research findings I perused, VCD use

had a discernible impact on the pupils' proficiency in English vocabulary inside that class. Lastly, a researcher by the name of Ken Dite Asmarani (2015) conducted a similar study using interactive multimedia like Microsoft PowerPoint. The study's findings likewise positively affected students' vocabulary growth.

The seven researchers were all looking at the same topic: expanding pupils' vocabulary through various media. Still, the identical objective of expanding pupils' vocabulary is met with equally good outcomes

2.4 Hypothesis

Ha : The utilisation of the Busuu application significantly influences junior high school students' English vocabulary proficiency.

CHAPTER III
METHOD OF RESERACH

3.1 Location and Time

The located for this study is SMP Muhammadiyah 57, located at Jalan Mustafa No. 01 Glugur Darat 1, Kec. Medan Timur, Sumatera Utara. The research was conducted over four gatherings. I chose this spot because, during my observations at the school, I noticed many kids were struggling with English. Because of this, I started to do research there.

Table 3.1 Activity Time

Meeting	Activity
1	Give pre-tests to both the experimental class and control class.
2	learn vocabulary using the Busuu application
3	Describing someone
4	Give Post-Tests to both the experimental class and control class

3.2 Population and Sample

3.2.1 Population

The study's population comprised students from all eighth-grade classes at SMP Muhammadiyah 57 Medan during the academic year 2023–2024. Consisting of a total of five classes. Class VIII-A, VIII-B, VIII-C, VIII-D, and VIII-E. One hundred thirty-six pupils make up the population of this study. The eighth grade covers a lot of ground that leads to vocabulary proficiency, so I figured it would be

a good fit for this demographic. Researchers used this subject as a basis for their lessons in this study.

Table 3.2 The Population of Research

Class	Population
VIII-A	28
VIII-B	26
VIII-C	28
VIII-D	27
VIII-E	27
Total	136

3.2.2 Sample

The research used a sample from two classes, VIII-B (26 students) and VIII-E (27 students), as control and experimental class. A random sample strategy was employed in this investigation.

Researcher observed the school to compile a data sample. Hence, two class were selected to serve as research samples to reach the objective of estimating the impact of English proficiency. The eighth-grade English instructor was consulted regarding this matter.

Table 3.3 Sample of Reserach

Class	Population
VIII-B	26
VIII-E	27
Total	53

3.3 Research Design

Quantitative experimentation methodologies are utilised in this research. Sugiyono (2019:14) defines quantitative research as a research technique founded on positivism and utilised to research specific populations or samples using the methodology. Sampling methods are often carried out randomly, data gathering may involve using research tools, and statistical data analysis may be utilised to evaluate preexisting hypotheses.

3.4 Instrument of Research

Instruments can be understood as tools used for testing or as questionnaires. In this study, the researcher was select examinations as a tool to assess the level of student proficiency. The rationale for choosing a test lies in its ease of evaluation and design. The researcher developed a written assessment using multiple-choice questions to evaluate vocabulary knowledge. The assessment was subjected to a validity test. Pre-test and post-test evaluations was administered.

The pre-test assessment was administered to both the control and experimental classes before receiving any instruction in the classroom. This assessment is designed to gauge how much students' vocabulary has progressed before utilising the Busuu programme. The post-test is an assessment that was administered to both the control and experimental classes following the instructional intervention to determine if there has been a significant improvement in students' vocabulary as a direct outcome. The objective of this post-test is to ascertain the disparities in outcomes between the experimental and control groups.

3.4.1 Validity of the Instrument

The term "instrument validity" refers to a measurement tool that may determine the degree to which an instrument is accurate in measuring something required or the degree to which the instrument is valid. Concerning validity, the more precise the employed size, the better. If something is being measured, what is the measurement instrument's accuracy, or is it suitable for the object being measured? Validity of variables that are associated with the research topic that is being investigated. When we identify the problem, we are already aware of the variables that will serve as hypotheses, which are serving as temporary responses. According to Mardalis (2014), using the instrument allows for measuring variables based on the data collected through the instrument.

The product-moment formula correlation was utilised as the validity test for this investigation. This research additionally made use of SPSS version 27, which was utilised. For this study, the sample comprised 25 individuals who responded to 30 questions on the vocabulary test, with a level of $\alpha = 5\%$. This validity test is based on the following factors, which are used to make decisions:

The assertion is valid if the significance level is less significant than 0.05

The assertion is invalid if the significance level is more significant than 0.05.

Researcher use the validity test to establish whether or not a question ought to be considered legitimate. To summarise, the end outcome is as follows:

Table 3.4 Validity Test Result on Instrument Questions

No Items	Pearson Correlation	Sig.	Decicion	Intepretasi
Item 1	0,469	0,043	Valid	Moderate

Item 2	0,849	0,000	Valid	Very High
Item 3	0,645	0,003	Valid	High
Item 4	-0,104	0,671	Invalid	Not Reliable
Item 5	0,539	0,017	Valid	Moderate
Item 6	-0,533	0,019	Valid	Moderate
Item 7	-0,535	0,018	Valid	Moderate
Item 8	-0,202	0,408	Invalid	Low
Item 9	0,676	0,001	Valid	High
Item 10	0,469	0,043	Valid	Moderate
Item 11	0,485	0,035	Valid	Moderate
Item 12	-0,539	0,017	Valid	Moderate
Item 13	-0,539	0,017	Valid	Moderate
Item 14	-0,558	0,013	Valid	Moderate
Item 15	-0,502	0,028	Valid	Moderate
Item 16	0,728	0,000	Valid	High
Item 17	0,469	0,043	Valid	Moderate
Item 18	0,410	0,082	Invalid	Moderate
Item 19	0,849	0,000	Valid	Very High
Item 20	0,645	0,003	Valid	High
Item 21	0,849	0,000	Valid	Very High
Item 22	0,645	0,003	Valid	High
Item 23	-0,104	0,672	Invalid	Not Reliable
Item 24	0,558	0,013	Valid	Moderate
Item 25	0,497	0,030	Valid	Moderate
Item 26	-0,332	0,165	Invalid	Low
Item 27	0,572	0,010	Valid	Moderate
Item 28	-0,494	0,032	Valid	Moderate
Item 29	0,502	0,028	Valid	Moderate
Item 30	0,469	0,043	Valid	Moderate

Table 3.4 reveals that out of the thirty questions, the significance score for questions 4, 8, 18, 23, and 26 is less than 0.05, while the scores for the remaining questions are more significant than 0.05. This is the case for all of the questions. There are 25 genuine questions and five questions that are not valid. Because of this, the research instrument was comprised of a total of twenty-five questions.

3.4.2 Reability of the Instrumen

The instrument's reliability is a measurement used to establish the extent to which the instrument is suitable to be used as a measuring tool to measure anything. If we measure and enquire about anything with the same individuals or with new individuals, the outcomes will persist. This shows that the limitation is either more significant or lower. Nevertheless, each is measured and questioned about the findings, and the results differ or change. This indicates that the results are untrustworthy or cannot be believed (Mandalis, 2014). According to the instrument's reliability, credible data will be produced by the instrument. For this research, SPSS version 27 was also utilised. By Arikunto (2012), the study that is used to determine the dependability category is as follows:

0,000 – 0,199	Not Reliable
0,200 – 0,399	Low
0,400 – 0,599	Moderate
0,600 – 0,799	High
0,800 – 1,000	Very High

Table 3.5 Reability of the Test

Cronbach's Alpha	N of Items
0,667	30

The results of the reliability test conducted with SPSS version 27 are presented in table 3.5. The Cronbach's Alpha score of 0.667 indicates that the reliability of the test was quite high. The fact that this was the case demonstrated that the equipment used in this investigation were quite trustworthy.

3.5 Technique of Collecting Data

Data collection is carried out by giving tests to students. Several steps are used to collect data:

1. Give a pre-test to the experimental and control Class.
2. Submit Pre-test to Experimental and Control Class.
3. Providing treatment to the Experimental Class implementing the script cooperative learning model using the Busuu Application
4. Giving Post-tests to Experimental and Control Class.
5. Include the Pre-test and Post-test scores in the Experimental and Control Class.

3.6 Technique of Analyzing Data

Analysing the data was the next stage after data collection. In this research, the test data was automatically generated and analysed using SPSS V.27 and

Microsoft Excel 2013. The data analysis is composed of many components, which are listed below:

3.6.1 Preliminary Analysis

After the data collection process is completed, the initial analysis is carried out to determine whether or not the data satisfies the requirements for hypothesis testing and the T-test. The initial analysis method includes the normalcy test and the homogeneity test. SPSS version 27 and Microsoft Excel 2013 are used to perform both of these tasks automatically. Furthermore, if the significance level is greater than 0.05, it is possible to assert that the data are homogeneous and regularly distributed.

1. Normality Test

The normality test aims to determine if the experimental and control classes' data follow a normal distribution. In SPSS version 27, normality tests are conducted using the Lilliefors technique. Fisher (2001) states that normal data distribution is indicated by a significance value (2-tailed sig.) greater than 0.05 and that data distribution is not normal if the significance value (2-tailed sig.) is less than 0.05.

2. Homogeneity Test

The homogeneity test determines whether the two data sets include the same class of variations. SPSS V.27 is used for this test. According to Fisher (2001), To achieve data homogeneity, the test significance level must be greater than 0.05.

