

**THE INFLUENCE OF USING SIMPLER
APPLICATION TOWARDS STUDENTS
VOCABULARY MASTERY AT THE TENTH
GRADE OF SMA N 1 PASIR SAKTI IN THE
ACADEMIC YEAR OF 2021/2022**

A Thesis

Submitted as a partial fulfillment the Requirements for S-1 Degree

By

DESI ARIYANI
NPM. 1811040057

Study Program : English Education

Advisor : Nurul Puspita, M.Pd

Co-Advisor : Sri Suci Suryawati, M.Pd



ENGLISH EDUCATION STUDY PROGRAM TARBIYAH AND
TEACHER TRAINING FACULTY STATE ISLAMIC
UNIVERSITY RADEN INTAN LAMPUNG ACADEMIC YEAR
2020/2021

ABSTRACT
THE INFLUENCE OF USING SIMPLER APPLICATION
TOWARDS STUDENTS' VOCABULARY MASTERY AT
THE TENTH GRADE OF SMA N 1 PASIR SAKTI
IN THE ACADEMIC YEAR OF 2021/2022

BY: DESI ARIYANI

There were many obstacles faced by students in the process of learning English. One of the obstacles that occur to students in learning English is vocabulary. Vocabulary of the students at SMA N 1 Pasir Sakti is still very low and needs to be improved. Therefore, the researcher wants to use the Simpler application to improve students' vocabulary mastery. Simpler application is an English learning application that is attractively designed and students can enjoy when running the application, thus, students can increase their vocabulary easily and they feel that English is a fun subject. The objective of this research was to determine whether there is a significant influence of using Simpler application towards students' vocabulary mastery at the tenth grade of SMA N 1 Pasir Sakti in the academic year of 2021/2022.

The research was conducted using a quasi-experimental design. The population in this study was the tenth grade of SMA N 1 Pasir Sakti. In taking the sample, the researcher used cluster random sampling technique. The samples used were two classes for the experimental class and the control class, X Ipa 3 and X Ipa 2 which consisted of 32 students. In data collecting, the researcher used an instrument in the form of a multiple choice test of 30 questions after validity. After giving the pre-test and post-test, the researcher analyzed the normality and homogeneous distribution data using SPSS v.24 to calculate the independent sample t-test.

Based on the data analysis calculated using SPSS v.24, it was obtained that Sig. (2-tailed) of the equal variance assumed was 0.000 and $\alpha = 0.05$. H_a is accepted if Sig. $< \alpha = 0.05$ and H_0 is accepted if Sig. $> \alpha = 0.05$. It means that, Sig. $0.000 < \alpha = 0.05$. So, H_a accepted. Based on these results, it can be concluded that there is a significant influence of using Simpler applications towards students vocabulary mastery at the tenth grade of SMA N 1 Pasir Sakti in the academic year of 2021/2022.

Keywords: Quasi Experimental Design, Simpler Application, Vocabulary Mastery.



DECLARATION

I hereby stated that thesis entitled "The Influence of using Simpler Application Towards Students' Vocabulary Mastery at the tenth grade of SMA N 1 Pasir Sakti in the academic year of 2021/2022" is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and those were properly acknowledged in the text.

Bandar Lampung, 2022

Declared by,



Desi Artyani

NPM. 1811040057



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN
LAMPUNG FAKULTAS TARBİYAH DAN
KEGURUAN**

Alamat: Jl. Letkol H. Endro Suratmin Sukarame, Bandar Lampung 35131 Telp. (0721) 703260

APPROVAL

This is to testify that the following thesis:

**Title : THE INFLUENCE OF USING SIMPLER APPLICATION
TOWARDS STUDENTS' VOCABULARY MASTERY AT
THE TENTH GRADE OF SMA N 1 PASIR SAKTI IN THE
ACADEMIC YEAR OF 2021/2022**

**Student's Name : DESI ARIYANI
Student's Number : 1811040057
Department : English Education
Faculty : Tarbiyah and Teacher Training**

**Has been APPROVED
To be defended at the Thesis Defense
of the Faculty of Tarbiyah and Teacher Training State Islam
University of Raden Intan Lampung.**

Advisor

**Nurul Puspita, M.Pd
NIP. 198907172015032004**

Co-Advisor

**Sri Suci Suryawati, M.Pd
NIP.**

**The Chairperson of
English Education Study Program**

**Dr. Moh Muhassin, M.Hum
NIP: 197708182008011012**



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Let. kol. H. EndroSuratminSukarame Bandar Lampung Telp. (0721)703260

ADMISSION

A , thesis entitled "THE INFLUENCE OF USING SIMPLER APPLICATION TOWARDS STUDENTS' VOCABULARY MASTERY AT THE TENTH GRADE OF SMAN 1 PASIR SAKTI IN THE ACADEMIC YEAR OF 2021/2022", By: Desi Ariyani, NPM: 1811040057, Study Program: English Education, was tested and defended in the examination session held on: Tuesday, July 25th 2022.

Board of Examiner:


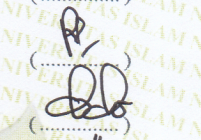
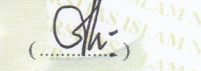
Chairperson : Iwan Kurniawan, M.Pd

Secretary : M. Nawawi, M.Pd

Primary Examiner : Rohmatillah, M.Pd

Secondary Examiner : Nurul Puspita, M.Pd

Advisor : Sri Suci Suryawati, M.Pd


(.....)

(.....)

(.....)

