

USING VLOG AND PODCAST ON STUDENTS' VOCABULARY ENRICHMENT

A Paper

Submitted to English Language Education Study Program, Faculty Of Teacher Training
And Educational Sciences, Pakuan University as Partial Fulfillment of The Requirements
for *Sarjana Pendidikan* Examination

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATIONAL SCIENCES

PAKUAN UNIVERSITY

2025

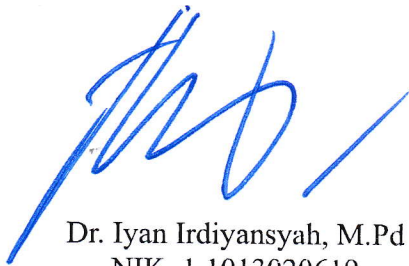
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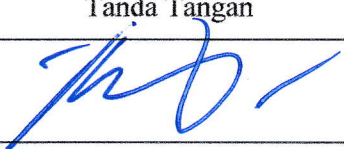
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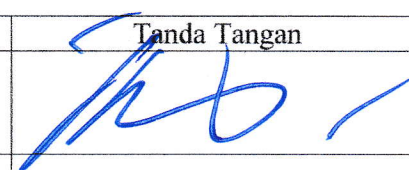
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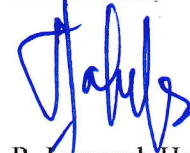
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DECLARATION

I hereby declare that the paper entitled **"Using Vlog and Podcast on Students' Vocabulary Enrichment"** is completely my work. I am fully aware that I have quoted some statements and ideas from many resources, and all quotations are properly acknowledged in the paper. Should there be any claim on the originality of this paper, I would be prepared to take any legal responsibility.

Bogor, Juni 2025



Wanda Nurdianti Yusuf

PREFACE

Bismillahirrahmanirrahim, Alhamdulillahirobbil'alamiin, all praises are dedicated to Allah SWT who has given mercies and blessings to the writer. The paper entitled “Using Vlog and Podcast on Students’ Vocabulary Enrichment” can be completed. This paper is submitted to the English Language Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University as a partial fulfillment of the requirements for the *Sarjana Pendidikan* examination.

Hopefully, this paper will be beneficial for teachers and all of the readers. Furthermore, the researcher realizes that this paper is far from being perfect. Hence, criticism and suggestions for completing this paper are highly appreciated. In addition, it is hoped that this paper will be useful for other researchers and those who read it.

Bogor, Juni 2025



Wanda Nurdianti Yusuf

ACKNOWLEDGEMENT

All praises are dedicated to Allah SWT who has given His blessing, mercy, and guidance to her for finishing this paper. She also expresses her greatest gratitude and appreciation to all of the people who have given support, guidance, and suggestions to her during the process of completing this paper.

First, the researcher would like to express her deepest gratitude to Dr. Iyan Irdiyansyah, M.Pd as her first supervisor and Asih Wahyuni, M.Pd as her second supervisor. She thanks them for their guidance, support, help, motivation, and suggestions all the time in the process of writing and conducting the research. Thus, she could solve the kinds of difficulties found, and this paper can be finished.

The researcher would like to thank Dr. Eka Suhardi, M.Si as the Dean of the Faculty of Teachers Training and Educational Sciences. The researcher also expresses gratitude to R. Lungguh Halira Vonti, M.Pd., as the Head of the English Language Education Study Program, for her guidance and support throughout the academic process. The researcher expresses appreciation to Dra. Atti Herawati, M.Pd., as her academic counsellor of class A, as well as to all lecturers of the English Language Education Study Program who have provided useful knowledge.

The researcher would like to thank the headmaster and teachers of SMP Negeri 2 Bogor for their kind support and cooperation throughout the research process. Their assistance played a significant role in facilitating the study at the school. The researcher thanks all the students for their participation and

contribution during data collection. Their involvement was very helpful for this research.

The researcher is profoundly grateful to her dearest parents, Nurhayati and Mohamad Yusuf, whose boundless love, heartfelt prayers, and unwavering support have been the light that guided her through this journey. Her mother's gentle care and constant prayers have always brought her comfort and strength, while her father's tireless dedication and resilience have inspired her to never give up. Every step of this achievement is a reflection of their endless sacrifices, love, and encouragement, for which she will forever be thankful.

