

**THE INFLUENCE OF USING WORDUP APPLICATIONS
TOWARDS STUDENTS VOCABULARY MASTERY OF THE
EIGHTH GRADE AT SMPN 22 BANDAR LAMPUNG IN THE
ACADEMIC YEAR OF 2022/2023**

Thesis

Summited as Partial Fulfillment of the Requirements for S1- Degree

By :

MELLA ALFIANA

NPM.1811040042



**Study Program : English Education
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC RADEN INTAN
LAMPUNG
1444 H/ 2023 M**

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Advisor : Rohmatillah, M.Pd

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STATE ISLAMIC RADEN INTAN
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1444 H/2023 M**

ABSTRACT

The vocabulary mastery of students at SMPN 22 Bandar Lampung was still low. Most of the students still had difficulties in memorizing vocabulary and differentiating between each vocabulary classification. This study aimed to find out the significant influence of using WordUp application towards students vocabulary achievement of the eighth grade students at SMPN 22 Bandar Lampung in the academic year of 2022/2023.

The research methodology of this research was quasi experimental design, the design used pre-test and post-test control group design. The population of this research was the eighth grade students. The sample of the research were two classes, the first was VIII A as experimental class and the second was VIII E as control class. There were 30 students for experimental class (VIII A) and 31 students for the control class (VIII E), the total sample was 61 students. The experimental class used WordUp applications, while the control class used text descriptive in the English textbook. The treatment was held in 3 meetings. In the collecting data, this research used a test for the instrument by multiple choice questions. Before giving the treatment, a pre test was given. Then, after giving the treatment, a post test was conducted.

The result of data analysis showed that the WordUp applications score obtained by students before and after treatment had significant influence, this could be seen from the hypothesis testing used T-test to measure the significant influence of WordUp applications towards students vocabulary achievement. Based on the T-test of the SPSS (Statistical Package for Social Science) version 25, it was obtained that $\text{sig. (2-tailed)} = 0.000 \leq \alpha = 0,05$. It was indicated that the using of WordUp applications towards students vocabulary achievement had significant influence.

Keyword : *Quasy Experimental Design, Vocabulary Mastery, Wordup Application.*

DECLARATION

Name : Mella Alfiana

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Department : English Department

Thesis Title :The Influence of Using WordUp Applications towards Students Vocabulary Mastery of the Eighth Grade at SMPN 22 Bandar Lampung in the Academic Year of 2022/2023

I hereby stated that thesis entitled “The Influence of Using WordUp Applications towards Students Vocabulary Mastery of the Eighth Grade at SMPN 22 Bandar Lampung in the Academic Year of 2022/2023” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and those are properly acknowledged in the text.

Bandar Lampung, 31 maret 2023

Declared by



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ADMISSION LETTER

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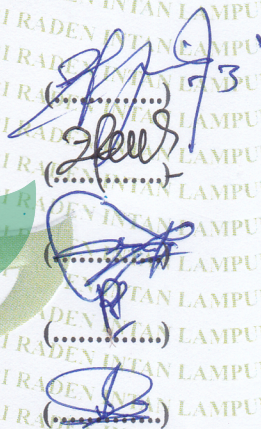
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The Dean of

Faculty of Tarbiyah and Teacher Training



MOTTO

إِنَّا أَنْزَلْنَاهُ قُرْآنًا عَرَبِيًّا لَعَلَّكُمْ تَعْقِلُونَ

“Verily, we have sent it down as an Arabic Qur'an, so that you may understand.” Q.S Yusuf : 2¹



¹Departemen Agama RI. *Al Qur'an dan Terjemahnya*. Bandung : Syamil Cipta Media. 2019

DEDICATION

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

1. My God Allah SWT, whose blessing and mercy and have listened to the prayers of my parents to make it easy and smooth for me in completing this thesis.
2. My beloved parents, Mr. Wagiran and Ms. Sutinem, who never stop praying and giving motivation and hope for my success. Thank you for your endless love and support, both spiritually and materially, and you are my biggest spirits in completing this thesis, I really love my parents.
3. My beloved sister and her daughter, Deskaria Eka Wilistriani and Alikaradhani also Bilal Malik Ramadhan who has been willing to care and give a lot of support to me in going through the difficult times of my studies at university.
4. All my beloved lecturers, classmates and almamater of the Department of English Education, Faculty of Tarbiyah and Teacher Training, RadenIntan Lampung State Islamic University who have contributed a lot to my development both academic skills and knowledge during my studies at the university.



CURRICULUM VITAE

Mella Alfiana was born on February 2nd, 2000 in Muji Rahayu, Bandar Jaya. Mella is the youngest daughter of Mr. Wagiran and Ms. Sutinem. She has one older sister named Deskaria Eka Wilistriani.

She began her study at TK Dharma Wanita Bumi Dipasena Sejahtera, Rawajitu Timur in 2005-2006, and continued her school at SDN 01 Bumi Dipasena Sejahtera, Rawajitu Timur in 2006-2012. Then, she continued her study at SMPN 01 Rawajitu Timur, Rawajitu Timur in 2012-2015. After that, she continued her school at SMKN Rawajitu Timur, TulangBawang and she graduated in 2018.

After graduated, she continued her education to college in 2018. She was accepted at one of the state university in Bandar Lampung, namely the State Islamic University of RadenIntan Lampung (UIN RadenIntan Lampung). She was accepted in the faculty of Tarbiyah and Teacher Training in the Department of English Education, she was accepted through SPAN-PTKIN.



Bandar Lampung, 31 maret 2023

The Researcher,

A handwritten signature in black ink, appearing to read 'Mella Alfiana', is written over the printed name.

Mella Alfiana

NPM. 1811040042

ACKNOWLEDGMENT

Firstly, I would like to express my sincerest praises to the God Allah Ta'ala, who has lent me His blessing and mercy for the completion of my study at the State Islamic University of Raden Intan Lampung. I also would like to send my best prayer and salutation to the Propher Muhammad SAW, the best lover of the god Allah, who sent us to enlighten the path of humanity and divine salvation.