The Dean of
Tarbiyah and Teacher Training Faculty



Prof. Dr. Hj. Niras Diana M.Pd
NIP. 196408281988032002

MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحَ اللَّهُ لَكُمْ وَإِذَا قِيلَ
انشُرُوا فَانشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا
تَعْمَلُونَ خَبِيرٌ (١١)

“O you who have believed, when you are told, “Space yourselves” in assemblies, then make space; Allah will make space for you. And when you are told, “Arise,” then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do.” (Q.S Al-Mujadilah:11)¹



¹ Ahadi, ‘Quran Surah Al Mujadilah 11 (QS 58: 11)’ <<https://www.alquranenglish.com/quran-surah-al-mujadilah-11-qs-58-11-in-arabic-and-english-translation>> [accessed 25 June 2022].

DEDICATION

From deep of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. Allah SWT who always gives me hopes that I cannot even imagine to finish this thesis.
2. My beloved parents, Mr. Rukmana and Mrs. Sumiyani who always loves me and keeps on praying every time for my life and success. Thanks for all the motivation and support. I love them so much.
3. My beloved sister Leni Kurnia Ningsih and my beloved younger sister Shafa Agista Az-Zahira who always give me love and support for finishing this thesis.
4. My beloved lecturers and almamater UIN Raden Intan Lampung, who made me grow up and have contributed and also much experience for my self development.
5. My roommate, Evi, Tiara, Ayu and Yuki, to make me stronger in facing every problem including on this research process.
6. My beloved friends, Anggun Pratiwi, Eka Nur Safitri and Lela Santi, who were always support me and given me motivation to be patient, calm, and keep enjoy in completion this thesis.
7. All of the part of English Education F class 18 who always help me when I need your all help and thank you for having me guys.
8. My almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

The writer name is Desi Ariyani. She was born on February, 24th 2000 in Karyatani, Lampung Timur. She is the second daughter of the couple Mr. Rukmana and Mrs. Sumiyani. She has one older sister and one younger sister, older sister name is Leni Kurnia Ningsih and younger sister name is Shafa Agista Az-Zahira.

She accomplished her formal education at Kinder Garden TK Cipta Karya and Elementary School at SD N 1 Karyatani until finish. After that she continued her school at Junior High School at SMP Cipta Karya and finished in 2015. After that she continued her school at SMA N 1 Pasir Sakti and finished in 2018.

Stepping to higher education, on 2018, she was accepted to one of state university of Bandar Lampung namely State Islamic University of Raden Intan Lampung (UIN Raden Intan Lampung) for studying at English Department of Tarbiyah and Teacher Training Faculty through SPAN-PTKIN.



ACKNOWLEDGMENT

First, all praise is due to Allah, the most merciful, the most beneficent for His blessing and mercy given to the writer during her study and in completing this graduating paper successfully. Then, peace and salutation always be with our prophet Muhammad SAW who has guided us from the darkness to the lightness. This thesis entitled **“THE INFLUENCE OF USING SIMPLER APPLICATION TOWARDS STUDENTS’ VOCABULARY MASTERY AT THE TENTH GRADE OF SMA N 1 PASIR SAKTI IN THE ACADEMIC YEAR OF 2021/2022”**.

This thesis is presented to English Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students’ task in partial fulfillment of the requirement to obtain S1-degree. However, this thesis would not have been completed without the aid, support, guidance, help, advice, and encouragement of countless people.

Therefore the writer would like to express the deepest sense of gratitude to :

1. Prof. Dr. Hj. Nirva Diana M.Pd the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with all staff, who have given an opportunity and for bearance to the writer when on going the study until the end of this thesis competition.
2. Dr. Moh. Muhassin, M. Hum head of English Study Program at UIN Raden Intan Lampung
3. Nurul Puspita, M.Pd the first Advisor, who has patiently guided and directed the writer for the completion of this thesis as well.
4. Sri Suci Suryawati, M.Pd, the Co-Advisor, who has guided with full of patience since the first till the writer completed this thesis.
5. All lecturers of English Department of UIN Raden Intan Lampung, who have taught the writer since the first year of her study.

6. Joko Sumaryono S.Pd. as the principal of SMA N 1 Pasir Sakti Lampung Timur and all the teachers and staff who have helped the writer in collecting data.
7. Tika Fitriyani, S.Pd and Wahyudi S.Pd as English teacher and chairman of the curriculum at SMA N 1 Pasir Sakti Lampung Timur who has given the guidance and spirit in conducting this research.
8. My Parents and My big families who always support me.
9. My Best Friends who have given me support and advices.
10. My Best Friends from English Education F class 18 to be my partner since the 2018 till now.

Finally, nothing is perfect neither this thesis. Any corrections, comments and suggestions for the goodness of this thesis were always open-heartedly welcome. Furthermore, this thesis is expected that can be useful for the other writers particularly and the reader generally, especially for those who involved in the English teaching profession.



Bandar Lampung, 2022
Writer,

Desi Ariyani

Npm. 1811040057

TABLE OF CONTENTS

COVER	i
ABSTRACT	ii
APPROVAL	iv
ADMISSION	v
DECLARATION	vi
MOTTO	vii
DEDICATION	viii
CURRICULUM VITAE	ix
ACKNOWLEDGMENT	x
TABLE OF CONTENTS	xii
LIST OF TABLES	xv
LIST OF FIGURE	xvi
LIST OF APPENDICES	xvii

CHAPTER I INTRODUCTION

A. Title Confirmation	1
B. Background of the Problem	2
C. Identification and Limitation of the Problem	9
D. Formulation of the Problem	9
E. Objective of the Research	9
F. Significant of the Research	9
G. Scope of the Research	10