3. Students Score Category

To classify pupils according to the test results they earned, the following table has been provided:

Table 3.6 Score Categorized

Score	Categorized
90 - 100	Excellent
81 - 89	Very Good
71 - 80	Good
60 - 70	Fair
<59	Poor

(Arikunto and Cepi, 2018:35)

3.6.2 T-Test

both the experimental class and the control class, the researcher was able to determine whether or not the implementation of English language comprehension was successful in enhancing the comprehension mastery of eight students who were enrolled in the eighth grade at SMP Muhammadiyah 57 Medan during the 2023/2024 academic year. Using the T-Test in SPSS V.27, the researcher computed the data to determine which hypothesis should be accepted and which should be rejected. Analysis of the T-test is a statistical method utilised to ascertain whether or not there is a significant difference between two sample means that are significantly different from one another.

3.6.3 Hypotheses Test

After collecting data on pre-test and post-test results, Statistical hypotheses are utilised to ascertain the outcomes of observations about the sample. The conditions are outlined below:

H₀ is accepted if sig. (2-tailed) > 0.05.

H_a, accepted if sig. (2-tailed) < 0.05.

CHAPTER IV

DATA ANALYSIS, FINDINGS AND DISCUSSION

4.1 Description of Research Data Result

Researcher have studied eighth graders at SMP Muhammadiyah 57 in Medan. Class VIII-B is the experimental class, and class VIII-E is the control class. The researcher used a multiple-choice exam with 25 questions covering verbs, adjectives, and nouns.

Researcher used two different assessments. There is a pre-test and post-test for every single lesson. Before utilizing the Busuu program for learning, a pre-test was administered to the experimental class. The control class also had to take a test before studying. For the first three or four sessions of treatment, researcher utilized the Busuu app for instruction. After the lesson, the students were required to complete a post-test to see whether the students had improved following the treatment.

4.1.1 Homogeneity of Sample Data

In this study, before the researcher examined the post-test, the homogeneity of the sample was established using the variance homogeneity test using SPSS Version 27. Homogeneity is a test used to test whether the sample variance is homogeneous. If $\text{sig.} > 0.05$ in the post-test analysis means the data is homogeneous, whereas if $\text{sig.} < 0.05$ indicates the data is not homogeneous. This data is explained in the following table:

Table 4.1 Homogeneity of sample data

		Levene Statistic	df1	df2	Sig.
Results	Based on Mean	.323	1	51	.573
	Based on Median	.278	1	51	.600
	Based on Median and with adjusted df	.278	1	48.042	.600
	Based on trimmed mean	.323	1	51	.572

According to the data in Table 4.1, researcher discovered that the statistical significance, as determined by the mean, was 0.573. When the significance value (sig.) is more than 0.05, the post-test results in both the control and experimental classes are similar or homogenous.

4.1.2 Data Normality Test

Determining the test's normalcy is the next step after researcher assess the homogeneity test. If you want to ensure your data parameters are normal, you may perform the standard test. If sig. > 0.05 in the normalcy of the pre-test analysis data, then the data is considered normal. On the other hand, if sig. < 0.05, then the data is considered non-normal.

The following table explains this data:

Table 4.2 Normalitas data sampel

Kelas		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Results	PreTest Eksperimen	.091	26	.200 [*]	.986	26	.971
	PreTest Kontrol	.114	27	.200 [*]	.959	27	.344

According to the data shown in Table 4.2, the pre-test significance (sig.) for the experimental class is 0.200. Consequently, 0.200 is more than 0.05. Therefore, it is possible to conclude that the data distribution is normal.

4.1.3 Pre-test and Post-test Results in the Experiment Class

The researcher administered a preliminary examination to the pupils before they began treatment. A vocabulary test was administered to the pupils to evaluate their skills. The results obtained from the pre-test are compared to the scores obtained from the post-test. A comparison of the student's responses to the pre-test and the post-test is presented in the table that follows:

Table 4.3 Pre-test and Post-test Scores of Students in the Experimental Class

Name	Pre-Test	Category	Post-Test	Category
Aisha Azka Quella	80	Good	92	Excellent
Aleesya Zahira	56	Poor	64	Fair
Annisa Syabila	72	Good	84	Very good
Areza Artamta Pinem	44	Poor	56	Poor
Atidah Zahra	52	Poor	60	Fair
Atiqa Faizah	76	Good	92	Excellent
Attaya	76	Good	92	Excellent
Axelius Ayugo Sirait	84	Very Good	92	Excellent
Azira Salsyhbilla	88	Very Good	100	Excellent
Bagas Rafif Nandito	68	Fair	80	Good
Brams Tio Sugara	56	Poor	64	Fair
Fahwaz Zaidan	40	Poor	52	Poor
Faridwan Simamora	76	Good	88	Very good

Hafiz Al- Baihadi	48	Poor	60	Fair
M. Alfarezzy	68	Fair	80	Good
M. Fauzan Al-Azzam	76	Good	88	Very good
M. Fila'i Hadi Baskara	44	Poor	56	Poor
M. Raffi Musyaffa	64	Fair	76	Good
Nabil	58	Poor	70	Fair
Nugraha Syahreza	56	Poor	70	Fair
Rafifah Asyla	88	Very Good	100	Excellent
Rakha Adira Siregar	72	Good	84	Very good
Rizky Anugrah	32	Poor	52	Poor
Shatara Yukiko Willi	88	Excellent	100	Excellent
Yoga	72	Good	84	Very good
ziyad Alfathan Tezet	64	Fair	76	Good
Total	1.690	Fair	2.106	Good
Mean	65		76.54	

The findings of the pre-test and the post-test for the students' vocabulary development are presented in Table 4.3. To evaluate the outcomes of the post-test, the Busuu program is utilized, with a particular emphasis on vocabulary. According to the statistics, the total score of the 26 students after they had completed the pre-test was 1,690 before they received therapy. Regarding the fair level group, it is well known that their average score is 65. On the other hand, the pupils' outcomes following the therapy were statistically significant. This differs from the overall score that 26 students received on the pre-test. Following treatment, the post-test score was found to be 2.106. The average score of individuals who fall into the Good level group is assessed to be 76.54, according to the calculations.

The researcher evaluated the data from the experimental class pre-test and post-test, then used the paired sample test to assess the differences between the two tests. The results of this evaluation are presented in the table below:

Table 4.4 Experimental class paired sample statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	65.00	26	16.132	3.164
	Post Test	76.54	26	15.415	3.023

Taking a look at Table 4.4, it is clear that there are a total of 26 individuals classified as students. The average score before the exam was 65, while the average score after the test was 76.54. 16.132 is the standard deviation before the exam, and 15.415 is the standard deviation after the test as of the present moment. The next thing to consider is that the standard error mean before the test is 3.164, whereas the standard error mean after the test is 3.023. In conclusion, the pre-test and post-test findings carried out by the students were distinct. In addition, the test correlation pairs may be described using the table that is presented below:

Table 4.5 Experimental Class Paired Sample Correlation

		N	Correlation	Sig.
Pair 1	Pre Test & Post Test	26	.987	<.001

Table 4.1.5 shows that the student population consists of 26 individuals. The correlation between the pre-test and post-test is 0.987, indicating a strong relationship. The significance level, or sig, is 0.001, suggesting a significant result.

Table 4.6 Experimental Class Paired Sample Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test - PostTest	-11.538	2.672	.524	-12.618	-10.459	-22.021	25	<.001

Table 4.1.6 shows that the pre-test and post-test scores differ by 11.538. The significance level is 0.001, which is below the threshold of 0.05. This demonstrates that the numerical value 0.001 is less than the numerical value 0.05. Consequently, the utilization of the Busuu program had a noteworthy impact on the vocabulary of eighth-grade pupils at SMP Muhammadiyah 57 Medan.

Following the administration of a pre-test and post-test competency assessment in the experimental class. The researcher presented data from both the pre-test and post-test of the control class. Below are the pre-test and post-test data for the control class.

4.1.4 Control Class Pre-test and Post-test Results

The pre-test and post-test outcomes in the control class differed from those in the experimental class. Researchers compared the pre-test and post-test scores of the control class without implementing any therapy. The results of this comparison are presented in the table below:

Table 4.7 Student Scores on Control Class Pre-test and Post-test

Name	Pre-test	Category	Post-test	Category
Aditya Wira	28	Poor	40	Poor
Afifah Halim	88	Very Good	92	Very Good

Ahmad Hadiar Raqib	40	Poor	52	Poor
Alvia Aditya	32	Poor	36	Poor
Daffa Nur Aqli	44	Poor	76	Good
Davi Pratama Putra	44	Poor	52	Poor
Fadillah Azzahra	84	Very Good	96	Excellent
Fathiyyah Syarizca Irawan	68	Fair	96	Excellent
Fatih Luhung Haqqarzi	76	Good	80	Good
Garda Syawal Rantisl	28	Poor	44	Poor
M. Rosyid Althaf	36	Poor	52	Poor
Mhd. Syi'ra Fesa	64	Fair	88	Very Good
Muhammad Raffa	56	Poor	72	Good
Nabil Aditya	72	Good	76	Good
Nadira Azkia Husna	84	Excellent	96	Excellent
Rafi M. Azka Hrp	64	Fair	72	Good
Rafif	52	Poor	56	Poor
Rahman Gagah Lesmana	44	Poor	48	Poor
Rahmi K. Sinurab	72	Good	96	Excellent
Raihan Shakaa	56	Poor	60	Fair
Rifat Senna	68	Fair	76	Good
Rizkia Fitri	72	Good	72	Good
Sazwi	28	Poor	52	Poor
Siti Naura Askana	88	Excellent	96	Excellent
Syahrul Ramadan	60	Fair	64	Fair
Syifa Syahira Hrp	68	Fair	80	Good
Tsaqifah Qaisharah Harim Lubis	88	Excellent	96	Excellent
Total	1620	poor	1912	Fair
Mean	59,56		67,70	

Table 4.7 presents the findings of student vocabulary focused on the Busuu application in the pre-test and post-test control class. Based on the statistics, the collective score of the 27 students in the pre-test was 1.620. Their average score at the fair category level was determined to be 60. The cumulative post-test score of the 27 pupils amounted to 1,912. The mean post-test score they achieved was 70.81 in the Fair category.