Secondly, my study in State Islamic University of Raden Intan Lampung is not an individual journey. I have received invaluable help and supports from various individuals, whose numbers are impossible to mention one by one here, due to space limit. I decided to give my recognition to a few of them who have helped me in specific ways, there are :

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.
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3. M.Ridho Kholid, M.Pd secretary of English Study Program at UIN Raden Intan Lampung.
4. Rohmatillah, M.Pd the first Advisor, who has patiently guided and directed the writer for the completion of this thesis as well.
5. Dian Reftyawati, M.Pd, the Co-Advisor, who has guided with full of patience since the first till the writer completed this thesis.
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9. Wiwin Prihartini, S.Pd and Rinawati, M.Pd as English teacher and chairman of the curriculum at SMPN 22 Bandar Lampung who


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10. My Parents, Mr. Wagiran and Ms. Sutinem and my big families who always support me.

11. All My Bestfriends, who was always there when I was having a hard time while completing my studies. Also for all my friends H class of English Department 2018, I am thankful for your supports and for our friendship.

12. My Almamater UIN RadenIntan Lampung.

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, 31 maret 2023 The
Researcher,



Mella Alfiana
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CHAPTER I

INTRODUCTION

A. Title Confirmation

As the first to understand the title of this thesis proposal and avoid misunderstanding, this research needs to explain some words that become the title of this research. The Influence Of Using WordUp Applications towards Students' Vocabulary Mastery of the Eighth Grade at SMPN 22 Bandar Lampung in the Academic Year 2022/2023. Some points will explain as follows :

1. Influence

Influence is an impulse or inducement that establishes an effect or a reaction that arises (can be activated or circumstances) of a treatment or experiment due to the urge to change or improve things. Moreover, this research measured the influence of using the WordUp application as media on students' vocabulary mastery in eighth grade at SMPN 22 Bandar Lampung.

2. Wordup Application

WordUp is a word that refers to activities that can help to improve English vocabulary. Wordup Application is one of ground-breaking media online that can be used in teaching and learning vocabulary, this application is included in vocabulary application that can help the students to improve their vocabularies.

3. Vocabulary Mastery

Vocabulary mastery is a complete skill of the students to understand well and communicate by using word they have learned. Then, vocabulary mastery in this research is students' ability to comprehend, know meaning, combine a word and use the properties of word in English.

4. SMPN 22 Bandar Lampung

SMP (Junior High School) is a formal education at the basic education level. And the State Junior High School 22 Bandar Lampung is a school which is located at Zainal Abidin

street, PagarAlam no.109, Gedung Meneng, Rajabasa sub-district, Bandar Lampung city.

B. Background of the Research

Language is an important component in human communication that consist of sounds, words, and grammar. Human being who needs communication with each other realizes that language is very important. It has an important role in communication either in spoken or written form. Futhermore, Setiyadi said that language is a system for expressing meaning.¹The statement above obviously show how the important of language. English in Indonesia is a foreign language studied in Indonesia school, which means that English is not a common language in everyday conversation. However, because English is one of the foreign language that must be learned so that it must be mastered by students at school, in every school from the elementary to the university level. The study of foreign language as the main lesson for the students who learn their first foreign language. In learning English, of course there are some skills in English which is the basis of learning that must be mastered. Basic skills and component English that must be mastered by students in Indonesia is vocabulary, listening, reading, writing. One of the very basic component that need to be mastered is vocabulary. Because without mastery of vocabulary it will make it difficult for students to learn other skills and have difficulty understanding their learning or expressing their ideas.

Vocabulary is a basic component to communicate, what the students will say in speaking or writing if they do not have enough vocabulary. Without vocabulary nothing can be conveyed.²It is quite reasonable because learning vocabulary means learning the meanings of word. In teaching learning process, teacher acts as a facilitator who helps the students in developing language skills. In

¹ Ag.Bambang Setiyadi, Teaching English as a Foreign Language, (Yogyakarta; Graha Ilmu,2006) , p.10

²Scott Thornbury, How to Teach Vocabulary, (England: Longman, 2002), p.13.

this case, the teacher should be able to choose and to create situation of class into relax situation.

Here, the researcher focused on this research on teaching vocabulary. Because in Junior High School level, teaching English is emphasize on vocabulary before other components and skills of language, and it is hoped that students are able to mention kinds of word around them which are not easy to make them memorize on their mind. In other words, the students have difficulty in following the teaching of vocabulary. Therefore, the teacher needs appropriate treatments on teaching it to motivate students to learn vocabulary. To motivate them to learn vocabulary, the teacher will be able to created English as a first subject and lose the stereotype about vocabulary as scary subject. Based on the statement above the teacher will be able to create and choose interesting media.

Based on the preliminary research that researcher did at SMPN 22 Bandar Lampung at May 17st 2022, the researcher found some problems that faced by the students at eighth grade of SMPN 22 Bandar Lampung. By interviewing the English teacher Wiwin Prihartini, S.Pd, the researcher found that students vocabulary mastery is still low. Students difficulties in memorizing vocabulary. The researcher also had interviewed students. They said that they felt bored, confused, difficulty to remember vocabulary, and the students often hear the sound of vocabulary without seeing the spelling accurately when they were taught English in the classroom. It was caused by the English teacher who may not reflect students need. Show that, the result of preliminary the researcher knew that the media used by the teacher in teaching vocabulary is Textbook. Textbook is a basic media in teaching and learning process.

The researcher conducted a preliminary research by asking the students vocabulary mastery to the English teacher to know the students vocabulary score. The result as follow:

Tabel 1
The Students Score of Vocabulary test of SMPN 22 Bandar
Lampung inacademic year 2021/2022

No	Class	The mean score	Total students		The totals students
			<X	≥X	
1	VII A	64	16	14	30
2	VII B	60	26	6	32
3	VII C	63	19	11	30
4	VII D	61	18	14	32
5	VII E	60	24	7	31
TOTAL			103	52	155
PERCENTAGE			66%	34%	100%

Source : Document of Students Score for English Vocabulary Test at the seventh grade students at SMPN 22 Bandar Lampung in 2021/2022

Based on the table above, it can be seen that the questions students who get scores below the average are very high compared to above the average. This is aimed at the total number of students who get scores below the average (<X) as many as 103 (66%) students, and those who get scores above the average (≥X) as many as 52 (34%) out of a total of 155 (100%) participants educate. It can be seen that the levels of students' vocabulary mastery were in the lower levels. The English teacher said that the students felt nervous and did not have motivation in learning English especially vocabulary, one of the causes was because they get difficulties in mastering vocabulary.³

Because of students problem above, this research used WordUp Application as an innovative in teaching vocabulary. WordUp is language learning app created to improve student's vocabulary mastery. In this application, there are several features such as vocabulary, spelling, and games. This mobile application is not dictionary because this media consisted of material that can

³Elisia,S.Pd the English teacher at SMPN 22 Bandar Lampung

make students interest to learn about English specially vocabulary in analyses millions of movies, TV shows, songs, stories, newspaper articles, famous people's quotes and similar captivating material in order to bring the most helpful, exciting and enjoyable examples for each word to its users. Learn English vocabulary using technology considered to be a learning process that is fun for students, attracts students attention, and provides benefits information at once.