CHAPTER II LITERATURE RIVIEW

A. Frame of Theories	11
1. Teaching English as Foreign Language	11
2. Concept of Vocabulary	14
a. Definition of Vocabulary	15
b. Aspect of Vocabulary	17
c. Types of Vocabulary	21
d. Concept of Verb	26

e. Concept of Adverb	33
f. Concept of Conjunctions	36
g. Concept of Text	38
h. Concept of Recount Text	40
3. Concept of Vocabulary Mastery	43
4. Concept of Teaching and Learning Vocabulary	45
5. Learning Media in English as a Foreign Language	48
6. Simpler Application	50
a. The Definition of Simpler Application	50
b. Simpler Application Features	51
c. Advantages and Disadvantages of Simpler Application	55
7. Teaching Vocabulary Using Simpler Application	56
B. Frame of Thinking	63
C. Hypothesis	64

CHAPTER III RESEARCH METHOD

A. Research Design	65
B. Population, Sample, and Data Collecting Technique	66
1. Population	66
2. Sample	67
3. Data Collecting Technique	68
C. Operational Definition of Variables	69
D. Research Instrument	69
E. Research Procedures	74
1. Planning	74
2. Application	75
3. Reporting	75
F. Validity and Reliability of the Test	76
1. Validity Test	76
2. Reliability Test	77
G. Data Analysis	77

1. Fulfilment of the Assumption	77
2. Hypothetical Test	78

CHAPTER IV FINDINGS AND DISCUSSION

A. Result of the Research	81
1. Result of Pre-test	81
2. Result of Post-test	84
3. Gain Score	88
B. Description of Treatment	88
1. Description of the first treatment	89
2. Description of the second treatment	89
3. Description of the third treatment	90
C. Result of Data Analysis	90
1. Result of Normality	90
2. Result of Homogeneity	91
3. Result of Hypothetical Test	92
D. Discussion	94

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	99
B. Suggestion	99
1. For English Teacher	99
2. For the students	100
3. For the other researchers	100

REFERENCES

APPENDICES

LIST OF TABLES

Table 1 Students English Score at the Tenth Grade of SMA N 1 Pasir Sakti Lampung Timur in the Academic Year of 2020/2021	5
Table 2 The Research Design	66
Table 3 The Total Number of Students at the Tenth Grade of SMA N 1 Pasir Sakti in the Academic Year of 2021/2022	67
Table 4 The Blue Print of Try Out for Pre Test and Post Test for Vocabulary Mastery Before Validity Test.....	70
Table 5 The Blue Print of Pre Test and Post Test for Vocabulary Mastery After Validity Test	72
Table 6 The Level of Reliability	77
Table 7 Statistics of the Result of Pre-test in Experimental Class (X Ipa 3)	82
Table 8 Statistics of the Result of Pre-test in Control Class (X Ipa 2)	83
Table 9 Statistics of the Result of Post-test in Experimental Class (X Ipa 3)	85
Table 10 Statistics of the Result of Post-test in Control Class (X Ipa 2)	87
Table 11 The Result of Value Normality Test in Experimental Class and Control Class	91
Table 12 The Result of Value Homogeneity Test in Experimental Class and Control Class	92
Table 13 The Result of Value Hypothetical Test	93

LIST OF FIGURE

Figure 1 The Main Page of Simpler Application	61
Figure 2 The Home Page of Simpler Application	62
Figure 3 Simpler Application Feedback	62
Figure 4 Graph of the Result of Pre-test in Experimental Class (X Ipa 3)	81
Figure 5 Graph of the Result of Pre-test in Control Class (X Ipa 2)	83
Figure 6 Graph of the Result of Post-test in Experimental Class (X Ipa 3)	85
Figure 7 Graph of the Result of Post-test in Control Class (X Ipa 2)	86



LIST OF APPENDICES

Appendix 1 Analysis of the Interview to the teacher

Appendix 2 The results of the Interview in Preliminary Research from Students' at SMA Negeri 1 Pasir Sakti Lampung Timur

Appendix 3 Syllabus of Tenth Grade

Appendix 4 RPP Experimental Class and Control Class

Appendix 5 Pre-Test and Post-Test after Validity and Reliability

Appendix 6 The Results of Validity and Reliability test

Appendix 7 Documentation of Try-out

Appendix 8 The Result of Pre-Test and Post-Test

Appendix 9 The Result of Gain Score

Appendix 10 The Result of Data Analysis

Appendix 11 Documentation of Pre-Test and Post-Test

Appendix 12 Documentation of Step from Implementing Simpler Application in the Class

CHAPTER I

INTRODUCTION

A. Title Confirmation

As an early stage in understanding the title of this research, researcher need to explain some of the keywords that were part of the title of this research. This is done to avoid possible misunderstandings. This research is entitled “The Influence of Using Simpler Application Toward Students' Vocabulary Mastery”. The following is an explanation of some of the terms contained in the title section.

Hall and Barrett said that influence is defined as “a force one person (the agent) exerts on someone else (the target) to induce a change in the target, including changes in behaviours, opinions, attitudes, goals, needs and values” and “the ability to affect the behaviour of others in a particular direction.”¹ Its mean, influence is an energy that exerts effect and creates a change made by a person to another person or a certain group. Meanwhile, in this study, the intended effect is the activity carried out to find out whether there is an influence from the use of the Simpler application on students' vocabulary mastery.

Agustinus said that a simpler is an Android-based English learning application that can help students practice working on English questions.² Therefore, the simpler application can be used as a media in the learning process to help students improve vocabulary mastery. Students can take advantage of the features available in the application to make it easier to learn vocabulary, not only vocabulary, students can also learn other skills such as listening, reading, speaking and writing.

¹ Anita Hall and Laverne Barrett, ‘Influence: The Essence of Leadership’, *NebGuide*, 2007, 1–3 (p. 1) <<http://extension.unl.edu/publications>>.

² Prasetyo Edy Wibowo Agustinus, ‘The Using of Simpler Application in Android-Based English Learning at The Taruna Politeknik Perkeretaapian Indonesia.’, *JURNAL AGHINYA STIESNU BENGKULU*, 3.1 (2020), 99–109 (p. 3).