The control class pre-test and post-test data were examined using paired samples to discover differences. As depicted in the table provided:

Table 4.8 Control Class Paired Sample Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	59.56	27	20.406	3.927
	Post Test	67.70	27	19.084	3.673

Table 4.8 shows 27 students in the class, averaging 59.56 before the exam and 67.70 after. The standard deviation before the exam was 20.406; after the test, it was 19.084. After the test, the mean standard error decreased to 3.673 from 3.927 before. Consequently, there was a difference in the students' post-test and pre-test results. To further clarify the test's pairwise correlation, consider the following table:

Table 4.9 Control Class Paired Sample Correlation

		N	Correlation	Sig.
Pair 1	Pre Test & Post Test	27	.979	<.001

According to the data in Table 4.9, the total number of students was 27, the correlation between the pre-test and the post-test was 0.979, and the significance level was 0.001.

Table 4.10 Control Class Paired Sample Test

Pair 1	Pre Test - Post Test	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
		-8.148	4.222	.812	-9.818	-6.478	-10.029	26	<.001

As shown in Table 4.10, a difference of 8.148 points can be noted between the results obtained on the pre-test and those obtained on the post-test. The level of significance is 0.001, which indicates that it is lower than the threshold of 0.05. The results demonstrate that there is a substantial difference between the pre-test and the post-test.

4.1.5 Development of Student Values

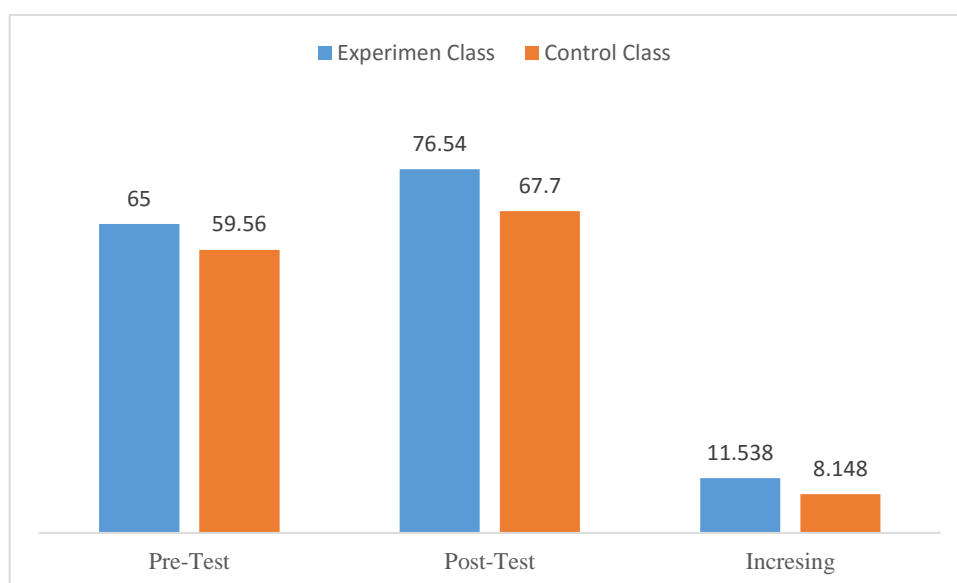
Researcher conducted an extensive experimental class and collected scores before and after the exam. This research aims to assess the efficacy of the Busuu application in enhancing students' vocabulary by measuring their learning progress.

Table 4.11 Increasing Student Grades by Using the Busuu Application

Kelas	Pre-test	Post-Test	Peningkatan
Class Ekperimen	65	76,54	11,538
Class Kontrol	59,56	67,70	8,148

Table 4.11 displays the rise in scores for the experimental class and the control class. The experimental class saw a growth of 11.538, whereas the post-test score increased by 8.148. This demonstrates that the experimental class saw a greater rise in comparison to the control class. The use of the Busuu application has a positive impact on enhancing and cultivating the lexicon of eighth-grade pupils at SMP Muhammadiyah 57 Medan.

Figure 4.1 Pre-test and Post-test Results



As shown in Figure 4.1, the experimental class had an average pre-test score of 65 and an average post-test score of 76.54. As seen in the image above, there was an increase of around 11,538 in the experimental class.

In addition, whereas the control class average score increased from 59.56 to 67.7 after the intervention, it remained unchanged before. A rise of around 8.148 points was seen in the control class. This demonstrates that the experimental class outgrew the control class. When students use the Busuu app to acquire new words, their vocabulary grows considerably.

4.2 Findings

Based on the research results, after calculating the data for the experimental class, there was a significant increase in student scores in the vocabulary test between the pre-test and post-test. The average pre-test score for the experimental class was 65, and the post-test score was 76.54. This means that students had a higher increase in scores after carrying out treatment using the Busuu application for four meetings.

In the control class, there was also a significant increase in students' abilities on the vocabulary test. However, there are still students who score below the average. This is because the control class did not receive treatment. They learn English as usual. The average pre-test score for the control class was 59.56, while the post-test score was 67.70.

Based on the hypothesis test, it can be concluded that the use of the Busuu application has a significant value of 0.001. This significance value is less than 0.05, dramatically influencing the treatment given in each class. The result was that H_0 was not accepted, while H_a was accepted because of a correlation between using the Busuu application and students' vocabulary acquisition.

4.3 Discussion

This study investigates the impact of utilizing the Busuu application on students' vocabulary during instructional sessions. SMP Muhammadiyah 57 Medan was the location where this research was carried out. During this study, the researcher initially made observations. Then, the researcher identified the problem,

and finally, the researcher brought up the issue as a topic of debate through this research. The researcher carried out a validity and reliability test before the actual study. The test consisted of thirty multiple-choice questions, of which twenty-five were valid. The Cronbach's Alpha value for these questions was 0.667, which indicates that they are dependable enough to be considered reliable. This can demonstrate that the value of Cronbach's Alpha is more than 0.05. From this point on, the entire question is deemed dependable or consistent.

The findings of the post-test administered to students in the eighth grade at SMP Muhammadiyah 57 Medan were used to compile the data collected for this study. The data analysis findings determined that the students in the control class saw an average gain in post-test scores of 67.70. In the meantime, the students in the experimental class who used the Busuu application had an average post-test score of 75.64. According to the results of the hypothesis test that the researcher conducted, namely the t-test with the assistance of the SPSS version 27 program, to determine whether or not each variable impacts the outcome of the study. Based on the investigation findings, it can be concluded that the utilization of the Busuu application possesses a significant value of 0.001. The significance value is 0.001, less than the threshold of 0.05, showing a substantial effect on the therapy administered to each class. As a result, H_0 is not accepted, whereas H_a is accepted because there is a correlation between the use of the Busuu application and the acquisition of vocabulary by students.

Therefore, using the Busuu application may impact the expansion of students' vocabulary in eighth-grade English learning at SMP Muhammadiyah 57 Medan.

In the same research conducted by Putri Annisa Zulhantiar (2022) titled "The Effect of Using Memrise Application as Digital Media Skill for Students' Vocabulary Enrichment at Eight Grade Students" The purpose of this study is to investigate the impact that using apps has on vocabulary learning. The application being utilized is different from the application the researchers are using. At SMP Dharma Pancasila Medan, the research population consisted of all sixty students enrolled in the eighth grade. Students from two different classes, namely class VIII A and class VIII B, were included in the research sample. The research instrument consisted of sheets for both the pre-test and the post-test. In examining the data, the T-test was utilized to display the findings of the sig value. The two-tailed sig value was 0.001, which is less than the significance level of 0.05. This indicates a significant difference between the average English learning outcomes of students in the experimental and control classes. The usage of the memrise program is the root cause of this issue.

In addition, this is demonstrated in Sri Rezki Mulyani's research (2022) titled "The Effect of Hello English Application Towards Students' Vocabulary of the First Grade at SMPN 25 Pekanbaru." This investigation also utilizes a separate application in contrast to the others. Nevertheless, it continues to talk about the same topic: the impact that utilizing apps has on pupils' vocabulary. The purpose of this study is to investigate the extent to which the introduction of the Hello English

application significantly impacts pupils' vocabulary. Experimentation is done in this research. Two classes served as the samples: class VII A, which served as the experimental class, and class VII B, which served as the control class. The total number of students in each class was 66. Several devices, such as observation sheets, pre-test and post-test questions, are utilized. According to the research findings, the Hello English application has a beneficial impact on the advancement of students' language vocabulary. The implementation of learning through the use of the Hello English application was carried out quite adequately, as evidenced by the fact that the average post-test score in the experimental class was 74.75, which is in the good category, while the score in the control class was 63.88, which is in the fair category.

Therefore, it is common knowledge that apps can impact pupils' capacity to increase their English vocabulary of class VIII students at SMP Muhammadiyah 57 Medan.