In this research during the use of WordUp App in learning process, researcher used descriptive text as an intermediary in learning vocabulary. Which in descriptive text took some words that are included in verb, noun, and adjective, then switch to the WordUp Application to find out the meaning, pronunciation, examples in movie, quotes. So, in this research focused on Verb, Noun, and adjective.

In addition, there is previous research conducted by Neda Maenza, the title is “WordUp Mobile Application-an Entertaining Form of Perfecting Your English Vocabulary”. This study used qualitative research. The research focuses on the usefulness of WordUp App to improve English vocabulary of the person.⁴So, it can be concluded that WordUp App may give positive effect in improving students’ vocabulary mastery and a great digital educational tool for improving English vocabulary in a modern also fun way.

The another previous research by Musa and Alireza in titled “WordUp: An App that teaches English words through extensive exposure to authentic materials”. Based on this study the mobile application which fosters English vocabulary learning through exposure to new words in authentic and entangling context such as expert of movies, song, and news programe.⁵ This research used

⁴Maenza,Neda, WordUp Mobile Application – an Entertaining Form of Perfecting Your English Vocabulary, (Serbia: Faculty of Informatics and Computing,Singidunum University,Sinteza 2020) , p.i.

⁵M. Nushi, Agahe, *Word up :An App that teachers ENGLISH words thorough extensive exposure to autentich materials*(Journal vocabulary learning and instruction. Vol 10. no 1.2021). p 61

was given recommendation for learners above level A1 the Common European is framework of references for languages.

The last previous research is by Puput Idasari and Lu'luil Maknun entitled "The Effectiveness of WordUp Application on Students' Writing". In this research used quasi-experimental. The use of Pre test and post test to writing recount text. This research focused to investigate the use of WordUp Application in students writing skill. The result of this research show that WordUp Application on Students' writing was effective.⁶ The difference between the previous research and this research is the difference in the method used and focus in the use of the WordUp Application. In the previous research used qualitative methods meanwhile in this research used quantitative methods. In the previous research used WordUp in writing was effective. Meanwhile in this research will be used WordUp Application as media though improve students vocabulary mastery.

Based on the reason mentioned above, this research expects this media can influence the students vocabulary mastery in descriptive text especially noun, verb, and adjective. So the researcher conducted the research entitled "The Influence of Using WordUp Application towards Students Vocabulary Mastery in Descriptive Text of The Eight Grade at SMPN 22 Bandar Lampung in the Academic Year of 2022/2023".

C. Identification and Limitation of the Problem

Based on the background of the problem above this research identify the problem as follows :

1. Most students skill lack of vocabulary
2. The students can not differentiate between each vocabularies classifications
3. The students still find difficulty to improve their vocabulary, because they felt nervous and do not have any motivations in learning vocabulary.

⁶ Idasari.Puput, Maknun.Lu'luil,"The Effectiveness of WordUp Application on Students' Writing" (Journal of Mercu Buana University, Yogyakarta. (2021).p 1

4. The students bored, confused and difficult to remember vocabulary in teaching learning process.

Based on the limitation of the problem this research will focus on Verb, Noun and Adjective of students vocabulary mastery that concluded in the influence of using WordUp Application towards students vocabulary mastery of the eight grade at SMPN 22 Bandar Lampung in the academic year of 2022/2023.

D. Formulation of the Problem

Based on the limitation of the problem, the problem of this research as follows :

1. Is there any significant influence of using WordUp Application towards students vocabulary mastery of the eight grade at SMPN 22 Bandar Lampung in the academic year of 2022/2023?

E. Objective of the Research

In line with the problem above, the objective of this study is to know the influence of using WordUp Application towards students vocabulary mastery of the eight grade at SMPN 22 Bandar Lampung in the academic year of 2022/2023.

F. Significance of the Research

The finding of this research are suppose to be useful as follow :

1. Theoretical Significant

This research used to know the influence of using WordUp Application towards students' vocabulary mastery of the eight grade at SMPN 22 Bandar Lampung in the academic year of 2022/2023. This research expect to increase students' vocabulary in fun way and enjoy using technology like mobile app in the modern era.

2. Practical Significant

- a. For the students, this research can be used as an input for the students to become one of the media that can influence their English skills especially in vocabulary mastery to be better.
- b. For the teachers, it is used to influence to the English teachers and others who concern in learning English about

using WordUp Application towards students vocabulary mastery in of the eight grade at SMPN 22 Bandar Lampung in the academic year of 2022/2023.

- c. For the another researcher, this study can be used as reference for further study on vocabulary mastery.

G. Relevant Research

There are several previous researches that are relevant to this research as follows:

1. First previous research conducted by Neda Maenza, the title is “WordUp Mobile Application-an Entertaining Form of Perfecting Your English Vocabulary”. This study used qualitative research. The research focuses on the usefulness of WordUp App to improve English vocabulary of the person. So, it can be concluded that WordUp App may give positive effect in improving students’ vocabulary mastery and a great digital educational tool for improving English vocabulary in a modern also fun way.⁷
2. The another previous research by Musa and Alireza in titled “WordUp: An App that teaches English words through extensive exposure to Authentic materials”. Based on this study the mobile application which fosters English vocabulary learning through exposure to new words in authentic and entangling context such as expert of movies, song, and news programe. This research used recommendation for learners above level A1 the Common European is framework of references for languages.⁸
3. The third previous research is by Puput Idasari and Lu’luil Maknun entitled “The Effectiveness of WordUp Application on Students Writing”. In this research used quasi-experimental. The use of Pre test and post test to writing recount text. This

⁷Maenza,Neda, WordUp Mobile Application – an Entertaining Form of Perfecting Your English Vocabulary, (Serbia: Faculty of Informatics and Computing,Singidunum University,Sinteza 2020) , p.i.