Vocabulary mastery is one of the factors to master English as foreign language.³ In other word, students have the ability to understand and use words and meanings. The larger the vocabulary mastered by students, the better they will display their language. By having a limited vocabulary, students will have difficulty in mastering English skills.

This research would conduct to determine whether there is an influence of using the Simpler application on students' vocabulary mastery. Given that vocabulary is one of the core components for learning language skills that must be mastered by students, by using the Simpler application, students will find it easier to understand and memorize each vocabulary by utilizing the features available in the application. In addition, learning will be easier and enjoy by using the Simpler application as a media.

B. Background of the Problem

Vocabulary is one of the elements in English that should be mastered by the students in learning English as a foreign language. Nikolov said that, vocabulary is a very important part of learning English.⁴ Meanwhile, according to Harmer one of the important aspects to be learned language learning is vocabulary, and it is a major core in studying a foreign language.⁵ It can be said that vocabulary become one of the main role in learning English. To master all of the skill in language such as speaking, writing, reading, and listening, the first thing should be learned and improved is vocabulary. By having a sufficient vocabulary, it can be help students and make it easy to learn another language English skills. This is line with Thornbury statement that without grammar very little can be conveyed but without vocabulary nothing can be

³ Aswal Syarifudin, Rismaya Marbun, and Dewi Novita, 'Analysis on the Students' Vocabulary Mastery a Descriptive Study on the MTs', *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 3.9 (2014), 1–10 (p. 1).

⁴ Marianne Nikollov, *Early Learning of Modern Foreign Languages*, ed. by Marianne Nikollov (Canada: Short Run Press, 2009), p. 181.

⁵ Jeremy Harmer, *The Practice of English Language Teaching, 3rd Edition*, Third Edit (Longman, 2001), p. 17.

conveyed.⁶ It's mean that vocabulary to be a basic knowledge to know and learn English, vocabulary also to be one of the supporting aspects for communicating and sharing information with other people.

In learning English vocabulary, there were several obstacles that were often faced by students. As Thornbury said, problems that often arise in mastering English vocabulary are often found in non-native English students. The difficulties experienced by non-native students are pronunciation, spelling, length of words and complexity, grammar, meaning, range, connotation and idiom.⁷ Meanwhile, Michael said that, multiple sense English words and synonyms (words with a similar meaning) present special difficulty for foreign learners. Other difficulties with learning and using English vocabulary include fixed word collocations, phrasal verbs, idioms, proverbs and regional differences in vocabulary usage.⁸ In addition, Rohmatillah said that with the differences in English vocabulary with Indonesian in terms of form, pronunciation, spelling, meaning, use of words, pronunciation with different writing, it becomes a difficulty that is often experienced by people, especially students who are learning English.⁹

From the obstacles in mastering vocabulary that have been mentioned, it can be concluded that there were many things that must be considered by students in mastering vocabulary. Students must be able to know the meaning of each word in various contexts, because in its fact each word has many meanings based to the context discussed. Therefore, the process that must be carried out is not only mastering vocabulary, but also understanding and knowing

⁶ Scott Thornbury, *How to Teach Vocabulary*, ed. by Sue Harms (England: Pearson Education Limited, 2002), p. 13.

⁷ Urai Salam and Nurnisa, 'Students' Difficulties in Learning Vocabularies', *English Community Journal*, 5.1 (2021), 46–53 (p. 47).

⁸ Michael Shelby, 'Difficulties in Vocabulary Learning' <<http://www.english-for-students.com/Difficulties-in-Vocabulary-Learning.html>> [accessed 7 February 2022].

⁹ Rohmatillah, 'A Study on Students' Difficulties in Learning Vocabulary', *English Education: Jurnal Tadris Bahasa Inggris*, 6.1 (2014), 69–86 (p. 70) <<https://doi.org/https://doi.org/10.24042/ee-jtbi.v6i1.520>>.

its meaning and use.

Based on the preliminary research in SMA N 1 Pasir Sakti Lampung Timur on Monday, December 06, 2021 by interviewing with English teachers and students. Researchers found several problems and difficulties that occur to students. The first is, students don't have sufficient vocabulary so they difficulty to understand a material. The second is that many students difficulty to remembering the vocabulary, especially vocabulary that hard to spelling, so that they find it difficult to increase their vocabulary. The last, student did not know the use and difficult understand type part of speech, so they can not convey the idea both in written or spoken. This problem occurs because of the lack of student motivation to increase vocabulary, students were lazy to open dictionaries, students were lazy to find out the meaning of words from vocabulary, and students were lazy to explore new vocabulary. This makes it difficult for teachers to teach English.¹⁰

After interviewing the teacher, the researcher interviewed several students about the obstacle they faced in learning English. Students said that not really like English subject, they also said that the obstacles he faced in learning English that many word meanings not understood so that students did not understand the content of what was discussed by the teacher. Another obstacle faced by students is they difficulty in memorizing some English vocabularies due to different spelling and writing and lack of confidence, difficulty in pronunciation, and difficulty in translating. From the results of interviews, it can be seen that the problem faced by many students is vocabulary. They do not know the meaning of a text or conversation, this is because they do not have enough vocabulary. In addition, they have minimal enthusiasm and motivation to study, which can be seen from some students who don't even have a dictionary, or never open their dictionary. From some students, it was seen that only some student like English and many of them did not really like English, because they thought that English was

¹⁰ Solekha, *Interview an English Teacher*, SMA N1 Pasir Sakti, December 06th, 2021.

difficult to understand and learn.¹¹ From that interview, the writer also got the data that showed about students score in English subject, the distribution can be seen as follows.