The researcher is deeply grateful to her beloved siblings, Mohamad Ryan Nurdiansyah and Ria Rahmawati, whose endless support, love, and kind words have always kept her spirit high. In moments of doubt and difficulty, their care and encouragement have given her the strength to keep going. They are not only family, but also her closest companions through every step of this journey.

The researcher also wants to thank her friends in Class A 2018, especially her beloved friends Ulvi, Uput, Alif, Riza, Hana, Oci, Rika, and Middy, who have supported, encouraged, and provided meaningful input in completing this paper.

Last but not least, I want to thank me. *"I want to thank me for believing in me, I want to thank me for doing all this work, I want to thank me for having no days off, I want to thank me for never quitting, for just being me at all times"*.

ABSTRACT

This study investigates the effect of using vlogs and podcasts on students' English vocabulary improvement, especially in the context of daily routines. Conducted at SMP Negeri 2 Bogor, the research used a quantitative approach with a quasi-experimental design. Two eighth-grade classes participated: the experimental group learned through vlogs, while the control group used podcasts. Each group received two treatment sessions, and vocabulary tests consisting of 23 multiple-choice items were administered before and after the treatment. The results showed that the average vocabulary score in the experimental group increased from 14.94 (pre-test) to 19.29 (post-test), while the control group improved from 14.48 to 16.77. Since the data were not normally distributed, the Wilcoxon Signed-Rank Test was applied, and it showed significant improvements in both groups ($p = 0.000$). Furthermore, the Mann-Whitney U Test revealed a significant difference in post-test scores between the two groups ($p = 0.000$), indicating that the experimental group outperformed the control group. These findings suggest that vlogs, which combine both visual and audio input, are more effective in helping students understand and retain new vocabulary than podcasts, which rely solely on audio. Therefore, vlogs can be considered a powerful and engaging media for vocabulary learning in junior high school.

Keywords: vlog, podcast, vocabulary enrichment, daily routine, quasi-experimental.

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CHAPTER I

INTRODUCTION

A. Background of the Study

The purpose of learning English is to equip students with the skills needed to communicate effectively in the language. This includes mastering the four main skills of listening, speaking, reading, and writing. However, in order to master these skills, students must first develop supporting abilities, such as vocabulary, pronunciation, and grammar. These supporting abilities are very important as they form the foundation of the main language skills. It indicates that if students do not have a large enough vocabulary, they will never be able to communicate effectively. Having a solid understanding of grammar alone does not ensure language learning success. Thornbury (2019) underlined that very little can be stated without grammar, and nothing can be communicated without vocabulary. As a result, vocabulary is essential for communication.

Vocabulary is a fundamental skill in learning English, especially for beginners. Having a richer vocabulary enables students to understand others and express themselves more clearly. Furthermore, according to Hayden, Baird, and Singh (2019), knowing the words is the main aspect of being understood. Even if students master sentence patterns, without sufficient vocabulary they will struggle to convey meaning. However, many students face difficulties in enriching their vocabulary due to traditional teaching methods that often fail to engage them actively. This lack of motivation and

interaction leads to limited vocabulary mastery among students, which hampers their overall language proficiency.

Before learning English through vlogs and podcasts, many students were already familiar with vocabulary learning through traditional methods such as memorizing word lists and translating sentences from textbooks. However, these methods often made students less active and less eager to learn, as they rarely saw how the words were actually used in real-life situations. As a result, their vocabulary development was limited, and their ability to communicate effectively in English remained low. Therefore, students need a way of learning that captures their attention and motivates them to participate more actively and creatively in learning.

The advancement of technology has brought positive impacts to education and offers new opportunities to improve learning experiences (Djiwandono, 2020). Among the available tools, vlogs and podcasts have shown potential to help students enrich their vocabulary in a more enjoyable and engaging way. These media are not only popular and familiar to students but also provide real-life language examples, enabling them to see and hear words used in context. By using vlogs and podcasts, students can learn new words and how to apply them in everyday conversations, which supports both their vocabulary development and their overall English skills.

This study aims to determine how the use of vlogs affects students' vocabulary enrichment. In addition, it also aims to determine how the use

of podcasts influences students' vocabulary enrichment. In short, the researcher chose this topic because vlogs and podcasts offer practical, motivating, and effective ways to support students in enriching their vocabulary, which in turn improves their overall ability to communicate in English.

B. Statements of the Problem

To clarify the aims of this research, the following problems are formulated as research questions:

1. Is there any effect using Vlog on students' vocabulary enrichment?
2. Is there any effect using Podcast on students' vocabulary enrichment?
3. Is there any difference between the effects of using Vlog and Podcast on students' vocabulary enrichment?