⁸M. Nushi, Agahe, *Word uo :An App that teachers ENglish words thorough extensive exposure to authentic materials*(Journal vocabulary learning and instruction. Vol 10. no 1.2021). p 61

research focused to investigate the use of WordUp Application in students' writing skill. The result of this research shows that WordUp Application on students' writing was effective.⁹

4. The fourth previous research is by X.Disalva and Dr. E.Sugantha Ezhil Mary entitled "Enhancing Vocabulary of The Hotel Management Students to Develop The Speaking Skill through WordUp Mobile Application". This study has demonstrated how WordUp mobile App can be a good tool for raising vocabulary. In this research applied quantitative method. The participants of this research was 36 students of hotel and catering management from Vels Institute of Science Technology and Advanced Studies, Chennai. Data collected by personal interview, observations, and testing with Vs vocabularysize.com. Collected data were analyzed with SPSS statistical tool and the results show that the WordUp mobile application motivates and entertains the student to learn, recollect and frame sentences with improved vocabularies.¹⁰
5. The last previous research is by Lailatussifa Ritonga entitled "The Effect of English Vocabulary Application on The Students' Vocabulary Mastery at The Eighth Grade Mts Hifzhil Qur'an Medan". This study focus to find out whether or not there is significant effect of English vocabulary application on the students' vocabulary mastery. The result of this research shows that English mobile application has significant effect on students' vocabulary mastery.¹¹

There were several differences between previous research and this research. The previous research by Puput Idasari and Lu'lail Maknun entitled "The Effectiveness of WordUp Application on Students' Writing". This research focused to investigate the use

⁹Idasari.Puput, Maknun.Lu'lail,"The Effectiveness of WordUp Application on Students' Writing" (Journal of MercuBuana University, Yogyakarta. (2021).p 1

X.Disalva and Dr.E.SuganthaEzhil Mary,Enhancing vocabulary of the hotel management students to develop the speaking skill though WordUp mobile Application" (MuktShabd Journal ISSN NO:2347-3150.VOL IX.2020.P. 5518).

¹¹Ritonga.Lailatussifa, "The effect of english vocabulary application on the students' vocabulary mastery at the eighth grade mts hifzhilqur'anmedan". (Journal of English education UIN Sumatera Utara, 2020).p.6

WordUp Application in students' writing skill. The result of this research show that WordUp Application on Students' writing was effective. Meanwhile in this research will be used WordUp Application as media though improve students vocabulary mastery. The similarity is on the second variable the previous research measure vocabulary and this research also will be measure vocabulary students by using WordUp Application.

H. Systematic of the Research

In this proposal entitle the influence of using WordUp Application towards students vocabulary mastery in descriptive text of the eight grade at SMPN 22 Bandar Lampung in the academic year of 2022/2023. This research describe several systematic of the research arranged in 3 chapters, namely introduction, frame of theory and hypothesis and research methodology.

Chapter I, Consists of Introduction, it consists of title confirmation, background of the problem in this session explain about problems faced by students in English lesson, identification and limitation of the problem, formulation of the problem, objective of the research, significance of this proposal for the readers in the future, relevancy of the research, and systematic of the research.

Chapter II, Consists of literature review and hypothesis, the researcher explain the literature or theory of WordUp application, vocabulary mastery, aspects of vocabulary mastery, textbooks, frame of theory and hypothesis.

Chapter III, Consists this research method was describe to know about the research design, research subject, population and sample, instrument, and data analysis.

Chapter IV, Consists of finding and discussion , this section the researcher showed the research finding such as the students score the data analysis and the discussion about the meeting and hypothesis.

Chapter V, Consists of Conclusion and Recommendation.



CHAPTER II

FRAME OF THEORY AND HYPOTHESIS

A. Theories

1. Concept of Teaching English as a Foreign Language

In Indonesia, English as a foreign language that the government has decided that English should be taught to the students from elementary school up to University. It is expected that the students should have the ability and knowledge of English which can be used to communicate. English must be taught in order to the students are able to compete in this global era. Many of requirements like getting job or continuing study need English skill.

According to Harmer, English as a foreign language is generally taken to apply the students who are studying general English at the school and institution in their own country as transitory visitor in a target language country.¹ It means that the students have chance to practice communicate English language only in the school. As the foreign language, English sometimes is fulfilled to meet the needs of global world, to upgrade the skill to compete with the others and to achieve special purpose for example passing the test or studying overseas.

In teaching English as foreign language, the teachers should be able to manage the classroom well and should be creative with interesting technique. According to Brown, teaching is showing and helping student to learn how to do something, giving instructions in the study of something, providing with language, and causing to know or understand.² It means that teacher have to make the students feel comfort and interest in studying subject especially English by using creative technique or media so students will focus on learning process.

¹ Jeremy Harmer, *How to Teach Writing*, (Pearson Education Limited. London, 2004), p.39.

²H.Douglas Brown, *Teaching Principle of Language and Teaching*, (San Francisco, Practice Hall Regents, 1994), p.7

According to Boey, the purpose of the teaching foreign language is to enable the students to use the language in communication.³ It means that in learning English the teacher does not only give the student theory about English but also he has time for practicing in their communication whether write or speak through English language instruction. To achieve the target, the English teacher should be able to motivate the students in the classroom.

Based on the statement above, the writer assumes that teaching English as a foreign language is the teacher should prepare the material instruction and the application of techniques well. Because language learning and teaching can be regard as process, the first role is to facilitate the communication process between participant and the various activities.

2. Concept of Vocabulary

As the root of element in English learning vocabulary is really important to comprehend the text or etc to know the meaning of each sentence that produce by someone in the another skills.

a. Definition of Vocabulary

Language is form by words. Is there no words there will be no language. According to Thornbury, a language has words. He also says that the new coming of words is never stop. It means that vocabulary is the vital part of language. By having adequate vocabulary, one will be able to communicate to other people and express his idea clearly and easily.⁴

A word is microcosm of human consciousness.⁵Then when the human speak, they are removing the words from their mouth by using their language. According to Hiebert

³Lim Kiat Boey, *An Introduction To Unguistics For The Language Teacher*, SEAMEQ (Singapore; University Press,1975). Page.3

⁴Scott Thornbury, *How Teach Vocabulary*, (Logman: Person Education Limited, 2009), p.1

⁵Ibid 15

and Kamil, “Vocabulary is the set of words for which is known the meanings when it is speak or read orally and the set of words also that an individual can used when writing.⁶In order to able to communication in English, the students should master adequate personal English vocabulary that covers their needs for communication in real life situations.