Table 1

**Students' English Score at the Tenth Grade of SMA N 1 Pasir Sakti
Lampung Timur in the Academic Year of 2020/2021**

No	Class	Score		Total
		>70	<70	
1	X IPA 1	15	19	34
2	X IPA 2	16	16	32
3	X IPA 3	13	19	32
4	X IPA 4	12	21	33
5	X IPA 5	15	19	34
6	X IPS 1	14	20	34
7	X IPS 2	16	19	35
8	X IPS 3	14	18	32
9	X IPS 4	13	21	34
10	X IPS 5	11	22	33
Number of Students		139	194	333
Percentage		41.62%	53.38%	100%

From the data on table 1, the total number of the tenth grade students in SMA N 1 Pasir Sakti Lampung Timur were 333 students. The criteria of minimum mastery (KKM) score of English subject at that school is 70. There were 194 students (53.38%) got score under KKM. It indicated that most students still face difficulties in English subject especially in vocabulary.

The researcher asked about the learning strategies used by the teacher during face-to-face learning. The teacher said that during face-to-face learning she used a scientific approach and use picture

¹¹ Reza, Jesi, Ria. Students of SMA N1 Pasir Sakti, A Questionnaire on Monday, December 06th, 2021.

as media, but in practice most students did not give a positive response and they did not give a good response to work together and provide feedback during the learning process. Therefore, teacher often use different and interesting methods and media to attract more students' attention in learning.

By interviewing teacher and students of SMA N 1 Pasir Sakti Lampung Timur, the researcher found the main problems during learning English, namely the lack of sufficient vocabulary and low learning motivation. In this study, researchers would try to utilize existing technology to improve students' vocabulary mastery. With advanced technology, certainly it has a positive influence in the world of education. Costley said the use of technology and teaching students have to use it has become a high priority in the public schools.¹² Meanwhile, according to Gotsick, the multimedia and technologies offer the psychologist a variety of opportunities for improving and extending the instructional process.¹³ It's mean that the role of multimedia and technology can help develop student learning abilities and encourage students to be more motivated. In addition, the technological advances encourage developers to create many learning applications that aim to help teachers and students make the learning process easier.

One of these learning applications is the Simpler application. The Simpler application is an application developed for learning English such as practicing speaking, listening, learning about grammar and vocabulary in an easy and interesting way. In addition, this application provides a wide selection of languages other than Indonesian and English. The Simpler application is designed as simple as possible but looks attractive. This application is perfect for students who want to increase their vocabulary, here students can learn many new vocabulary meanings. Besides, this application also

¹² Iman Santosa, 'The Use of My Dictionary Application to Improve Students' Vocabulary Masteri', *ELTIN JOURNAL, Journal of English Language Teaching in Indonesia*, 7.1 (2019), 35–42 (p. 36) <<https://doi.org/10.22460/eltin.v7i1.p35-42>>.

¹³ Luh Putri, 'The Use Line Webtoon Cmic Strips to Upgrade Students' Vocabulary Mastery', *Yavana Bhāshā: Journal of English Language Education*, 4.2 (2021), 30–40 (p. 31) <<https://doi.org/http://dx.doi.org/10.25078/yb.v4i2.2769>>.

provides grammar material, so that when students learn vocabulary, they also learn grammar at the same time. The difference between this application and other applications is that the Simpler application can be run without using an internet connection, as long as we have downloaded the lesson first. The Simpler app also provides many free features without a subscription.

The previous study was conducted by Haris Hamdani and Ferawaty Puspitorini. This study was conducted in 2021 with the title "Applying BBC Learning English Application in Students' Vocabulary Mastery". The purpose of this study is to explore the use of BBC Learning English application in students' vocabulary mastery. This is a qualitative study with a case study particularly the phenomenological study. The participants of this study were 26 students of Bhayangkara Jakarta Raya University majoring Accounting in the 4th Semester. The data were collected through the questionnaire. The study concludes that students get 10 new vocabularies for each meeting using BBC Learning English application. This application helps students solving their problems from the lack of vocabulary. In term of memorizing, they can memorize English vocabularies using the application. Besides that they have more spirit in memorizing vocabularies because they utilize the videos in the application. They do not feel nervous using the application because the application is flexible to use, friendly to use, interesting. They were proud of using the application. There were many benefits that students can get from the application. They can access the application anywhere and anytime.

The last study was conducted by Rita Seroja Br Ginting and Rahmah Fithriani. In this study, the researcher explained about the use of the Hello English application in the EFL class to help students' master vocabulary. This study was conducted in March 2021. This study aim to determine whether employing MALL through the Hello English (HE) application as a teaching media could significantly affect the mastery of vocabulary of eighth grade students in an English as a Foreign Language (EFL) Junior High School (JHS) classroom. Using a quantitative approach with a quasi-

experimental design, this study presented the numerical data collected through a multiple-choice test. In analyzing the data, t-tests were employed with a 5% (0.05) significance level using the SPSS statistical test tools v.20. According to the results, the HE application had a significant effect on the students' mastery of the vocabulary, and so it is recommended that the HE application be used as a tool in the English language teaching and learning process.

The difference between this study and previous study focuses on the application used. In this study, the researcher uses a Simpler application to find out whether there is an influence on increasing students' vocabulary mastery. It is known that in previous study conducted by Haris Hamdani and Ferawaty Puspitorini using the BBC Learning English Application with the results of study that there were many benefits from using the application, such as students not feeling nervous when the learning process takes place and the application is flexible in addition to being friendly to use and also interesting. They can also access or study anywhere and anytime. Then in the study conducted by Rita Seroja Br Ginting and Rahmah Fithriani they used the Hello English application. From the research that has been done, it is found that from the use of the Hello English application there were very useful and the researcher also highly recommends the use of the application as a medium to help students in the process of learning English.