C. Aims of the Research

This study aims to determine the effect of using vlogs on students' vocabulary enrichment and the effect of using podcasts on students' vocabulary enrichment. Additionally, it seeks to identify the difference in vocabulary enrichment outcomes between the experimental group and the control group of junior high school students.

D. Limitations of the Problem

In this study, the writer limits the problem to the enrichment of students' vocabulary through the use of vlog and podcast media. The material is based on the theme "Be Yourself", in accordance with the

teaching module applied at the school where the research is conducted. The research subjects are eighth-grade students of junior high school.

E. Hypothesis

In this research, the researcher proposes the following alternative hypotheses (H_a):

1. There is an effect of using Vlog media on students' vocabulary enrichment.
2. There is an effect of using Podcast media on students' vocabulary enrichment.
3. There is a significant difference between the effects of using Vlog and Podcast media on students' vocabulary enrichment.

F. Operational Definitions

a. Vocabulary

According to Afzal (2019), vocabulary is one of the most important linguistic components in learning a language. Effective communication requires knowledge of sufficient vocabulary. Understanding a language and being understood depend heavily on vocabulary mastery. Thus, vocabulary plays a crucial role in helping students communicate effectively and comprehend language in various contexts.

b. Vlog

According to Yanti et al. (2024), video blogging (vlog) is a series of audio-visual recordings shared online, often documenting daily life or other topics for interactive communication. In the teaching and learning

process, short video blog segments are proven more effective because they can improve students' ability to understand and use vocabulary in broader communicative situations.

c. Podcast

According to Kaplan (2020), podcasts are a form of media where audio content is streamed or downloaded to share information, tell stories, or provide education to a wide audience. Podcasts expose students to various new words through authentic and meaningful conversations. Listening to podcasts allows students to practice pronunciation, understand words in context, and hear natural sentence flow, making vocabulary learning easier and helping them retain and apply words in daily communication.

G. Research Significance

For students, this research is expected to help students develop a positive attitude toward learning English, become more interested in the subject, and improve their vocabulary mastery. For English teachers, the findings of this study are expected to encourage teachers to create a more enjoyable learning experience by using media such as vlogs and podcasts to enrich students' vocabulary. For future researchers, the results of this study can serve as an additional reference for studies with different variables, research designs, or approaches. Furthermore, this study may inspire further exploration of effective media that can be applied in vocabulary teaching and learning.

CHAPTER II

THEORETICAL FOUNDATION

A. Vocabulary

1. Definition of Vocabulary

Vocabulary is one of the important components in language learning because it is the basis of all four language skills: listening, speaking, reading, and writing. Vocabulary enables students to express their ideas, understand others, and communicate effectively in real-life situations. According to the book (Thornbury, 2002), vocabulary is an important part of learning a language because it is the foundation for effective communication. Without sufficient vocabulary, students cannot fully use or understand a language. The book also provides practical strategies for teaching and learning vocabulary, such as learning words in context, using repetition, and practicing through meaningful activities. In addition, it highlights the importance of evaluating vocabulary acquisition and suggests methods such as using visuals, storytelling, and games to make vocabulary learning more interesting and effective.

Vocabulary is essential for communication in any language. It helps learners express their ideas, understand others, and have meaningful conversations. Without enough vocabulary, it's hard to master other language skills like listening, writing, or grammar. Learning new words is not just about memorizing them, it's about understanding their meaning, how they are used, and when to use them. To grow vocabulary, learners need

to experience language in real-life situations where words are used naturally. This makes vocabulary an important part of language learning, helping students use the language more confidently and effectively in everyday life.

2. Kinds of Vocabulary

a. Words

According to Crystal (2019), a word is the smallest free form in a language that carries meaning and can function independently in a sentence. Words are fundamental units of vocabulary, and understanding how they operate is essential for mastering language. For example, words related to daily routines, such as wake up, brush, breakfast, and sleep, each represent specific actions in everyday life. These words can stand alone in sentences, such as “I wake up at six o’clock” or “She brushes her teeth every morning.”

b. Phrase

A phrase is a group of words that work together as a single unit within a sentence but do not form a complete sentence on their own because they lack a subject or a verb. According to Crystal (2019), a phrase is a sequence of two or more words that form a grammatical unit but do not make a complete sentence on their own, often functioning as a single part of speech within a sentence. This means that a phrase may only provide additional information in a sentence but cannot stand alone as a complete sentence. For example, “brushing my teeth” or “having breakfast” are phrases.