4.4 Hypothesis Testing

Alternative Hypothesis (H_a) dan Null Hypothesis H_0 are proposed as follows:

1. Null Hypothesis (H_0)

Eighth graders at SMP Muhammadiyah 57 Medan did not see a substantial increase in their vocabulary after using the Busuu application.

2. Alternative Hypothesis (H_a)

The Busuu program improved the vocabulary of eighth-grade students at SMP Muhammadiyah 57 Medan.

An independent sample T-test was utilised by the researchers to ascertain the impact of implementing the Busuu application on the vocabulary of eighth-grade students attending SMP Muhammadiyah 57 Medan. This test aimed to evaluate whether or not the effect was significant. The researchers went with version 27 of SPSS. It is possible to view the computations in the table that follows:

Table 4.12 Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Result									Lower	Upper
	Equal variances assumed	1.523	.223	1.634	51	.108	7.621	4.665	-1.743	16.986
	Equal variances not assumed			1.638	50.418	.108	7.621	4.652	-1.720	16.962

Referring to Table 4.12, the significance level (2-tailed) is determined to be 0.108 in the section about Equal Variances. This indicates that the significance value (2-tailed > 0.05) supports rejecting the null hypothesis H_0 and accepting the alternative hypothesis H_a . The use of the Busuu application has a substantial impact on enhancing the vocabulary of eighth-grade pupils at SMP Muhammadiyah 57 Medan.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The objective of this research, as outlined in the problem statement in the preceding chapter, is to determine whether implementing the Busuu application substantially impacts enhancing students' English vocabulary compared to students who study without utilising the Busuu application.

1. Utilising empirical evidence and studying the data that is already available. In the chapter before this one, the researcher communicated with a variety of audiences, including the following: Every single student who utilised the Busuu program for their studies found that the process of learning English, particularly vocabulary, was both incredibly entertaining and intriguing. Consequently, students become more engaged, interested, and driven in this respect, and they are all involved in learning.
2. A Pearson correlation value of 1.634 was obtained from the T-test performed on the post-test. Additionally, the value of the sig (2-tailed) statistic is 0.108. This indicates that the value of the sig (2-tailed) statistic is higher than 0.05. For eighth-grade students at SMP Muhammadiyah 57 Medan, this suggests a considerable difference in the rise in vocabulary that occurs after the kids have been taught utilising the Busuu application through the program.

5.2 Suggestion

Considering the results presented before, the researcher would like to provide some recommendations to educators, students, and other researchers.

1. Suggestions for Teacher

Because the students of today are not the same as the students of tomorrow, English instructors need to be able to locate modern forms of creativity and media that are pertinent to the lives of their pupils. Using the Busuu application, it has been discovered that it is among the most successful forms of electronic communication. Consequently, there is a recommendation from the researchers that English instructors should consider incorporating this program into their educational system.

2. Suggestions for the Students'

English is of utmost significance. Consequently, students must pay more attention to the instructor's description of the lesson and practise what they have learnt. It will be simpler for kids to embrace studying if they do it with seriousness. Additionally, this will make it simpler for the pupils to comprehend what the instructor is teaching them. Because it may give students comprehension and motivation, as well as the ability to engage more actively in the teaching and learning process in the classroom, the Busuu application is highly successful. And allows them to broaden their vocabulary.

3. Suggestions to other researchers

Based on the researcher's observations, other researchers who are interested in the same issue as the researcher can try utilising the Busuu application on themes

that are at various levels to the researcher's or other English language skills. Academics are interested in how this application influences other aspects of the English language, such as listening and speaking, among other things. The researcher has high expectations that the subsequent researcher will be able to accomplish something that is even more impressive than this.

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APPENDIXES

Appendix 1. K1



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

Form : K – 1


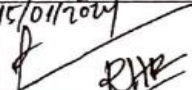
Kepada Yth: Bapak Ketua & Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Nurlela
 NPM : 2002050069
 Prog. Studi : Pendidikan Bahasa Inggris
 Kredit Kumulatif : 115 SKS

IPK= 3.62

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	
15/01/2024 	The Influence of Digital Technology with Application-Based Interactive Multimedia Learning in Improving Junior High School Students' English Vocabulary	
	The Impact Classroom Seating Arrangements on Participation and Interaction in Senior High School English Learning	
	The Difficulties Faced by Students in Speaking Skill: A study at SMA YPK Medan	

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

Medan, 15 Januari 2024
 Hormat Pemohon,


Nurlela

Keterangan:

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

Appendix 2. K2



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

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 : Nurlela
 NPM : 2002050069
 Prog. Studi : Pendidikan Bahasa Inggris

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

The Influence of Digital Technology with Application-Based Interactive Multimedia Learning in Improving Junior High School Students' English Vocabulary

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

Dr. Khairun Niswa, M.Hum.

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, 16 Januari 2024
 Hormat Pemohon,

Nurlela

Keterangan

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

Appendix 3. K3

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 0181/II.3/UMSU-02/F/2024
Lamp : ---
Hal : **Pengesahan Proyek Proposal
Dan Dosen Pembimbing**

Bismillahirrahmanirrahim
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 : **Nurlela**
N P M : 2002050069
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **The Influence of Digital Technology With Application-Based Interactive Multimedia Learning in Improving Junior High School Students' English Vocabulary.**

Pembimbing : **Dr. Khairun Niswa, 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 : **19 Januari 2025**

Medan 08 Rajab 1445 H
19 Januari 2024 M



Wassalam
Dekan

Dra. Hj. Samsuurnita, 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 :

WAJIBMENGIKUTISEMINAR



Appendix 4. Berita Acara Bimbingan Proposal



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.umma.ac.id> E-mail: fkip@umma.ac.id



BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama : Nurlela
 NPM : 2002050069
 Program Studi : Pendidikan Bahasa Inggris
 Judul Artikel : The Influence of Digital Technology with Application-Based Interactive Multimedia Learning in Improving Junior High School Sudents' English Vocabulary

Tanggal	DeArtikel Hasil Bimbingan Proposal	Tanda Tangan
14 / 12 - 2023	Discuse about title	ve
15 / 1 - 2023	Discuse about related studies	ve
5 / 3 - 2024	Use of Sentences in chapter 2	ve
12 / 3 - 2024	Sorting numbers in Proposal	ve
27 / 4 - 2024	Identify the Problem in chapter 2	ve
6 / 5 - 2024	Use and Discussion of Sentences in chapter 3	ve
11 / 5 - 2024	Discussion about of Significan of study	ve
13 / 5 - 2024	Acc to have Proposal Seminar	ve

Diketahui/Disetujui,
 Ketua Prodi Pendidikan Bahasa Inggris

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

Medan, 13 Mei 2024

Dosen Pembimbing

(Dr. Khairun Niswa, M.Hum)

Appendix 5. Berita Acara Seminar Proposal



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Rabu Tanggal 29 Bulan Mei Tahun 2024 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa:

Nama Lengkap : Nurlela
 N.P.M : 2002050069
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : The Influence of Digital Technology with Application-Based Interactive Multimedia Learning in Improving Junior High School Students' English Vocabulary.

No	Masukan dan Saran
Judul	
Bab I	Revision of the writing system
Bab II	Additional steps, understanding and advantages and disadvantages of the busuu application
Bab III	- Revisi location and time - Revisi Population and Sample
Lainnya	
Kesimpulan	[] Disetujui [] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

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

Dosen Pembimbing

(Dr. Khairun Niswa, M. Hum.)

Panitia Pelaksana

Ketua

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

Sekretaris

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

Appendix 6. Lembar Pengesahan Hasil Seminar Proposal



MAJELIS PENDIDIKAN TINGGI UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Nurlela
N.P.M : 2002050069
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Influence of Digital Technology with Application-Based Interactive Multimedia Learning in Improving Junior High School Students' English Vocabulary.

Pada hari Rabu, tanggal 29 bulan Mei, tahun 2024 sudah layak menjadi proposal skripsi.

Medan, 29 Mei 2024

Disetujui oleh:

Dosen Pembahas

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

Dosen Pembimbing

(Dr. Khairun Niswa, M. Hum.)

Diketahui oleh
Ketua Program Studi,

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

Appendix 7. Izin Riset



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
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.KPI/PT/XIU2022

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

<https://fklp.umsu.ac.id> fklp@umsu.ac.id [umsu.medan](#) [umsu.medan](#) [umsu.medan](#) [umsu.medan](#)

Ela mangawab surat ini agar disubulkan
 nence dari tanggalnya

Nomor : 1633/II.3/UMSU-02/F/2024
 Lamp : ---

Medan, 06 Muharram 1446 H
12 Juli 2024 M

Hal : Izin Riset

**Kepada : Yth. Bapak/Ibu Kepala
 SMP Muhammadiyah 57 Medan
 Di
 Tempat.**

Bismillahirrahmanirrahim
 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 : **Nurlela**
 N P M : 2002050069
 Program Studi : Pendidikan Bahasa Inggris
 Judul Penelitian : **The Influence of Digital Technology with Application-Based Interactive Multimedia Learning in Improving Junior High School Students' English Vocabulary.**

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
 a/n Dekan
 Wakil Dekan I

Dr. Hj. Dewi Kesuma Nasution, M. Hum.
 NIDN : 0106087503



Appendix 8. Surat Keterangan Selesai Riset



MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH KP. DADAP MEDAN
SMP MUHAMMADIYAH 57 MEDAN
Jl. Mustafa No. 1 Kp. Dadap Medan - 20238 No. HP. 0812 6297 6857
SUMATERA UTARA

SURAT KETERANGAN
Nomor : 68/KET/ IV.4/F/2024

Kepala Sekolah Menengah Pertama Muhammadiyah 57 Medan dengan ini menerangkan bahwa :

Nama : Nurlela
NPM : 2002050069
Progam Studi : Pendidikan Bahasa Inggris

Benar telah melakukan Riset/ pengumpulan data di SMP Muhammadiyah 57 Medan untuk keperluan penyusunan Skripsi dengan judul : **“The Influence of Digital Technology with Application-Based Interactive Multimedia Learning in Improving Junior High School Students’ English Vocabulary”**.