Vocabulary is basic knowledge of language, especially in English. Vocabulary is used by the student to understand the sentences of English, in making sentence, students must know words which they want to use. Vocabulary is the important to be master, because with the vocabulary the student can express their idea and communication with each other well. Vocabulary is important in learning language bacause without it, learners cannot use language to communication to other people, So, the quality of the students’ language depends to some extent on the quality of their knowledge of vocabulary.

Based on the statements above, it can be concluded that vocabulary is a list that contain words with the meaning in language. It is clear for us that vocabulary is important thing besides many factors in learning English. Without vocabulary people could not communicate with others well, therefore vocabulary is an important component of English that should be mastered.

b. Aspect of Vocabulary

In order to master vocabulary, students should learn some aspects of vocabulary. According to Harmer there are some aspects of vocabulary that should be taught or mastered by the students in learning foreign language, they are as follows:⁷

⁶Elfrieda H. Hiebert and Michael L. Kamil, *Teaching And Learning Vocabulary Bringing Researsch to Practice*. (Lawrence Erlbaum Associates, London, 2012), p.3

⁷Jeremy Harmer, *The Practice of English Language Teaching*, (London: Cambridge 2003), p. 18

1) Word Meaning

The least problematic issues of vocabulary, it would seem, is meaning. According to Harmer word meaning include: Polysemy, antonym, synonyms, hyponyms, and connotation.

2) Extending Word

Use Word do not just have different meanings, however. They can also be stretched and twisted to fit different context and different use. We say that someone is in a black mood or someone is yellow, yet we are not actually describing a color. In such context black and yellow mean something else. It is frequently stretch throw the set our metaphorical an idiom use. For example: "You are an apple in my eyes" this idiom expression show that it began to praise someone.

3) Word Combination

Although words can appear as single item which are combined in a sentence. (The mongoose bit the snake), they can also occur in two or more items groups (The normally lightning-quick reactions of the reptile let it down). They often combine with each other in ways which competent speakers of the language recognize instantly, but which otheroften find strange. The kinds of word that go together in one language are often completely different from the kind of word which live together in another.

4) Word Grammar

The last is about word grammar which is employed by distinguishing the use of word based on the use of certain grammatical pattern such as noun, verb, adjective, adverb, etc, we make a distinction between countable and uncountable nouns. The former can be both singular and plural. We can say one chair or two chairs, etc.⁸

⁸Ibid 17

From those statements, it can be concluded there are some aspects of vocabulary: they are word meaning, extending word use, word combination and word grammar. In this research the researcher focused on the word meaning and word grammar because idioms and word combination do not exist in the junior high school syllabus and difficult to learn.

c. Types of Vocabulary

Vocabulary has some types that need to be learnt. There are types of vocabulary that are explained by expert. One of explanation is explained by Thornburry. He explained that there are at least eight types of vocabulary.⁹ There are noun, verb, adverb, adjective, pronouns, preposition, conjunctions, and determiner. The researcher just focuses on nouns, verbs, and adjectives in this research because they are included in syllabus. Those can be describes are:

a. Noun

According to Frank, noun is one of the most important parts of speech. Its arrangement with the verb helps to form the sentence care which is essential to every complete sentence. In addition, it may function as the chief or head word in many structures of modification.¹⁰ There are some main types of nouns, namely common nouns (words for people, place, and things are called common noun), proper nouns (the names of particular people, place, and things), countable noun and uncountable noun, and plural noun.

1) Common Nouns

These are names of everyday things that we can see, hear, and touch.¹¹ These kinds of common noun:

⁹Scott Thornburry, *How to Teach Vocabulary*, (England: Longman, 2009), p. 75-76

¹⁰Marcella Frank, *Op. Cit*, p. 7

¹¹*Ibid* 27

a) Common nouns are words for things

These common nouns are words for things: *ruler, chair, hammer, bicycle, truth, pen, table, saw, calculator, crayons, sofa, axe, truck, television, pencil, loyalty, drill, ferry, fridge, book, lamp, ladder, train, cooker, dictionary, carpet, lawnmower, bus, computer, courage, telephone, spade, laziness printer, etc.*

b) Common nouns are words for animals

These common nouns are words for animals: *dog, puppy, cat, kitten, cow, calf, horse, foal, sheep, lamb, goat, kid, frog, tadpole, etc.*

c) Common nouns are words for place

These common nouns are words for places: *bank, airport, hotel, gas station, library, park, museum, farm, mall, zoo, theater, factory, hospital, nursery, etc.*

d) Common nouns are words for people who do certain things

The common nouns are words for people who do certain things: *singer, manager, sailor, gardener, dancer, secretary, pilot, police, officer, etc.*¹²

2) Proper Noun

As mentioned before the proper noun is word that showed about names of particular people, places, and things. According to Sargeant, there are some kinds of proper noun such as:

a) The people's names are proper nouns. Such as: Robbin Hood, Florence, etc.

b) The names of the days of the week and the months of the year are proper nouns. - The names of special days and celebrations are also proper nouns

¹²Howard Sargeant, Basic English Grammar, (Essex: Saddleback Educational Publishing, 2009), p. 7-8

c) The names of people who live in a particular country are also proper nouns.¹³

3) Concrete and abstract Nouns

A concrete noun is a word for a physical object that can be perceived by the senses, we can see, touch, smell the object (flower, girl). An abstract noun is a word for a concept, it is an idea that exists in our minds only (beauty, justice, mankind).¹⁴

4) Countable and Uncountable Nouns

Countable noun (singular noun) can be singular or plural: oven(s), exercise(s), etc. We use countable nouns to separate individual things such as ovens and exercises, things we can count. Many countable nouns are concrete: table(s), car(s), but some are abstract: situation(s), idea(s).

b. Verbs

The verb is part of the backbone of any sentence, joining the noun or subject as one of two absolutely necessary elements of a complete sentence. The verb lives in what grammarians call the predicate, which contains the verb plus all the words that relate specifically to it. The verb gives the subject its action or expresses its state of being.¹⁵ Sentences are complete only if they contain both a subject and a verb. Most verbs describe actions, so they are called action verbs. Action verbs tell what people or things are doing. Here are common action verbs such as: drink, eat, etc.¹⁶ There are at least seven kinds of verbs. There are transitive verbs, intransitive verbs, copular, ambitransitive verbs, regular and irregular verbs. In this research the researcher just focuses on intransitive and transitive verbs.