Although these groups of words have meaning and are related to daily activities, they cannot form a full sentence because they do not contain both a subject and a verb to make a complete statement

c. Clause

According to Crystal (2019), a clause is a grammatical unit containing a subject and a predicate, functioning either as a complete sentence or as part of a larger sentence. This means that a clause always has someone or something (the subject) performing an action or being described (the predicate). For example, in the sentence “I brush my teeth every morning”, the subject is “I” and the predicate is “brush my teeth every morning”. This is an independent clause because it can stand alone as a full sentence. On the other hand, “because I wake up late” is a dependent clause it also has a subject (“I”) and a predicate (“wake up late”), but it cannot stand alone without the rest of the sentence. Understanding clauses is essential for constructing clear and meaningful sentences in communication.

B. Vocabulary Enrichment

Vocabulary is the most significant component of learning a language. It is one of the basic and important components of English, which is a collection of words that have meaning and are important to learn in order to improve the use of English. Someone can use this element to express their thoughts, feelings, and desires. Meanwhile, vocabulary enrichment is the process or action of improving or adding someone's vocabulary in order to

communicate more effectively, either in written or spoken. Vocabulary enrichment is the process of increasing the number of words and improving students' understanding of them in the English language. Vocabulary plays an essential role because it is the foundation of all language skills such as reading, writing, speaking, and listening.

According to Afzal (2019), vocabulary is not just a matter of memorizing lists of words but also involves understanding their meanings, forms, and appropriate usage in different contexts. The more vocabulary students know, the easier it is for them to comprehend texts, express ideas, and communicate effectively in English. Vocabulary enrichment can be achieved through various methods, one of which is by using engaging media such as vlogs and podcasts, which provide authentic and contextualized language exposure.

According to Lestari (2022), vocabulary enrichment is a method of attracting students' attention to new or unfamiliar terms in order to help them learn new words. Kochkorbae vna & Qizi (2022) also stated that vocabulary enrichment is the absorption of new, previously unknown terms by students, as well as new meanings of words that are already included in their vocabulary. Moreover, cited from Lestari (2022), strengthened that vocabulary enrichment is a crucial tool for English students to deal with the problem of hampered communication caused by a lack of vocabulary knowledge.

Seitbilyalovna (2021) claimed that both educators and learners agree that vocabulary enrichment is an essential component of learning a language. Adapted from Lestari (2022), Kurniawati (2012) also said that vocabulary enrichment is particularly beneficial for language learners studying foreign languages, as students will be able to master four language skills by developing a strong vocabulary and language communication skills. Cited from Isnaini & Aminatun (2021) supported that vocabulary knowledge is seen as an important tool for mastering all language skills. It also helps people understand written texts and spoken language. Akbar & Hadi (2019) also argued that vocabulary enrichment is a very strong foundation in learning English, where students first need to develop and enrich their vocabulary in order to achieve knowledge and usage of the language that will be used. On the other hand, it can help students enhance and expand their vocabulary. Quoted from Seitbilyalovna (2021), K. Witri (2012) confirmed that vocabulary enrichment gave opportunities for the students to speak, write, and read with confidence and effectiveness. Furthermore, cited from Isnaini & Aminatun (2021) summarized that if students want to become fluent in English, they need to learn as much vocabulary as possible.

From all those statements above, the researcher can conclude that vocabulary enrichment is a method, tool, or one way that can help students expand their knowledge in order to master the four English words language skills, including communicating clearly without any misunderstanding that

is caused by a lack of vocabulary. The researcher can define vocabulary enrichment as a crucial step in learning English that benefits the students by expanding their knowledge, especially by getting to know new words and better understanding the ones that they already have. Therefore, vocabulary enrichment is very important when learning a foreign language. It is such a provision to be able to understand and use English properly. On the other words, without having several supporting vocabularies, students will not be able to master the use of English effectively, whether spoken or written.

C. Teaching Vocabulary

According to Afzal (2019), teaching vocabulary is not limited to introducing word meanings but also includes helping learners understand word forms, pronunciation, and appropriate usage in context. This ensures that students can apply vocabulary meaningfully in communication rather than memorizing it in isolation. Similarly, Yazmin and Clara (2024) emphasize that effective vocabulary teaching should incorporate engaging and authentic materials, such as digital media, to foster students' interest and improve their ability to use words accurately and confidently in real-life situations. Both perspectives highlight the importance of contextualized and interactive approaches to vocabulary teaching that enhance students' communicative competence.