Surat Keterangan ini diberikan berdasarkan surat dari Universitas Muhammadiyah Sumatera Utara, Fakultas Keguruan Dan Ilmu Pendidikan Nomor : 1663/II.3/UMSU-02/F/2024, Tanggal 12 Juni 2024.

Demikian Surat Keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Medan, 24 Agustus 2024

Kepala Sekolah,

M. Firdausy, S.PdI

Appendix 9. Modul

Modul (Experimental Group)

Sekolah	: SMP Muhammadiyah 57 Medan
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: 8 (Delapan) - B / 1 (Satu)
Judul Materi	: <i>celebrating independence day</i>
Alokasi Waktu	: 2 x 45 Menit

Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat :

- Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis melibatkan tindakan meminta perhatian dan responnya sesuai dengan konteks penggunaannya.

Media Pembelajaran, Alat/Bahan dan Sumber Belajar

Media Pembelajaran	: Projector, Laptop, Busuu Application.
Alat/Bahan	: Penggaris, Sepidol, Papan Tulis
Sumber Belajar	: LKS Bahasa Inggris

Kegiatan Pembelajaran

Pendahuluan

1. Guru mengucapkan salam dan berdoa
2. Guru memberikan motivasi dan apresiasi
3. Guru menginformasikan tujuan pembelajaran
4. Guru mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi./tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya

Inti :

1. Guru memperlihatkan kosakata yang ada di Busuu Application
2. Guru mengajak siswa menerjemahkan beberapa kosakata di Busuu Application
3. Dengan bimbingan dan pengarahan dari guru, siswa diminta untuk mampu menyelesaikan beberapa exercise yang ada di Busuu Application.

4. Dengan bimbingan dari guru dan pengarahan dari guru, siswa diminta untuk membuat sebuah kalimat mengenai kemampuan dan kemauan melakukan sesuatu tindakan dari kata yang terdapat di Busuu Application.

Penutup :

1. Guru beserta siswa membuat kesimpulan singkat tentang materi meminta perhatian dan responnya
2. Siswa memperhatikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
3. Guru mengakhiri pembelajaran dengan ucapan doa dan salam.

Penilaian:

Sikap	1. Observasi Spiritual (mengucapkan salam dan doa) Sosial (Hadir tepat waktu dan aktif dalam kegiatan pembelajaran)
Pengetahuan	2. Penugasan Peserta didik mencatat tentang koskata yang didapat dari Busuu Application Peserta didik diminta untuk mengerjakan soal pre-test dan post-test
Keterampilan	3. Tes Praktik Peserta didik membacakan laporan singkat tentang kegiatan rutin yang biasa dilakukan.

Medan, ~~20~~ 25 Agustus 2024

Guru Mata Pelajaran,



Ahmad Surur, S.Pd., M.Hum.

Mengetahui,

Kepala Sekolah



Zainal Arifin, S.Pd.I

Mahasiswi



Nurlela
2002050069

Modul
(Control Class)

Sekolah	: SMP Muhammadiyah 57 Medan
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: 8 (Delapan) - E / 1 (Satu)
Judul Materi	: Celebrating independence Day
Alokasi Waktu	: 2 x 45 Menit

Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat :

- Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis melibatkan tindakan meminta perhatian dan responnya sesuai dengan konteks penggunaannya.

Media Pembelajaran, Alat/Bahan dan Sumber Belajar

Media Pembelajaran	: Worksheet dan Lembar Kerja
Alat/Bahan	: Penggaris, Sepidol, Papan Tulis
Sumber Belajar	: LKS Bahasa Inggris

Kegiatan Pembelajaran

Pendahuluan

1. Guru mengucapkan salam dan berdoa
2. Guru memberikan motivasi dan apresiasi
3. Guru menginformasikan tujuan pembelajaran
4. Guru mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi./tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya

Inti :

1. Guru menuliskan koskata di papan tulis
2. Setelah peserta didik selesai mendengarkan penjelasan dan mengamati kemudian guru meminta peserta didik untuk mencatat dan menerjemahkan kosakata tersebut
3. meminta siswa untuk menyelesaikan beberapa exercise yang ada di buku cetak siswa
4. Siswa kemudian membuat sebuah kalimat mengenai kemampuan dan kemauan melakukan suatu tindakan dari kata yang diberikan oleh guru

Penutup :

1. Guru beserta siswa membuat kesimpulan singkat tentang materi meminta perhatian dan responnya
2. Siswa memperhatikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
3. Guru mengakhiri pembelajaran dengan ucapan doa dan salam.

Penilaian:

Sikap	1. Observasi Spiritual (mengucapkan salam dan doa) Sosial (Hadir tepat waktu dan aktif dalam kegiatan pembelajaran)
Pengetahuan	2. Penugasan Peserta didik mencatat tentang koskata yang ada dipapn tulis Peserta didik diminta untuk menegerjakan soal pre-test dan post-test
Keterampilan	3. Tes Praktik Peserta didik melafalkan kosakata yang sudah dipelajari.

Medan, 5 Agustus 2024

Mengetahui,

Kepala Sekolah

Zainal Arifin, S.Pd.I

Guru Mata Pelajaran,

Ahmad Surur, S.Pd., M.Hum.

Mahasiswa

Nurlela

NPM. 2002050069

Appandix 10. Excercise**EXERCISES**

Choose one of the correct answers below:

Memperkenalkan diri

1. your name?
 - a. Nice
 - b. What's
 - c. What
 - d. Who
2. name's Noah
 - a. My
 - b. I
 - c. Me
 - d. She

Menanyakan Kabar

3. are you?
 - a. What's
 - b. Who
 - c. Why
 - d. How
4. I'm, thanks!
 - a. Meet
 - b. Greet
 - c. Great
 - d. Grott

Menanyakan dari mana asal seseorang

5. are you from?
 - a. Where
 - b. What
 - c. Who
 - d. How
6. do you ?
 - a. Were, live
 - b. Were, leave
 - c. Where, live
 - d. Where, leave

Mengucapkan kebangsaan

7. Hi! I'm sofia. I'm
 - a. Turkish
 - b. Turkiye
 - c. Turki
 - d. Turkey

Menanyakan orang atau objek

8. is my office.
 - a. This
 - b. What
 - c. Those

- d. who
9. your desk
- What is
 - Who is
 - It is
 - What is

10. This is a
- Time
 - Team
 - Tim
 - Tem

Mengenali orang ditempat kerja

11. Elizabeth manager.
- Is a
 - Is an
 - Is to
 - Is

Mengenali objek tempat kerja

12. I'm the manager and this is my
- Offers
 - Offer
 - Office
 - Offic
13. Is this your, Dan?
- Cheer

- Chee
- Chair
- Char

Memakai kata is

14. How's Julia? alright!

- She's
- Sh's
- He's
- He is

15. a bee.

- It
- Its
- It's
- Ite's

16. alika and he's Adam.

- He's
- He is
- She
- She's

Kata sandang tidak tentu

17. I'm Rachel, and my colleague Stevie.

- This
- This is
- Is
- It's

18. This is Mateo. He's

- a. A Manager
- b. Manager
- c. Manage
- d. An Manager

19. Melissa is American colleague.

- a. A
- b. At
- c. It
- d. An

20. You're office manager. Is she colleague?

- a. A, an
- b. An, a
- c. At, an
- d. A, at

Menanyakan tentang saat ini

21. speak English well?

- a. She do
- b. Do she
- c. She does
- d. Does she

Menghubungkan informasi

22. I like chocolate i don't like ice cream.

- a. Or
- b. But
- c. And
- d. If

Memahami teks Pendek

23. He speak Spanish. He's from Russia.

- a. Do
- b. Don't
- c. Doesn't
- d. Yes

Kata sifat frekuensi tinggi

24. The bus is today

- a. Orly
- b. Early
- c. Arly
- d. Oerly

25. Sorry, i' for the meeting.

- a. M, late
- b. Late, m
- c. M, busy
- d. Busy, m

Appendix 11. Student's Paper Answer

Experimental Class Pre-test Scores

Name : FHWAZ ZAIDAN
 class : 8B

40

EXERCISES

Choose one of the correct answers below:

1. your name?
 a. Nice
~~b. What's~~
 c. What
 d. Who

2. ~~..... name's Noah~~
~~a. My~~
~~b. I~~
~~c. Me~~
 d. She

3. ~~..... are you?~~
~~a. What's~~
~~b. Who~~
 c. Why
 d. How

4. I'm, thanks!
 a. Meet
 b. Greet
~~c. Great~~
 d. Grott

5. are you from?
~~a. Where~~
 b. What
 c. Who

d. How

6. ~~Hi! I'm sofia. I'm~~
~~a. Turkish~~
~~b. Turkiye~~
 c. Turki
~~d. Turkey~~

7. ~~..... is my office.~~
~~a. This~~
~~b. What~~
 c. Those
 d. who

8. ~~..... your desk~~
~~a. What is~~
 b. Who is
 c. It is
 d. What is

9. ~~This is a~~
~~a. Time~~
 b. Team
 c. Tim
 d. Tem

10. Elizabeth manager.
~~a. Is a~~
 b. Is an

- c. Is to
d. Is
11. I'm the manager and this is my
- a. Offers
b. Offer
 Office
d. Offic
12. Is this your, Dan?
- a. Cheer
b. Chee
 Chair
d. Char
13. How's Julia? alright!
- a. She's
b. Sh's
 He's
d. He is
14. a bee.
- It
b. Its
c. It's
d. Ite's
15. alika and he's Adam.
- a. He's
 He is
c. She
- d. She's
16. I'm Rachel, and my colleague Stevie.
- a. This
 This is
c. Is
d. It's
17. This is Mateo. He's
- a. A Manager
 Manager
c. Manage
d. An Manager
~~.....~~
18. Melissa is American colleague.
- a. A
b. At
 It
d. An
~~.....~~
19. You're office manager. Is she colleague?
- a. A, an
b. An, a
 At, an
d. A, at
20. speak English well?
- She do
b. Do she

- c. She does
- d. Does she

- ~~W~~ Were, leave
- c. Where, live
- ~~X~~ Where, leave

21. I like chocolate i don't like ice cream.

- a. Or
- ~~x~~ But
- c. And
- d. If

22. He speak Spanish. He's from Russia.

- ~~x~~ Do
- b. Don't
- c. Doesn't
- d. Yes

23. The bus is today

- a. Orly
- ~~x~~ Early
- c. Arly
- d. Oerly

24. Sorry, i' for the meeting.

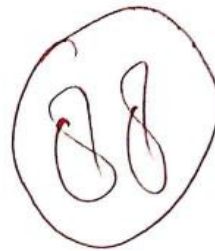
- ~~x~~ M, late
- b. Late, m
- c. M, busy
- d. Busy, m

25. do you ?

- ~~x~~ a. Were, live

Nama : AZIRA salsyhbilla

Kelas : VIII B



EXERCISES

Choose one of the correct answers below:

1. your name?

- a. Nice
- b. What's
- c. What
- d. Who

2. name's Noah

- a. My
- b. I
- c. Me
- d. She

3. are you?

- a. What's
- b. Who
- c. Why
- d. How

4. I'm, thanks!

- a. Meet
- b. Greet
- c. Great
- d. Grott

5. are you from?

- a. Where
- b. What
- c. Who

d. How

6. Hi! I'm sofia. I'm

- a. Turkish
- b. Turkiye
- c. Turki
- d. Turkey

7. is my office.

- a. This
- b. What
- c. Those
- d. who

8. your desk

- a. What is
- b. Who is
- c. It is
- d. What is

9. This is a

- a. Time
- b. Team
- c. Tim
- d. Tem

10. Elizabeth manager.

- a. Is a
- b. Is an

c. Is to

d. Is

11. I'm the manager and this is my

a. Offers

b. Offer

c. Office

d. Offic

12. Is this your, Dan?

a. Cheer

b. Chee

c. Chair

d. Char

13. How's Julia? alright!

a. She's

b. Sh's

c. He's

d. He is

14. a bee.

a. It

b. Its

c. It's

d. Ite's

15. alika and he's Adam.

a. He's

b. He is

c. She

d. She's

16. I'm Rachel, and my colleague

Stevie.

a. This

b. This is

c. Is

d. It's

17. This is Mateo. He's

a. A Manager

~~b. The~~ Manager

c. Manage

d. An Manager

18. Melissa is American colleague.

a. A

b. At

c. It

d. An

19. You're office manager. Is she

..... colleague?

a. A, an

b. An, a

c. At, an

d. A, at

20. speak English well?

a. She do

b. Do she

c. She does

d. Does she

b. Were, leave

c. Where, live

d. Where, leave

21. I like chocolate i don't like ice cream.

a. Or

b. But

c. And

d. If

22. He speak Spanish. He's from Russia.

a. Do

b. Don't

c. Doesn't

d. Yes

23. The bus is today

a. Orly

b. Early

c. Arly

d. Oerly

24. Sorry, i' for the meeting.

a. M, late

b. Late, m

c. M, busy

d. Busy, m

25. do you ?

a. Were, live

Experimental Class Post-test Scores

S2

Name: RIZKY ANUPRAH

Class: 8B

EXERCISES

Choose one of the correct answers below:

Memperkenalkan diri

1. ~~.....~~ your name?
 a. Nice
 (b.) What's
 c. What
 d. Who

2. ~~.....~~ name's Noah
 (a.) My
 b. I
 c. Me
 d. She

Menanyakan Kabar

3. ~~.....~~ are you?
 a. What's
 (b.) Who
 c. Why
 d. How

4. I'm ~~.....~~, thanks!
 a. Meet
 b. Greet
 (c.) Great
 d. Grott

Menanyakan dari mana asal seseorang

5. ~~.....~~ are you from?
 a. Where
 b. What
 (c.) Who
 d. How

6. ~~.....~~ do you ?
 (a.) Were, live
 b. Were, leave
 c. Where, live
 d. Where, leave

Mengucapkan kebangsaan

7. Hi! I'm sofia. I'm
 a. Turkish
 b. Turkiye
 (c.) Turki
 d. Turkey

Menanyakan orang atau objek

8. ~~.....~~ is my office.
 (a.) This

- b. What
- c. Those
- d. who

9. ~~..... your desk~~
- (a.) What is
 - b. Who is
 - c. It is
 - d. What is

10. This is a
- a. Time
 - (b.) Team
 - c. Tim
 - d. Tem

Mengenal orang ditempat kerja

11. Elizabeth manager.
- (a.) Is a
 - b. Is an
 - c. Is to
 - d. Is

Mengenal objek tempat kerja

12. I'm the manager and this is my
- a. Offers
 - b. Offer
 - (c.) Office
 - d. Offic

13. Is this your, Dan?
- a. Cheer
 - b. Chee
 - (c.) Chair
 - d. Char

Memakai kata is

14. How's Julia? alright!
- (a.) She's
 - b. Sh's
 - c. He's
 - d. He is

15. ~~..... a bee.~~
- (a.) It
 - b. Its
 - c. It's
 - d. Ite's

16. ~~..... alika and he's Adam.~~
- a. He's
 - b. He is
 - c. She
 - (d.) She's

Kata sandang tidak tentu

17. I'm Rachel, and my colleague Stevie.
- (a.) This
 - b. This is

- c. Is
- d. It's

18. This is Mateo. He's

- a. A Manager
- b. Manager
- c. Manage
- d. An Manager

19. Melissa is American colleague.

- a. A
- b. At
- c. It
- d. An

20. You're office manager. Is she
..... colleague?

- a. A, an
- b. An, a
- c. At, an
- d. A, at

Menanyakan tentang saat ini

21. speak English well?

- a. She do
- b. Do she
- c. She does
- d. Does she

22. I like chocolate i don't like ice
cream.

- a. Or
- b. But
- c. And
- d. If

Memahami teks Pendek

23. He speak Spanish. He's from
Russia.

- a. Do
- b. Don't
- c. Doesn't
- d. Yes

Kata sifat frekuensi tinggi

24. The bus is today

- a. Orly
- b. Early
- c. Arly
- d. Oerly

25. Sorry, i' for the meeting.

- a. M, late
- b. Late, m
- c. M, busy
- d. Busy, m

Menghubungkan informasi

Name: Shatara Yukiko Wili

Class: VIII B

100

EXERCISES

Choose one of the correct answers below:

Memperkenalkan diri

1. your name?
- a. Nice
 - b. What's
 - c. What
 - d. Who

2. name's Noah
- a. My
 - b. I
 - c. Me
 - d. She

Menanyakan Kabar

3. are you?
- a. What's
 - b. Who
 - c. Why
 - d. How

4. I'm, thanks!
- a. Meet
 - b. Greet
 - c. Great
 - d. Grott

Menanyakan dari mana asal seseorang

5. are you from?
- a. Where
 - b. What
 - c. Who
 - d. How

6. do you ?
- a. Were, live
 - b. Were, leave
 - c. Where, live
 - d. Where, leave

Mengucapkan kebangsaan

7. Hi! I'm sofia. I'm
- a. Turkish
 - b. Turkiye
 - c. Turki
 - d. Turkey

Menanyakan orang atau objek

8. is my office.
- a. This

- b. What
- c. Those
- d. who

9. your desk

- a. What is
- b. Who is
- c. It is
- d. What is

10. This is a

- a. Time
- b. Team
- c. Tim
- d. Tem

Mengenal orang ditempat kerja

11. Elizabeth manager.

- a. Is a
- b. Is an
- c. Is to
- d. Is

Mengenal objek tempat kerja

12. I'm the manager and this is my

- a. Offers
- b. Offer
- c. Office
- d. Offic

13. Is this your, Dan?

- a. Cheer
- b. Chee
- c. Chair
- d. Char

Memakai kata is

14. How's Julia? alright!

- a. She's
- b. Sh's
- c. He's
- d. He is

15. a bee.

- a. It
- b. Its
- c. It's
- d. It's

16. alika and he's Adam.