Based on the previous explanation, the researcher can conclude that one of the success factors in learning is the media and the use of the right learning approach. In addition, the use of the application can also help teachers and students in learning English, especially in mastering English vocabulary. One of application that can support the English learning process is the Simpler application, the Simpler application has many features and systems that support to help teachers and students learn English. One of the interesting about this application is that this application is wrapped with several games combined with English lessons, such as games that discuss grammar, vocabulary, word order and others. Therefore, the research that would be carried out by this researcher is entitled "The Influence of Using Simpler Applications towards Students' Vocabulary

Mastery at the Tenth Grade of SMA N 1 Pasir Sakti in the academic year of 2021/2022”.

C. Identification and Limitation of the Problem

a) Identification of the problem

Based on the background of the problem, the researcher would like to identify the problem as a follow:

1. Students did not have sufficient vocabulary
2. Students had difficulty remembering vocabulary
3. Student did not know the use and difficult understand type part of speech

b) Limitation of the Problem

The researcher limit the problem just focus to knowing whether there is an influence of using Simpler Application toward students' vocabulary mastery in type of verb especially in the form of V2, adverb and conjunction in recount text at the tenth grade of SMA N 1 Pasir Sakti in the academic year of 2021/2022.

D. Formulation of the Problem

Based on the research problems above, the researcher formulated the problem into a research question as follow: “Is there any significant Influence of using Simpler application on the students' vocabulary mastery at the tenth grade of SMA N 1 Pasir Sakti in the academic year of 2021/2022?”

E. Objective of the Research

The objectives of this research is to find out whether there is influence of using Simpler Application towards students' vocabulary mastery at the tenth grade of SMA N 1 Pasir Sakti in the academic year of 2021/2022.

F. Significant of the Research

The benefits of the research is as follows:

1. Theoretically

To given information to the readers about the influence of using using Simpler application towards vocabulary mastery

at the tenth grade of SMA N 1 Pasir Sakti in the academic year of 2021/2022.

2. Practical Significance

a. For the students

By using the Simpler application, it is hoped that students can be more interested and motivated in learning English, and improve their ability to master vocabulary.

b. For the teacher

It is hoped that this research given teachers insight into using media and strategies for more creative and innovative teaching.

G. Scope of the Research

1. Subject of the research

The subject of the research were the students in SMA N 1 Pasir Sakti year 2021/2022.

2. Object of the research

Object of the research is taught vocabulary using Simpler application.

3. Place of the research

The research was conducted at SMA N 1 Pasir Sakti Lampung Timur.

4. Time of the research

The research was conducted at the tenth grade in the academic year of 2021/2022.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on research that has been conducted at SMA N 1 Pasir Sakti in the academic year of 2021/2022, it can be concluded as follows:

In the previous chapter, statistical analysis of the data has been carried out. Based on the results of the statistical analysis, that there is an influence of using Simpler applications towards students' vocabulary mastery at the tenth grade of SMA N 1 Pasir Sakti, Lampung Timur in the academic year of 2021/2022

Significant influence can be seen from the value of Sig. (2-tailed) of the equal variance assumed in the independent sample t-test, the table shows that the value of Sig. (2-tailed) is 0.000. This is lower than 0.05, which means H_0 is rejected and H_a is accepted.

B. Suggestion

Based on the findings, the researcher tries to give some suggestions after this research is completed. Suggestions were as follows:

1. For English Teacher
 - a. The researcher suggests the English teacher to try to implement the Simpler application as a learning media in teaching vocabulary because it would really help students in developing students' vocabulary mastery.
 - b. Teachers should try to use various techniques and media in the learning process to develop students' ability in English, especially in students' vocabulary mastery.
 - c. To develop students' ability in English, the researcher suggests to given students the opportunity to study in groups, and learn with game techniques, this would given them a comfortable and enjoy situation in learning.

2. For the students

Based on the results of research that has been done, the researchers suggest:

- a. Students must study hard and more seriously during the process of learning English.
- b. Students must pay more attention and learn to remember vocabulary in learning English, this is because mastering English needed a lot of vocabulary.
- c. Students must practice regularly to develop their English especially in vocabulary, they can practice with friends or teachers.

3. For the other researchers

- a. Researchers in this research use the Simpler application to improve students' vocabulary mastery. Other researchers can find English learning applications that were more interesting and more effective in increasing students' vocabulary.
- b. In this research, researchers used the Simpler application to help students at the senior high school level, especially in teaching vocabulary. For other researchers, can use this application at different levels or on other types of English language skills, such as reading, writing, speaking, or in listening.

REFERENCES

- Agustinus, Prasetyo Edy Wibowo, 'The Using of Simpler Application in Android-Based English Learning at The Taruna Politeknik Perkeretaapian Indonesia.', *JURNAL AGHINYA STIESNU BENGKULU*, 3.1 (2020), 99–109
- Ahadi, 'Quran Surah Al Mujadilah 11 (QS 58: 11)' <<https://www.alquranenglish.com/quran-surah-al-mujadilah-11-qs-58-11-in-arabic-and-english-translation>> [accessed 25 June 2022]
- Anderson, M, and K Anderson, *Text Types in English 2*, Text Types in English (South Yarra: Macmillan Education Australia, 1997) <<https://books.google.co.id/books?id=FThxcN8F66QC>>
- Ary, Donald, Lucy Cheser Jacobs, Chris Sorensen, and Asghar Razavieh, *Introduction to Research in Education*, Eight Edit (Canada: Wadsworth, 2006)
- Best, John W., and James V Kahn, *Research in Education*, Seventh Ed (New Delhi: Prentice Hall, 1995) <<http://lib.ui.ac.id/detail?id=20130699>>
- Brown, H Douglas, *Principles of Language Learning and Teaching, Encyclopedia of the Sciences of Learning*, Fifth Edit (San Francisco: Pearson Education Limited, 2012) <https://doi.org/10.1007/978-1-4419-1428-6_347>
- Cameron, Lynne, *Teaching Languages to Young Learners* (New York: Cambridge University, 2001)
- Celce-Murcia, Marianne, Donna M. Brinton, and Marguerite Ann Snow, *Teaching English as a Second or Foreign Language*, Fourth Edi (USA: Sherrise Roehr, 2014)
- Coady, James, and Thomas Huckin, *Second Language Vocabulary Acquisition* (Australia: Cambridge University Press, 1997) <https://books.google.co.id/books?hl=id&lr=&id=_g0eSfesA-0C&oi=fnd&pg=PP9&dq=JammesCoady+and+Thomas+Huckin,+Second+Language+Vocabulary+Acquasition&ots=Bgk-Py3RrR&sig=YpM11ZdYe12K51FSJBV3WisTyVc&redir_esc=y#v=onepage&q=JammesCoady+and+Thomas+Huckin%2C+Second+Language+Vocabulary+Acquasition&f=false> [accessed 8 January 2022]
- Cohen, V L, and J E Cowen, *Literacy for Children in an Information Age:*, What's New in Education Series (Wadsworth, 2010) <https://books.google.co.id/books?id=IZT_PgAACAAJ>