D. Teaching Vocabulary through Technology

Teaching vocabulary through technology has become an essential approach in modern education. Kaplan (2020), describes this method as

leveraging digital tools like podcasts, videos, and interactive applications to make vocabulary learning more engaging and accessible. By providing authentic contexts and repeated exposure, technology enhances students' ability to acquire and retain new words. Similarly, Coxhead and Nation (2021), in *Innovations in Vocabulary Learning*, emphasize the role of technology in personalizing vocabulary instruction. They highlight features such as instant feedback and progress tracking, which allow learners to practice words effectively in various contexts. Together, these perspectives showcase the transformative potential of technology in enriching vocabulary instruction.

E. Mobile-Assisted Language Learning (MALL)

Mobile-Assisted Language Learning (MALL) has become an increasingly popular approach in language education due to the widespread availability of mobile devices such as smartphones, tablets, and portable media players. These tools are not only convenient but also offer unique opportunities for students to engage in learning anytime and anywhere. MALL encourages independent learning, allowing students to access various materials such as videos, podcasts, and vocabulary apps outside traditional classroom hours. This flexibility helps learners study at their own pace and review difficult content multiple times, which can lead to deeper understanding and better retention of new vocabulary.

Burston (2015) reviewed more than 300 MALL studies conducted over two decades and found that the majority of them reported positive

outcomes, especially in vocabulary learning. The studies highlighted several benefits, including increased learner motivation, better vocabulary acquisition, and improved retention over time. One of the main reasons for these results is that mobile learning allows for frequent exposure and repetition, both of which are essential in mastering new vocabulary. In addition, learners often find mobile-based activities more engaging and enjoyable, which helps reduce anxiety and create a more relaxed learning environment.

In short, MALL provides a more personalized and student-centered learning experience. It helps learners take control of their progress while also offering immediate access to authentic language resources. These advantages are especially helpful for vocabulary development, as students can interact with words in various contexts through listening, reading, and even speaking whenever they have the time or interest. As Burston (2015) explains, the integration of mobile devices in language learning not only supports vocabulary growth but also builds learners' confidence and independence in using the language in real-life situations

F. Teaching Vocabulary through Vlog

Teaching vocabulary through vlogs is a modern method that utilizes video content to support language learning by combining visual and auditory elements. Vlogs (video blogs) often show real people speaking naturally in everyday situations, which helps students learn vocabulary in meaningful contexts. Through these videos, students not only hear correct

pronunciation but also see body language, facial expressions, and gestures, which may help strengthen understanding. This multi-sensory experience makes the vocabulary more relatable and memorable.

According to Saiful (2019), vlogs present new words in real-life conversations and storytelling, allowing students to understand how vocabulary is used in daily situations. Similarly, Wang (2022) emphasizes that vlogs are effective in showing practical language use in authentic settings, which helps students connect new vocabulary with their own experiences. These insights highlight that using vlogs in vocabulary instruction supports better comprehension and retention, while also encouraging students to engage more actively and independently in learning

G. Teaching Vocabulary through Podcast

Teaching vocabulary through podcasts is an effective and modern approach in language learning that emphasizes listening to real and meaningful conversations. Podcasts offer learners the chance to hear how native speakers use vocabulary in natural speech, which enhances their listening skills and helps them understand new words in context. This method supports vocabulary growth by combining repetition, tone, and intonation in real communication.

According to Kaplan (2020), podcasts expose learners to authentic spoken language, helping them acquire vocabulary naturally through context and repeated exposure. Mashhadi and Jalilifar (2016) also state that podcasts improve vocabulary acquisition by presenting new words in real-life

conversations, making them easier to understand and remember. Together, these perspectives show that podcasts are a valuable tool for enriching vocabulary by immersing students in engaging and meaningful listening experiences

H. Vocabulary Assessment

Vocabulary assessment is the process of measuring students' knowledge and ability to understand and use vocabulary in different situations. It is important to evaluate how well students have learned and can recognize new words after instruction. According to Coxhead and Nation (2021), vocabulary assessment can be divided into two types: receptive and productive. Receptive vocabulary refers to the ability to recognize and understand words when reading or listening, while productive vocabulary refers to the ability to use words correctly when speaking or writing.