¹³Ibid, Pp. 8-9

¹⁴Marcella Frank, Op.Cit, Pp. 6-7

¹⁵Phyllis Dutwin, English Grammar Demystified, (New York: McGraw Hill, 2010), p. 30

¹⁶Howard Sargeant, Op.Cit, p. 52.

1) Transitive Verbs

Transitive verbs are verbs that take a direct object in the sentence.¹⁷ To identify them we can ask the question what is the/did the subject-verb? Example: *He is tasting the soup* Here the verb is *tasting* and the subject is *he*. If we form the question, *what is he tasting?* The answer is *soup*.

2) Intransitive Verb

Intransitive verbs are that do not take an subject or object attribute in the sentence.¹⁸ It is testing us about the action the subject but there is no specific object for the action. Example:

a. *He is running.*

b. *He is turning arround.*

c. *He is in London at the moment.*

c. Adjective

Adjective describe noun and pronoun.¹⁹ Harmer states that adjective is a word that gives more information about a noun or pronoun, and it can be used before or after noun. Besides, it can be group of word. Hence, its most usual position is before the noun or pronoun that is modifies, but it fills other positions as well. They give information about people, place, and things. There are kinds of adjective.

a) Adjective about size of people or thing.

Example: *a big house a high mountain*

b) Adjective about color of things.

Example: *a red carpet a black shoes*

c) Adjective about describing quality

Example: *a beautiful woman a rich family*

¹⁷ Marjolijn Vespoor and Kim Saute, *English Sentence Analysis: An Introductory Course*, (Amsterdam: John Banjamins Publishing Company, 2000), p. 65

¹⁸Ibid 34

¹⁹Ibid 34 Jeremy Harmer, *How to Teach English* (England: Logman, 1998),p.

d) Adjective about what things are made of. They refer to substances

Example: *a plastic folder a paper bag*

e) Adjective are made from proper nouns of place called adjectives of origin. Example: *a Mexican hat a Japanese lady.*

Based on the explanation above it can be concluded that the type of vocabulary as follows noun, adjective, adverb, propernoun and etc. this study will focus to measure students vocabulary mastery in an aspect of vocabulary mastery.

d. Concept of Vocabulary Mastery

Vocabulary mastery refer to the number of words that someone knows. In order words, it is more precisely defined as ‘to know a word’ because the learners are said to have a good vocabulary mastery if they are able to recognize the meaning but also to know form, grammar, meaning, and word formation.so, vocabulary mastery is an important thing in mastering all skills in language.

According to Hornby mastery is to have a great skills and completed mastery. So, the students that have vocabulary mastery is the students that have a great skills and understand also can give a respond of English language in communication.

Mastering vocabularies means mastering the meaning and the ways to use them in context. According to Cameron “vocabulary is central to learning of a foreign language”.²⁰By mastering a great number of vocabularies, the students can learn foreign language easier. Lewis and Hill (1997:12) defines that vocabulary mastery is important for the students. It is more than grammar for communication purpose, particularly in the early stage when students are motivated to learn the basic words.

²⁰Lynne Cameron,

Moreover, from the term 'mastery' that means having great skillfulness and knowledge of some activities or subjects, it can be concluded that vocabulary mastery is comprehensive knowledge to recognize, to understand, and to produce the stock of words and its meaning.

3. Concept of Teaching Students Vocabulary Mastery

a. Definition of teaching students vocabulary

Harmer says, we saw some of the many ways we can explain meaning, and when teaching vocabulary this is a major part of the teacher's art. Students need to see words in context to see how they are used. According to the best way, perhaps, of introducing new words is for students to read texts or listen to audio tracks and see or hear those words in action.²¹

Vocabulary is a basic element of language to understand the language; the learner should know the complexity of words, the teacher should decide how to teach vocabulary in the class.

Teaching vocabulary is an important role in English teaching to improve the effectiveness and efficiency, the teacher should not only understand the students' difficulties of word study, but also use some useful strategies and methods. Only in this way the teacher can help to improve the students' language competence and their ability to use English freely in communication.

Teaching vocabulary development involves more than teaching the definition of technical or unfamiliar words in texts. Teaching vocabulary is an activity to acquire some new words to improve the language.

²¹Jeremy Harmer, *The Practice of Language Teaching* (4th Ed) (Essex: Longman, 2007), p.229

b. Factors in teaching vocabulary

According to Scott Thornbury, “here are the five of factors that have related on teaching set of words be considering by the teacher.

- 1) The level of the learner
- 2) The learner likely familiarity with words
- 3) The difficulty of items
- 4) Their teaching ability
- 5) Whether items are being learned for production (in speaking and writing) or for recognition only (in listening and reading).²²

From the statement above that students have different level and teacher encourage their students to gain success in learning the language. The media and method or technique might be one motivating them on teaching language. The goal of learning vocabulary is to know the meaning of the words or to understand the meaning of the words. We do not just memorize or write that the teacher speaks.

4. Concept of Media

a. Definition of Media

A media (plural, media) is means of communication and some of information. Devired from latin word meaning the term refers to anything that carries information between a source nd receiver, example include video, television, diagrams, printed materials, computer programs, and instructors. These are considered instructional media when they provide message with an instructional purpose.

Media come from Greek Language (Medius) is means, mediator, or escort. Media also derived from the Latin word “Medium” that means “Between”. The term refers to anything that carries information between a

²²Scott Thornbury, How to Teach Vocabulary, (England: Longman, 2009), p. 75-76

source and receiver. The specific word, the understanding from media in learning process means graphic instruments, photographic, or electronic to cheat, processes and arrange the visual information or verbal.²³Media is one of communication component, as a bearer of message from communicator to communicant.²⁴ Media is means of expressing message and information. Based on definition above, it can be concluded that media is one tool or method and technique can be used to send the message or information from source to receiver. In this case source is teacher and receiver is a student. Media can used to transfer knowledge in teaching learning process. Based on Patel, There are three types of teaching and instructional material as follows:

- 1) Visual aids:
 - a) Boards: Blackboard, Flannel boards, soft boards.
 - b) Charts, Maps, Pictures, Drawings.
 - c) Statistic and Working Modal.
 - d) Film strip, Slide Projector, OHP, Transparencies and Episcopes.
- 2) Audio aids :
 - a) Audio Cassette Player
 - b) Radio
 - c) Audio Visual aids:
 - d) Video Cassette player
 - e) Video Compact Disc Player
 - f) Television
 - g) Film Projector.²⁵

It can be concluded that many types of media that can be used in teaching learning process. We can use those media depend on our need. Then for the teachers,

²³Azhar Arsyat. Media Pembelajaran, (Jakarta: Grafindo Persada, 2005) p.3

²⁴ Drs. Daryanto, Media Pembelajaran, Perannya Sangat Penting Dalam Mencapai Tujuan Pembelajaran, (Yogyakarta: Grava Media 2013), p.4

²⁵Dr. M. F. Patel and Praveen M. Jain, English Language Teaching (Methods, Tools, & Techniques), (Sunrise Publishers & Distributors: Jaipur : 2008) , p. 59

they can use various types media to help them teaching in the class

5. WordUp Application

1. Definition of WordUp

WordUp is language learning app created to improve students vocabulary mastery²⁶. WordUp can be download from <http://www.wordupapp.co>, which redirects the users to App store for Ios devices and google play for Android devices. In this application, there are several features such as vocabulary, spelling, and gamesso that if used it can also help students to increase vocabulary in learning language skills and spelling words. Therefore, this research focuses on one of artificial intelligence WordUp Application to improve students' writing. In Indonesia, many tribes also have different dialects based on the region.

WordUpApplication provides vocabulary practice and givesan opportunity for students to evaluate their knowledge and identify the need to continue improving.²⁷The meaning of WordUp Application is present as an educational tool that can be used in classrooms to provide new learning experiences for students. So the WordUp app is essential for students to learn the language to increase their motivation and make this app more fun. Using WordUp to learn English can get positive feedback from students and teachers. In addition, students who need to develop their vocabulary can use the WordUp application, which is valuable and interesting for us. Students can choose one of the available languages in the WordUp application to work on a series of lessons and

²⁶Tafonao, Talizaro. "Peranan Media Pembelajaran Dalam Meningkatkan Minat Belajar Mahasiswa." *Jurnal Komunikasi Pendidikan*, vol. 2, no. 2, 2018, p. 103, doi:10.32585/jkp.v2imm2.113.

²⁷Gonulal, Talip, et al. "The Development of Statistical Literacy in Applied Linguistics Graduate Students." *ITL - International Journal of Applied Linguistics*, vol. 168, no. 1, 2017, pp. 4–32, doi:10.1075/itl.168.1.01gon.

available questions. Each lesson consists of several questions, translating sentences, responding to voice commands, identifying pictures associated with certain words or sentences, and multiple-choice answers.

WordUp is designed to become a part of users' lives, supporting them every day. Once the map of their knowledge gaps is created, the users will start to fill the gaps.²⁸ They begin to follow a plan while learning new words and phrases. WordUp can be one of the best pastime activities. Rather than wasting time on social media, learners can consume entertaining news and other content that WordUp will gather for them, all while improving their knowledge in a relaxed fashion.

This mobile application is not dictionary because this media consisted of material that can make students interest to learn about English specially vocabulary in analyses millions of movies, TV shows, songs, stories, newspaper articles, famous people's quotes and similar captivating material in order to bring the most helpful, exciting and enjoyable examples for each word to its users. One of the main objectives is to learn in context; in other words, to learn how to use each word in real life, while truly enjoying the process of learning.

2. Features in WordUp Application

Based on Neda in her studies there are some features that has by WordUp applications as follows:

- 1) Has a level that the app let the user to select the level of vocabulary.
- 2) Has a skill tree that consists of several lessons that the user can go through and unlock the next skill. Each lesson contains 10 to 15 exercises with different types of exercises.
- 3) The leader board, which is activated when the user adds friends to theirlist.

²⁸Khaisar, *Introduction of Media in teaching English* (Journal of International, Vol 12.No 2. 2017).p21

- 4) Has a map of knowledge, consist of many words, idioms and phrases.
- 5) Has the daily reviews that called spaced repetition which the words will come back with games and challenges
- 6) Challenging quizzes based on user's level
- 7) Has a shop whose currency is called Lingot, which the user can use to buy additional skills, and bonuses such as freezing or customizing the appearance of WordUp Application.²⁹

Based on the explanation above it can be concluded that WordUp application feature are consisted of several lesson that use can go though and unlock the next skill in vocabulary mastery.

3. The Activity of Using WordUp Application

The activity that can be done of using WordUp Application produced by Nushi in his studies as follows:³⁰

- 1) The first step the teacher can add the students to open the application of WordUp
- 2) The second the teacher gave the students clues for the theme, such as sociality or history, to teach them about the vocabulary
- 3) The next teacher add the students to look up the word in the text that consisted of aspects of vocabulary
- 4) Next, the teacher gives the students assessment of the students

²⁹ An Nisa Cesarini, et al., *Utilizing Duolingo In Learning Vocabulary*, Proceedings International Conference on Education of Suryakencana, (Suryakencana University, 2021), p.112

³⁰ Musa Nushia, Alireza Aghaeia, and Maryam Roshanbinb, *WordUp: An App that Teaches English Words through Extensive Exposure to Authentic Materials*. Journal of vocabulary learning and instruction. Vol.10.no.1.2021 URL :file:///Users/user/Downloads/myVLI%20(3).pdf

- 5) The teacher can discover which words students do not know
- 6) The teacher should be given students learn words in order of importance
- 7) The students learned words in the correct context
- 8) Everyone can utilize WordUp for many reasons.

4. Advantages of WordUp

The advantages of using WordUp mediated on An Nisa on her studies as follows:³¹

- 1) Improve your general quality of life
- 2) Optimize career opportunities and widen job searches
- 3) Allow you to engage more comfortably in intellectual conversation
- 4) Expand your vocabulary in a fun and engaging way
- 5) Strengthen the communication and bond in a relationship formed with a -language barrier (break language barriers).

Based on the explanation, the WordUp application has advantages on many sides. It can improve students' quality of life, optimize care, and give them opportunities.