- Dirgeyasa, *College Academic Writing A Genre-Based Perspective* (Medan: Prenada Media, 2017) <<https://books.google.co.id/books?id=0oGWDwAAQBAJ>>
- Dykes, Barbara., *Grammar for Everyone*, ed. by Ruth Siems (Australian: ACER Press, 2007)
- Eastwood, John, *Oxford Guide to English Grammar* (New York: Oxford University Press, 1994) <<https://doi.org/10.2307/3585891>>
- Ehrlich, Eugene, and Daniel Murphy, *English Grammar*, ed. by John Aliano, Second Edi (McGraw-Hill, 1991) <<https://doi.org/10.1093/nq/s9-I.22.433-f>>
- , *Schaum's Outline of English Grammar*, ed. by John Aliano and Patricia Andrews (New York: McGraw-Hill, 1991)
- Flanigan, Kevin., *Building a Better Vocabulary* (The Great Courses, 2015)
- Fraenkel, Jack R, and Norman E Wallen, *How to Design and Evaluate Research in Education*, Seventh Ed (New York: McGraw-Hill, 2009)
- Frank, Marcella, *Modern English: A Practical Reference Guide* (New Jersey: Prentice Hall, 1972)
- Gerot, L, and P Wignell, *Making Sense of Functional Grammar*, Making Sense of Language (Cammeray: Gerd Stabler, 1994) <<https://books.google.co.id/books?id=RIRdnQEACAAJ>>
- Grawhill, Mc, *Grammar Practice Book* (New York: Florida Treasure, 2005) <<https://books.google.co.id/books?id=KShtvXK7CxIC>>
- Guskey, Thomas R., and Eric M. Anderman, 'In Search of a Useful Definition of Mastery', *Educational Leadership*, 71.4 (2013), 18–23
- H.Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, Second Edi (Longman, 2000)
- Hall, Anita, and Leverne Barrett, 'Influence: The Essence of Leadership', *NebGuide*, 2007, 1–3 <<http://extension.unl.edu/publications>>
- Harmer, Jeremy, *How to Teach English* (England: Pearson Education Limited, 2007)
- , *How to Teach Writing* (England: Pearson Education Limited, 2004)
- , *The Practice of English Language Teaching, 3rd Edition*, Third Edit (Longman, 2001)
- , *The Practice of English Language Teaching* (Pearson Longman, 1987) <<https://doi.org/10.1080/03626784.1987.11075294>>
- Hatch, Evelyn Marcussen, and Cheryl Brown, *Vocabulary, Semantics*,

- and Language Education, Cambridge Language Teaching Library* (England: Cambridge University Press, 1995)
- Heinich, Robert, Michael Molenda, James D Russell, and Sharon E Smaldino, *Instructional Media and Technologies for Learning* (Ohio: Merrill Prentice Hall, 2002)
- Hiebert, Elfrieda H, and Michael L Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice* (London: Lawrence Erlbaum Associate, 2005)
- Hornby, Albert Sydney, *Oxford Advanced Learner's of Current English*, ed. by Kathryn Kavanagh, Fifth Edit (English: Oxford University Press, 1995)
- Hughes, Anthony, *The Online English Grammar*, 2001
- Husna, Atikasari, and Akhmad Multazim, 'Strategies to Solve Writing Difficulties on Recount Text for Inclusion Students', *Journal of English Teaching and Research*, 4.1 (2019), 1–12
- Hyland, Ken, *Second Language Writing*, ed. by Jack C. Richards (Cambridge: Cambridge University Press, 2003)
- , *Teaching and Researching Writing*, Second Edition (United Kingdom: Person Education Limited, 2010) <<https://id.id1lib.org/book/1236367/048d1b>> [accessed 23 February 2022]
- Jayanti, Rita, 'The Influence of Using Ball Game towards Students' Vocabulary Masteryat The First Semester of The Seventh Grade of MTS Miftahul Ulum Kotabary Padang Ratu Central Lampung in the Acadmic Year of 2016/2017', 2017 <<https://journal.unnes.ac.id/sju/index.php/elt/article/download/2418/2219>>
- Knapp, Peter, and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing* (Australia: University of new South Wales Press, 2005)
- Kridalaksana, Harimurti, *Kamus Linguistik* (Jakarta: Gramedia Pustaka Utama, 2013)
- Lewis, Norman, *The Most Effective Vocabulary Builder in the English Lannguage: Word Power Made Easy, Pocket Books* (New York: Pocket Books, 1991) <<http://book.douban.com/subject/1756614/>>
- Lotman, Yu. M., 'The Semiotics of Culture and the Concept of a Text', *Soviet Psychology*, 26.3 (1988), 52–58 <<https://doi.org/10.2753/RPO1061-0405260352>>
- Margono, S, *Metodologi Penelitian Pendidikan, Rineka Cipta* (Jakarta: Rineka Cipta, 2014)
- Marzano, R J, and D J Pickering, *Building Academic Vocabulary:*