- a. He's
- b. He is
- c. She
- d. She's

Kata sandang tidak tentu

17. I'm Rachel. and my colleague

- Stevie.
- a. This
- b. This is

- c. Is
- d. It's

18. This is Mateo. He's

- a. A Manager
- b. Manager
- c. Manage
- d. An Manager

19. Melissa is American colleague.

- a. A
- b. At
- c. It
- d. An

20. You're office manager. Is she
..... colleague?

- a. A, an
- b. An, a
- c. At, an
- d. A, at

Menanyakan tentang saat ini

21. speak English well?

- a. She do
- b. Do she
- c. She does
- d. Does she

22. I like chocolate I don't like ice
cream.

- a. Or
- b. But
- c. And
- d. If

Memahami teks Pendek

23. He speak Spanish. He's from
Russia.

- a. Do
- b. Don't
- c. Doesn't
- d. Yes

Kata sifat frekuensi tinggi

24. The bus is today

- a. Orly
- b. Early
- c. Arly
- d. Oerly

25. Sorry, I'm for the meeting.

- a. M, late
- b. Late, m
- c. M, busy
- d. Busy, m

Menghubungkan informasi

Control Class Pre-test Scores

28

Name: SAZWI
Class: ~~DE~~ E

EXERCISES

Choose one of the correct answers below:

Memperkenalkan diri

1. your name?
 a. Nice
 b. What's
 c. What
 d. Who

2. name's Noah
 a. My
 b. I
 c. Me
 d. She

Menanyakan Kabar

3. are you?
 a. What's
 b. Who
 c. Why
 d. How
4. I'm, thanks!
 a. Meet
 b. Greet
 c. Great
 d. Grott

Menanyakan dari mana asal seseorang

5. are you from?
 a. Where
 b. What
 c. Who
 d. How

6. do you ?
 a. Were, live
 b. Were, leave
 c. Where, live
 d. Where, leave

Mengucapkan kebangsaan

7. Hi! I'm sofia. I'm
 a. Turkish
 b. Turkiye
 c. Turki
 d. Turkey

Menanyakan orang atau objek

8. is my office.
 a. This

- b. What
- c. Those
- d. who

9. your desk

- a. What is
- b. Who is
- c. It is
- d. What is

10. This is a

- a. Time
- b. Team
- c. Tim
- d. Tem

Mengenali orang ditempat kerja

11. Elizabeth manager.

- a. Is a
- b. Is an
- c. Is to
- d. Is

Mengenali objek tempat kerja

12. I'm the manager and this is my

- a. Offers
- b. Offer
- c. Office
- d. Offic

13. Is this your, Dan?

- a. Cheer
- b. Chee
- c. Chair
- d. Char

Memakai kata is

14. How's Julia? alright!

- a. She's
- b. Sh's
- c. He's
- d. He is

15. a bee.

- a. It
- b. Its
- c. It's
- d. Ite's

16. alika and he's Adam.

- a. He's
- b. He is
- c. She
- d. She's

Kata sandang tidak tentu

17. I'm Rachel, and my colleague

- Stevie.
- a. This
- b. This is

- c. Is
- d. It's

18. This is Mateo. He's

- a. A Manager
- b. Manager
- c. Manage
- d. An Manager

19. Melissa is American colleague.

- a. A
- b. At
- c. It
- d. An

20. You're office manager. Is she

..... colleague?

- a. A, an
- b. An, a
- c. At, an
- d. A, at

Menanyakan tentang saat ini

21. speak English well?

- a. She do
- b. Do she
- c. She does
- d. Does she

Menghubungkan informasi

22. I like chocolate i don't like ice cream.

- a. Or
- b. But
- c. And
- d. If

Memahami teks Pendek

23. He speak Spanish. He's from Russia.

- a. Do
- b. Don't
- c. Doesn't
- d. Yes

Kata sifat frekuensi tinggi

24. The bus is today

- a. Orly
- b. Early
- c. Arly
- d. Oerly

25. Sorry, i' for the meeting.

- a. M, late
- b. Late, m
- c. M, busy
- d. Busy, m



Name: Afifah Kalim

Class: 8E

EXERCISES

Choose one of the correct answers below:

Memperkenalkan diri

1. your name?
- a. Nice
 - b. What's
 - c. What
 - d. Who
2. name's Noah
- a. My
 - b. I
 - c. Me
 - d. She

Menanyakan Kabar

3. are you?
- a. What's
 - b. Who
 - c. Why
 - d. How
4. I'm, thanks!
- a. Meet
 - b. Greet
 - c. Great
 - d. Grott

Menanyakan dari mana asal seseorang

5. are you from?
- a. Where
 - b. What
 - c. Who
 - d. How
6. do you ?
- a. Were, live
 - b. Were, leave
 - c. Where, live
 - d. Where, leave

Mengucapkan kebangsaan

7. Hi! I'm sofia. I'm
- a. Turkish
 - b. Turkiye
 - c. Turki
 - d. Turkey

Menanyakan orang atau objek

8. is my office.
- a. This

- b. What
- c. Those
- d. who

9. ~~.....~~ your desk
- a. What is
 - b. Who is
 - It is
 - d. What is

10. This is a ~~.....~~
- a. Time
 - Team
 - c. Tim
 - d. Tem

Mengenali orang ditempat kerja

11. Elizabeth ~~.....~~ manager.
- Is a
 - b. Is an
 - c. Is to
 - d. Is

Mengenali objek tempat kerja

12. I'm the manager and this is my ~~.....~~
- a. Offers
 - b. Offer
 - Office
 - d. Offic

13. Is ~~this~~ your ~~.....~~, Dan?

- a. Cheer
- b. Chee
- Chair
- d. Char

Memakai kata is

14. How's Julia? ~~.....~~ alright!

- She's
- b. Sh's
- c. He's
- d. He is

15. ~~.....~~ a bee.

- a. It
- b. Its
- It's
- d. Ite's

16. ~~.....~~ alika and he's Adam.

- a. He's
- b. He is
- c. She
- She's

Kata sandang tidak tentu

17. I'm Rachel, and ~~.....~~ my colleague

- Stevie.
- a. This
 - This is

- c. Is
- d. It's

18. This is Mateo. He's

- A Manager
- b. Manager
- c. Manage
- d. An Manager

19. Melissa is American colleague.

- a. A
- b. At
- c. It
- An

20. You're office manager. Is she

..... colleague?

- a. A, an
- An, a
- c. At, an
- d. A, at

Menanyakan tentang saat ini

21. speak English well?

- a. She do
- b. Do she
- c. She does
- d. Does she

22. I like chocolate i don't like ice cream.

- a. Or
- b. But
- c. And
- d. If

Memahami teks Pendek

23. He speak Spanish. He's from Russia.

- a. Do
- b. Don't
- c. Doesn't
- d. Yes

Kata sifat frekuensi tinggi

24. The bus is today

- a. Orly
- b. Early
- c. Arly
- d. Oerly

25. Sorry, i' for the meeting.

- a. M, late
- b. Late, m
- c. M, busy
- d. Busy, m

Menghubungkan informasi

Control Class Post-test Scores

40

Name: Aditya Wica

Class: UM-C

EXERCISES

Choose one of the correct answers below:

Memperkenalkan diri

1. your name?
- a. Nice
 - b. What's
 - c. What
 - d. Who

2. name's Noah
- a. My
 - b. I
 - c. Me
 - d. She

Menanyakan Kabar

3. are you?
- a. What's
 - b. Who
 - c. Why
 - d. How

4. I'm, thanks!
- a. Meet
 - b. Greet
 - c. Great
 - d. Grott

Menanyakan dari mana asal seseorang

5. are you from?
- a. Where
 - b. What
 - c. Who
 - d. How

6. do you ?
- a. Were, live
 - b. Were, leave
 - c. Where, live
 - d. Where, leave

Mengucapkan kebangsaan

7. Hi! I'm sofia. I'm
- a. Turkish
 - b. Turkiye
 - c. Turki
 - d. Turkey

Menanyakan orang atau objek

8. is my office.
- a. This

- b. What
- c. Those
- d. who

9. your desk

a. What is

b. Who is

c. It is

d. What is

10. This is a

a. Time

b. Team

c. Tim

d. Tem

Mengenali orang ditempat kerja

11. Elizabeth manager.

a. Is a

b. Is an

c. Is to

d. Is

Mengenali objek tempat kerja

12. I'm the manager and this is my

a. Offers

b. Offer

c. Office

d. Offic

13. Is this your, Dan?

a. Cheer

b. Chee

c. Chair

d. Char

Memakai kata is

14. How's Julia? alright!

a. She's

b. Sh's

c. He's

d. He is

15. a bee.

a. It

b. Its

c. It's

d. It's

16. alika and he's Adam.

a. He's

b. He is

c. She

d. She's

Kata sandang tidak tentu

17. I'm Rachel, and my colleague Stevie.

a. This

b. This is

- c. Is
- d. It's

18. This is Mateo. He's

- a. A Manager
- b. Manager
- c. Manage
- d. An Manager

19. Melissa is American colleague.

- a. A
- b. At
- c. It
- d. An

20. You're office manager. Is she

- colleague?
- a. A, an
 - b. An, a
 - c. At, an
 - d. A, at

Menanyakan tentang saat ini

21. speak English well?