In this study, the researcher focuses on receptive vocabulary assessment because the goal is to measure how well students understand vocabulary after learning with vlog and podcast media. The researcher uses multiple-choice tests to assess students' receptive vocabulary. According to Yanagisawa (2024), multiple-choice tests are effective tools for evaluating students' ability to recognize and understand the meaning of words in various contexts. This format allows students to select the correct meaning of a word from several options, making it easier to measure their vocabulary comprehension objectively and efficiently. The assessment shows how well

students recognize the meaning of words when they hear or see them in real-life situations, such as watching vlogs or listening to podcasts. The assessment is conducted by administering tests before and after the treatment to compare students' progress in vocabulary recognition.

I. Receptive Vocabulary Assessment

Receptive vocabulary refers to students' ability to recognize and understand words when they read or listen, which is a crucial early stage in language acquisition. Generally, students' receptive vocabulary is larger than their productive vocabulary because understanding words in context is easier than producing them accurately. According to Schmitt (2019), receptive vocabulary develops through repeated exposure to words in meaningful and authentic contexts.

To assess receptive vocabulary, there are several types of tests commonly used. According to Coxhead and Nation (2021), multiple-choice tests are effective for evaluating whether students understand word meanings in context. Yanagisawa (2024) also highlights the use of matching tests, where students pair words with their definitions or translations, as a reliable way to measure receptive knowledge. Cloze tests, which require students to complete sentences with missing words, can also assess how well students understand vocabulary in context (Schmitt, 2019). Additionally, Yazmin and Clara (2024) suggest that picture-word matching remains a useful approach for beginners to link words with their meanings.

All of these test types help check students' understanding of vocabulary, especially when they encounter the words in real-life situations.

J. Media in Vocabulary Learning: Vlogs and Podcasts

In vocabulary learning, media such as vlogs and podcasts can be very helpful because they provide authentic examples of language use and make learning more engaging. A vlog (video blog) combines both visual and auditory elements, while a podcast (audio broadcast) focuses on auditory input, making the learning experience dynamic and enjoyable. Both types of media also offer students exposure to real-life language used in natural contexts, which can increase their motivation to learn and use new words.

According to Mayer (2020) in his updated multimedia learning theory, learning is more effective when information is presented in multiple formats, such as text, sound, and images, because it helps learners process and retain information better. Vlogs allow students to see real-life actions while hearing the corresponding words, which supports their understanding of meaning and usage in context. For example, watching someone wash their face while hearing the phrase “I wash my face” helps students connect the action and the vocabulary more effectively. Podcasts, on the other hand, help students focus on listening to language and understanding new words in context, which strengthens their auditory comprehension.

Similarly, Yazmin and Clara (2024) emphasize that digital media like vlogs and podcasts provide authentic and contextualized vocabulary exposure, which helps students understand word meanings more deeply and

remember them more effectively. They also highlight that these media make learning more interactive and enjoyable for students, encouraging them to engage more actively in the process. These media are especially useful for improving receptive vocabulary through listening and comprehension activities, which are essential in developing overall language proficiency.

K. Vlog

In the era of digital media, vlogs have become a popular way for people to share their daily experiences and educational content through engaging videos. According to Wang (2022) in *Journal of Media and Communication Studies*, a vlog is a type of digital content where creators present their personal stories or lessons in a format designed to capture the audience's attention visually and emotionally. This unique format makes vlogs not only entertaining but also valuable as a learning resource, particularly for language learners.

By watching vlogs, students are exposed to natural language use, including how words are pronounced and used in everyday contexts. This repeated exposure helps them learn new vocabulary and understand how to apply it in real-life conversations. Therefore, vlogs can significantly support vocabulary enrichment by presenting language in a more relatable and engaging way. As digital tools continue to evolve, the use of vlogs in education offers a fresh and effective approach to language learning.

L. Podcast

Podcasts have become a popular learning tool, both in the classroom and outside the classroom. According to Kaplan (2020), podcasts are audio-

based learning media that present information, discussions and stories making them flexible to use in language learning. However, podcasts are not only limited to audio. Nowadays, many podcasts are equipped with videos to make them more interesting and easier for listeners to understand the learning content.

With audio and video formats, podcasts can enrich vocabulary by introducing new words in a real and meaningful context. When students listen to or watch podcasts, they not only understand the meaning of words, but also how to pronounce and use them in everyday sentences. Therefore, podcasts in the form of audio and video really help the language learning process to be more exciting and effective.