5. Disadvantages of WordUp

WordUp uses a computerized sound system for all of its listening exercises, so students are not introduced to how language actually sounds. Their voices are dry, non-rhythmic and can be heard fluently, the most important thing in their language learning is actually speaking to native speakers of their more assertive language. Nothing can replace it and currently, WordUp has no way of allowing people to communicate with any native speaker. Allow you to teach family and friends the greatest skill,

³¹ An Nisa Cesarini, et al., *Utilizing Duolingo In Learning Vocabulary*, Proceedings International Conference on Education of Suryakancana, (Suryakancana University, 2021), p.112

communicate ³² it can be conclude that WordUp application is used computerized and has sound system that must be support by the teacher in learning process.

6. Concept of Textbook

a. Definition of Textbook

Textbook is a form of published printed material most commonly used as teaching and learning media in schools or any educational institution. It is one of the most important media in learning and teaching process as it serves as a source and guideline to both students and teacher. For language learning, Richards mentioned that textbooks serve as the basis for much of the language input since learners receive and provide the content of the lessons, the balance of skills taught and the kinds of language practice the students take part in.³³ This explains why at all levels of language learning textbook is still taken as important resource among students.

Hutchinson and Torres state that “ the textbook is an almost universal element of (English Language) teaching.³⁴It can be inferred that textbook is a published printed material that serve as a sources and guideline for teachers and students which contain exercises and reference in the form of schoolbook, course book, work book or subject book. Textbook is the most frequently used of all printed educational materials. The textbook becomes one of many aids to assist students in acquiring clear concepts of subject matter. According to Richards, “textbooks are used in different ways in language program.

³²Neda Maenza, Tijana Gajić, *Wordup Mobile Application – An Entertaining Form Of Perfecting Your English Vocabulary*(Journal of Modern Technologies in Languages Teaching Session. Vol.4.No.12.2021).

³³Jack C Richard. *The Role of Textbooks in a Language Program*. p.1.

³⁴ Biljana B.Radac Bojanic, *Textbook in the EFL classroom : Defining, Assessing, and Analyzing*. p.138

For example, a reading textbook might be the basis for a course on reading skill, providing both set of reading texts and exercises for skills practice. A writing textbook might provide model compositions and list of topics for students to write about. A grammar textbook might serve as a reference book and provide examples as well as exercises to develop grammatical knowledge. A speaking text might provide passages for students to read and discuss. A listening text together with audio cassettes or CDs might serve as the primary listening input in a listening course. A textbook is usually seen an aid to teaching. It is simply one of many possible materials of learning because it helps the teachers and students to achieve the goal of learning.

b. The role of Textbook

Textbooks has an important role in educational system, O'neill added the role of textbook as follows:³⁵

- 1) Firstly , all parts of tetbok materials are appropriate for students need
- 2) Secondly, textbook makes it possible for students to plan for future learning and akso review the previous materials or lesson.
- 3) Textbook provide materials which are well presented, which could be replaced by someone else
- 4) Finally suitable textbook allow teacher to adapt and improve the material to meet the students needs and also allow for natural interaction.

c. The Activity of usingTextbook in Teaching Vocabulary

The activity of using textbook in the learning process are:³⁶

³⁵O'Neill, R. (1990) 'Why Use Textbooks' in Currents of Change in English Language Teaching, ed. Rossner and Bolitho, OUP

- 1) The first, the teacher explain the related themes studied to students
- 2) The teacher add the student to open the textbook that relate with the theme and ask them to write down the vocabulary that relate with theme.
- 3) The teacher asked the student to mention the vocabulary and pronounce the vocabulary with the meaning that relate with theme.

d. Advantages of Using Textbook

A textbook has many functions. According to Thomson a textbook has many functions as follows:

- 1) Individualization of instruction textbook helps students to individualize instruction by enabling them to precede their own rate and to a limited extent, according to what they are interesting in studying
- 2) Organization of instruction textbook helps students to organize instruction by providing experiences, suggested activities, recommended reading and question. Written textbooks give unity to classroom interaction and are graded to introduce new concepts or contents they build upon what has preceded.
- 3) Tutorial contribution teacher often uses the textbook to help students learn how to read better, to study, to weigh evidence, and to solve problems.
- 4) Improvement of Teaching

Textbook is also regarded as a helpful utility which is used by teachers to improve their skills is teaching. Based on explanation above, textbook is a kind of visual aid in teaching learning process, it means that the function of a textbook is actually as one of the visual aids by teachers, when they are teaching and explaining the teaching materials.

³⁶O'Neill, R. (1990) 'Why Use Textbooks' in Currents of Change in English Language Teaching, ed. Rossner and Bolitho, OUP

Besides, it also helps the students to get a better understanding of materials given by teacher.

e. Disadvantages of textbook

There are some disadvantages of using textbook in teaching vocabulary for English language learner based on O neil as follows :³⁷

- 1) The students sometimes difficult to understand the meaning of the textbook
- 2) The textbook usually has consisted of a corpus of spoken and written activity
- 3) The students are difficult to comparing the invariably
- 4) As authentic materials the students usually had negative and positive motivation in learning by using textbook.

B. Frame of Thinking

Vocabulary is an important element in learning a language. Vocabulary is able for students to express students' thoughts in speaking, reading, writing, and listening. Most students find it difficult to understand and memorize English vocabulary. Students tend to be lazy when learning English because they are difficult to learn. And this makes students lazy and bored when learning vocabulary in English. In learning vocabulary, the teacher must create an interesting learning atmosphere so that students do not get bored easily and one way is to use learning media.

WordUp is designed to become a part of users' lives, supporting them every day. Once the map of their knowledge gaps is created, the users will start to fill the gaps. They begin to follow a plan while learning new words and phrases. WordUp can be one of the best pastime activities. Rather than wasting time on social media, learners can consume entertaining news and other content that WordUp will gather for them, all while improving their knowledge in a relaxed fashion.use as a text or a text substitute in a

³⁷O'Neill, R. (1990) 'Why Use Textbooks' in Currents of Change in English Language Teaching, ed. Rossner and Bolitho, OUP

particular class or programs as a primary source of study material intended to implement a major part of the curriculum.

C. Hypothesis

Based on the theories and explanation above, the research makes the hypothesis as follows:

Ha: There is a significant influence of using WordUp Application towards students vocabulary mastery of the eight grade at SMPN 22 Bandar Lampung in the academic year of 2022/2023

Ho: There is no significant influence of using WordUp Application towards students vocabulary mastery of the eight grade at SMPN 22 Bandar Lampung in the academic year of 2022/2023



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