- a. She do
- b. Do she
- c. She does
- d. Does she

Menghubungkan informasi

22. I like chocolate i don't like ice cream.

- a. Or
- b. But
- c. And
- d. If

Memahami teks Pendek

23. He speak Spanish. He's from Russia.

- a. Do
- b. Don't
- c. Doesn't
- d. Yes

Kata sifat frekuensi tinggi

24. The bus is today

- a. Orly
- b. Early
- c. Arly
- d. Oerly

25. Sorry, i' for the meeting.

- a. M, late
- b. Late, m
- c. M, busy
- d. Busy, m

96

Name: Isa qifah @aisharab karim lubis
 Class: VIII E

EXERCISES

Choose one of the correct answers below:

Memperkenalkan diri

1. your name?
 a. Nice
 b. What's
 c. What
 d. Who

2. name's Noah
 a. My
 b. I
 c. Me
 d. She

Menanyakan Kabar

3. are you?
 a. What's
 b. Who
 c. Why
 d. How

4. I'm, thanks!
 a. Meet
 b. Greet
 c. Great
 d. Grott

Menanyakan dari mana asal seseorang

5. are you from?
 a. Where
 b. What
 c. Who
 d. How

6. ~~do you~~ ?
 a. Were, live
 b. Were, leave
 c. Where, live
 d. Where, leave

Mengucapkan kebangsaan

7. Hi! I'm sofia. I'm
- a. Turkish
 b. Turkiye
 c. Turki
 d. Turkey

Menanyakan orang atau objek

8. is my office.
 a. This

- b. What
- c. Those
- d. who

9. your desk
- a. What is
 - b. Who is
 - c. It is
 - d. What is

10. This is a
- a. Time
 - b. Team
 - c. Tim
 - d. Tem

Mengenal orang ditempat kerja

11. Elizabeth manager.
- a. Is a
 - b. Is an
 - c. Is to
 - d. Is

Mengenal objek tempat kerja

12. I'm the manager and this is my
- a. Offers
 - b. Offer
 - c. Office
 - d. Offic

13. Is this your, Dan?

- a. Cheer
- b. Chee
- c. Chair
- d. Char

Memakai kata is

14. How's Julia? alright!

- a. She's
- b. Sh's
- c. He's
- d. He is

15. a bee.

- a. It
- b. Its
- c. It's
- d. Ite's

16. alika and he's Adam.

- a. He's
- b. He is
- c. She
- d. She's

Kata sandang tidak tentu

17. I'm Rachel, and my colleague

- Stevie.
- a. This
- b. This is

- c. Is
- d. It's

18. This is Mateo. He's

- a. A Manager
- b. Manager
- c. Manage
- d. An Manager

19. Melissa is American colleague.

- a. A
- b. At
- c. It
- d. An

20. You're office manager. Is she
..... colleague?

- a. A, an
- b. An, a
- c. At, an
- d. A, at

Menanyakan tentang saat ini

21. speak English well?

- a. She do
- b. Do she
- c. She does
- d. Does she

22. I like chocolate i don't like ice
cream.

- a. Or
- b. But
- c. And
- d. If

Memahami teks Pendek

23. He speak Spanish. He's from
Russia.

- a. Do
- b. Don't
- c. Doesn't
- d. Yes

Kata sifat frekuensi tinggi

24. The bus is today

- a. Orly
- b. Early
- c. Arly
- d. Oerly

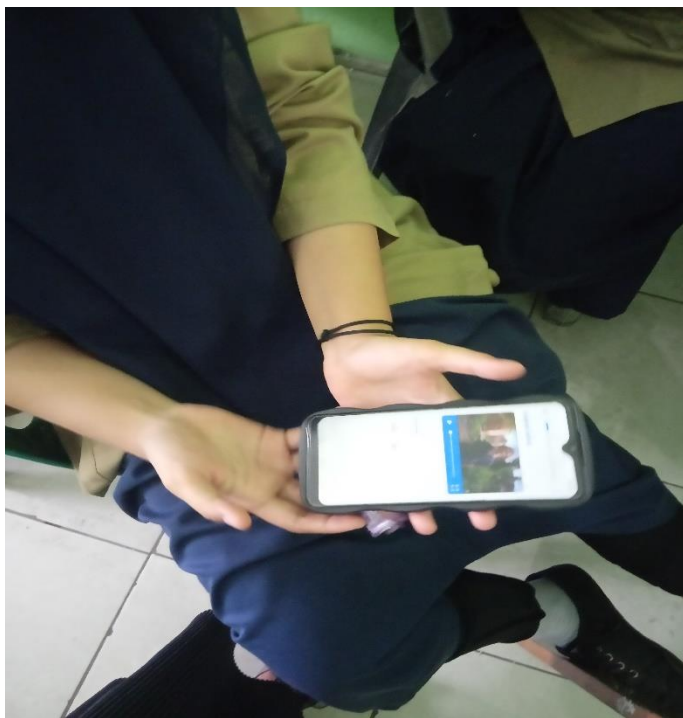
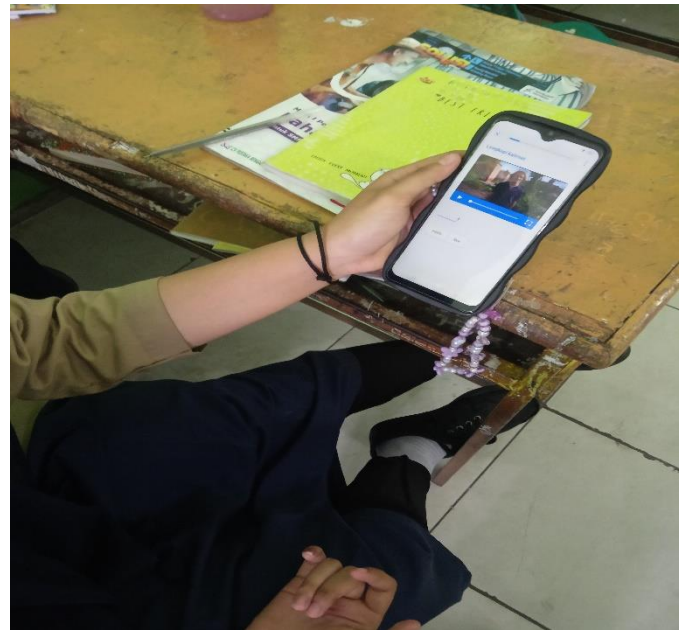
25. Sorry, i' for the meeting.

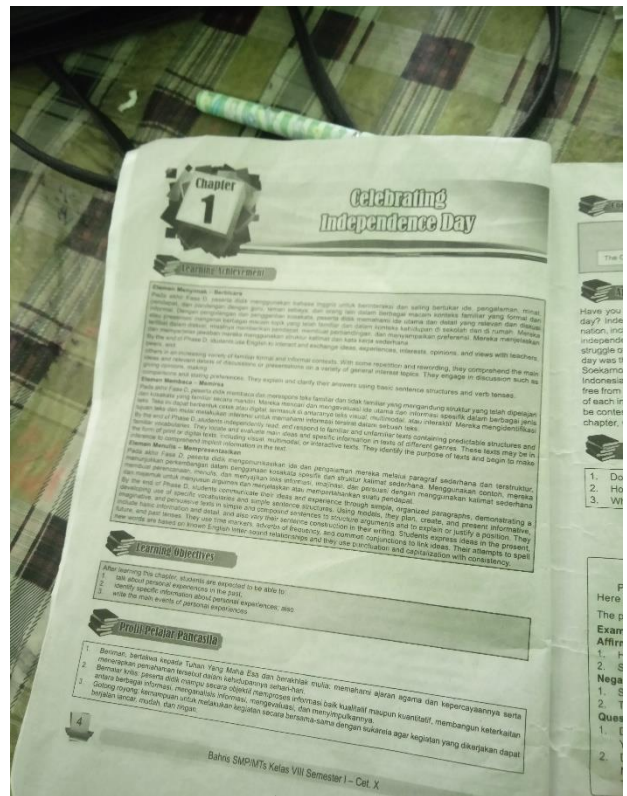
- a. M. late
- b. Late, m
- c. M. busy
- d. Busy, m

Menghubungkan informasi

Appandix 12.

DOCUMENTATION OF RESEARACH







NURLELA

Personal Data

📍 Jln Alfalah no.37, Glugur
Darat I, Kec. Medan
Timur

☎ +62-812-6001-0901

✉ nurlela9311@gmail.com

Date of Birth

October 11, 2001

Place of Birth

Kuala Tanjung

Gender

Female

Nationality

Indonesian

Religion

Moslem

NPM

2002050069

Profile

I'm Nurlela, an English Education Student Class of 2020, Universitas Muhammadiyah Sumatera Utara

EDUCATION

English Education [2020-2024]
Universitas Muhammadiyah Sumatera Utara

MA IPA [2017-2020]
MAS Husnul Khotimah Tanjung Tiram

SMPN 4 SEI SUKA [2014-2017]

SDN 014717 KUALA INDAH [2008-2014]

Appendix 14

The Influence of Digital Technology with Application-Based Interactive Multimedia Learning in Improving Junior High School Students' English Vocabulary

ORIGINALITY REPORT



PRIMARY SOURCES

1	repository.umsu.ac.id Internet Source	5%
2	digilib.iain-palangkaraya.ac.id Internet Source	1%
3	journal.universitaspahlawan.ac.id Internet Source	1%
4	eprints.walisongo.ac.id Internet Source	1%
5	Ade Juni Antini, Made Hery Santosa, I Putu Indra Kusuma. "ENACTING AN ARTIFICIAL INTELLIGENCE-BASED LEARNING MEDIA TO SUPPORT VOCABULARY MASTERY AT SMA NEGERI 2 GEROKGAK: A MIXED METHODS STUDY", Jurnal JOEPALLT (Journal of English Pedagogy, Linguistics, Literature, and Teaching), 2024 Publication	1%