M. Related Research

The researcher found research to support the similar variables to be sources for conducting the current research. The first researcher is Zakiyah (2024), her thesis is entitled "Podcast-based learning: Effects of "English Vocabulary Booster Podcast" on vocabulary mastery in eleventh graders at SMAN 1 Pulau Pangung Tanggamus. In this study, the research used a pre-experimental design, with one group pre-test and post-test. Utilizing a quasi-experimental design, the research involved two classes: an experimental group using the podcast and a control group following traditional methods. Data collection included pre-tests and post-tests, with analysis via SPSS showing an improvement in the experimental group. It is observed that the experimental class exhibited a post-test mean score of

71.41 with a standard deviation of 7.321. The sample size (N) was 32, with a median score of 70.50, a variance of 53.604, and a minimum score of 60. In contrast, the control class demonstrated a post-test mean score of 62.13 with a standard deviation of 10.844. The sample size (N) for the control class was 31, with a median score of 64.00, a variance of 117.583, and a minimum score of 39. These statistics indicate a higher average performance in the experimental class compared to the control class, alongside a lower variability in scores. The results suggest that integrating podcasts into language learning can effectively enhance vocabulary mastery.

The second researcher is Sarumpaet (2022), his thesis is entitled The Effectiveness of Using Vidio Vlog on Students Vocabulary Mastery For Grade 8 Junior High School Students' at SMP Advent Sei Bambang. The research method used is experimental research methods. Data were collected using pre-test and post-test where divided into two research classes; experiment and control group. In calculating the effectiveness of using video vlog on students vocabulary mastery for grade 8 junior high school students at SMP Advent Sei Bambang, researchers used Normalized Gain (N-Gain). The data analysis technique was assisted by SPSS. The results showed that the average value of the N-gain score for the experimental class is 81.553 or 81.5% which is included in the category of very effective. Meanwhile, The average N-gain score for the control class is 50.3744 or 50% is included in the effective enough category. Based on the

result, it can be concluded that the use of video vlog on student's vocabulary mastery for grade 8 junior high school students at SMP Advent Sei Bamban is very effective to improve students' vocabulary mastery.

According to the result of their research that Vlog and Podcast are helpful things for teachers and students. Both of the previous researchers share similarities with the current researcher in that they involve vlog and podcast as a media in teaching English.

CHAPTER III

RESEARCH METHODOLOGY

A. Method and Design

In conducting this research, the researcher used a quantitative approach with a quasi-experimental method. The study adopted a Non-Equivalent Control Group Design as described by Creswell & Creswell (2018). This design involved administering a pre-test and post-test to both an experimental group and a control group. According to Herawati & Irdiyansyah (2022), quasi-experimental methods are used to approximate the conditions of a true experiment in settings where the control or manipulation of all variables is not possible. This approach was considered suitable for the context of this study, as the grouping of students was based on pre-existing classroom arrangements rather than randomization.

This research applied an experimental method with a quantitative approach. The design used was a Quasi-Experimental design with Two-Group Pre-Test and Post-Test. The design involved two groups: the experimental group and the control group. The experimental group received treatment using vlogs, while the control group was taught using podcasts.

To collect the initial data, the researcher administered a pre-test to both the experimental and control groups. After administering the pre-test, the researcher provided treatment to both groups. The experimental group was given instruction using vlog, and the control group received instruction using podcast. After the treatment phase, the researcher administered a post-

test to both groups to compare the results before and after the treatment. This comparison aimed to determine whether there was any difference in the students' vocabulary knowledge as a result of the treatment.

The purpose of using this design was to test the effect of using vlog media in the experimental group and to analyze changes in students' ability to enrich their vocabulary compared to the control group. The table of the quasi-experimental method and non-equivalent control group design can be described according to Sugiyono (2015) as follows:

$$\frac{O_{1A} \quad X_1 \quad O_{1B}}{O_{2A} \quad X_2 \quad O_{2B}}$$

O_{1A} : Pre – test given to an experimental group

O_{1B} : Post – test given to control group

O_{2A} : Pre – test given to an experimental group

O_{2B} : Post – test given to control group

X_1 : Treatment of Experimental group (Vlog)

X_2 : Treatment of control group (Podcast)

B. Population and Sample

The population of this study consisted of eighth-grade students at SMP Negeri 2 Bogor, which comprised nine classes, namely 8-A to 8-I. Based on the results of a random selection, class 8-A was chosen as the experimental group, while class 8-C was selected as the control group. Each class consisted of 31 students, making a total sample of 62 students, which were equally divided between the experimental and control groups. The sampling technique used in this study was simple random sampling, as each class had an equal chance of being selected to ensure objectivity and minimize bias in the sample selection.