- Teacher's Manual* (Association for Supervision & Curriculum Development, 2006)
<https://books.google.co.id/books?id=G_57PgAACAAJ>
- Muhassin, Mohammad, 'Teachers' Communicative Activities in Teaching English as A Foreign Language (Tefl): A Study at Sman 9 Bandar Lampung', *Humaniora*, 7.4 (2016), 485–92
<<https://doi.org/10.21512/humaniora.v7i4.3601>>
- Murthy, Jayanthi Dakshina, *Contemporary English Grammar* (New Delhi: Book Palace, 2003)
- Nation, Paul, 'Teaching Vocabulary', *Asian EFL Journal*, 53.8 (2005), 531–37 <<https://doi.org/10.1111/j.1540-4781.1969.tb04998.x>>
- Nikollov, Marianne, *Early Learning of Modern Foreign Languages*, ed. by Marianne Nikollov (Canada: Short Run Press, 2009)
- Northcote, Maria, 'Teaching with Duolingo', 16.3 (2011), 29–33
- Nursidah, Albert Rufinus, and Clarry Sada, 'Increasing Students' Ability in Writing a Recount Text', *Pendidikan Dan Pembelajaran*, 6.4 (2017), 1–12
<<https://jurnal.untan.ac.id/index.php/jpdpb/article/view/19523/16199>> [accessed 23 February 2022]
- Phillips, Deborah, *Complete Course For The TOEFL Test* (Longman: Pearson Education Limited, 2001)
- Prakasa, Elvin, 'Aplikasi Belajar Bahasa Inggris Gratis Dan Terbaru', 2021 <<https://last-straw.net/aplikasi-belajar-bahasa-inggris-gratis-dan-terbaru/>> [accessed 8 February 2022]
- Putri, Luh, 'The Use Line Webtoon Cmic Strips to Upgrade Students' Vocabulary Mastery', *Yavana Bhāshā: Journal of English Language Education*, 4.2 (2021), 30–40
<<https://doi.org/http://dx.doi.org/10.25078/yb.v4i2.2769>>
- Reiser, Robert A, and Robert Mills Gagné, *Selecting Media for Instruction* (USA: Educational Technology, 1983)
- Richards, Jack C., and Willy A. Renadya, *Methodology In Language Teaching an Anthology of Current Practice* (United States: Cambridge University Press, 2002)
- Richards, Jack C, and Theodore S Rodgers, *Approaches and Methods in Language Teaching, The Modern Language Journal*, Second Edi (America: Cambridge University Press, 2001)
<<https://doi.org/10.2307/326829>>
- Rohmatillah, 'A Study on Students' Difficulties in Learning Vocabulary', *English Education: Jurnal Tadris Bahasa Inggris*, 6.1 (2014), 69–86 <<https://doi.org/https://doi.org/10.24042/ee-jtbi.v6i1.520>>
- Salam, Urai, and Nurnisa, 'Students' Difficulties in Learning

- Vocabularies', *English Community Journal*, 5.1 (2021), 46–53
- Santosa, Iman, 'The Use of My Dictionary Application to Improve Students' Vocabulary Masteri', *ELTIN JOURNAL, Journal of English Language Teaching in Indonesia*, 7.1 (2019), 35–42
<<https://doi.org/10.22460/eltin.v7i1.p35-42>>
- Sargeant, Howard, *Basic English Grammar Book*, ed. by Three Watson (United States: Saddleback Educational Publishing, 2007)
- Shelby, Michael, 'Difficulties in Vocabulary Learning' <<http://www.english-for-students.com/Difficulties-in-Vocabulary-Learning.html>> [accessed 7 February 2022]
- Shen, Lihong, 'Context and Text', *Theory and Practice in Language Studies*, 2.12 (2012), 2663–69
<<https://doi.org/10.4304/TPLS.2.12.2663-2669>>
- Smaldino, Sharon E, James D Russell, Robert Heinich, and Michael Molenda, 'Instructional Technology and Media for Learning' (New Jersey: Merrill Prentice Hall, 2002), p. 152
- Steinberg, Evelyn, and Brenda Newcombe, *Canadian Writers in Action Handbook* (Toronto: Gage Learning, 2009)
- Sugiyono, *Metode Penelitian Pendidikan: (Pendekatan Kuantitatif, Kualitatif Dan R & D)* (Bandung: Alfabeta, 2008)
<<https://books.google.co.id/books?id=0xmCnQAACAAJ>>
- Suharsimi, Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik, Rineka Cipta* (Jakarta: Rineka Cipta, 2006)
- Sukur, Silvester Goridus, *Cara Mudah Menguasai Tenses* (Yogyakarta: IndonesiaTera, 2010)
<<https://books.google.co.id/books?id=EZ56CgAAQBAJ>>
- Suparman, Suparman, 'Menentukan Cut Score Pada Evaluasi Pendidikan', *Al-Manar*, 4.2 (2015), 1–24
<<https://doi.org/10.36668/jal.v4i2.59>>
- Syarifudin, Aswal, Rismaya Marbun, and Dewi Novita, 'Analysis on the Students' Vocabulary Mastery a Descriptive Study on the MTs', *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 3.9 (2014), 1–10
- Thornbury, Scott, *How to Teach Vocabulary*, ed. by Sue Harmer (England: Pearson Education Limited, 2002)
- Tofanao, T, 'The Role of Instructional Media to Improving Student Interest', *Jurnal Komunikasi Pendidikan*, 2.2 (2018), 103–14