C. Research Instrument

The research instrument was a facilitation that supported the research in gathering data. In this research, the researcher used a written test to collect data. The test was in the form of multiple-choice. The test used in this research was pre-test and post-test. The test was given to both the experimental and control class.

In the pre-test, the researcher gave multiple-choice questions to the students to answer before the treatment in order to measure their mastery of vocabulary related to daily routines. After the treatment, both the experimental and control groups were given a post-test consisting of multiple-choice questions. The post-test was designed to compare whether the treatment influenced the students' vocabulary enrichment.

The vocabulary taught in this research focused on daily routine activities. In the experimental class, the researcher used a vlog video titled “English-Daily routine” from the YouTube channel Loescher Editore Video. The vocabulary learned through this vlog included words and phrases such as wake up, brush my teeth, wash my face, take a shower, get dressed, have breakfast, go to school, study, do homework, watch TV, have dinner, and go to bed. Meanwhile, in the control class, the researcher used a podcast episode titled “Real Easy English: Talking about mornings” from the podcast series BBC Learning Easy English. The vocabulary introduced through this podcast included wake up, brush my teeth, take a shower, get dressed, eat breakfast, go to school, study, do homework, eat dinner, and go to bed.

To ensure the quality of the research instrument, the researcher used multiple-choice questions taken directly from the official question bank provided by Ministry of Education and Culture (*Kemendikbud*). Since these questions were already standardized and validated by the institution, the researcher did not make any changes to the content of the questions.

However, to ensure the appropriateness of the instrument for the students’ characteristics and the research context, the researcher consulted an experienced English teacher from SMPN 2 Bogor. The teacher reviewed the instrument using a validation sheet that evaluated aspects such as content relevance, language accuracy, difficulty level, and clarity of question

presentation. Based on the review, the teacher confirmed that the questions are appropriate and no revisions are needed.

In this research, the researcher did not conduct statistical validity or reliability testing. This is because the multiple-choice questions were taken from the official question bank issued by the Ministry of Education and Culture (*Kemendikbud*), which were already standardized and widely trusted. Additionally, an experienced English teacher at SMPN 2 Bogor reviewed and approved the questions to ensure they are suitable for the students. Based on this, the researcher considered the questions valid and reliable without the need for further statistical tests.

D. Data Collection Technique

This research collected data through a test consisting of a pre-test and a post-test, which were given to eighth-grade students of SMPN 2 Bogor. The students were divided into two groups: the experimental class and the control class. In the first meeting, a pre-test in the form of multiple-choice questions was administered to both classes to measure the students' vocabulary mastery before the treatment. After the pre-test, the treatment was given in different ways: the experimental class was taught using vlogs, while the control class was taught using podcasts. Both media aim to enrich the students' vocabulary through the topic of daily routines.

In the final meeting, a post-test with the same format as the pre-test was given to both classes to measure the improvement in their vocabulary after the treatment. The results of the pre-test and post-test were then

analyzed using non-parametric tests, namely the Wilcoxon Signed-Rank Test and the Mann-Whitney U Test, to find out whether there was a significant difference between the two groups. This method helped determine the effectiveness of using vlogs and podcasts in enriching students' vocabulary.

E. Data Analysis

This study employed a quasi-experimental design with a Non-Equivalent Control Group to evaluate the effectiveness of vlogs and podcasts in enriching students' vocabulary. In this design, both the experimental and control groups were given a pre-test and a post-test to measure their vocabulary improvement. The collected data were analyzed using an independent samples t-test to compare the average vocabulary improvement between the two groups.

Before conducting the hypothesis testing using the t-test or an alternative non-parametric test, a normality test was carried out to determine whether the data distribution of students' pre-test and post-test scores followed a normal distribution. This step was crucial because the assumption of normality is one of the main requirements for applying parametric statistical tests such as the independent samples t-test. The normality test in this research used the Kolmogorov-Smirnov test, which is commonly used when the sample size is relatively large (more than 30 participants). The test was conducted on four datasets: the pre-test and post-test scores of both the experimental and control groups. If the significance

value (p-value) from the Kolmogorov-Smirnov test was greater than 0.05, the data were considered normally distributed. On the other hand, if the significance value was equal to or less than 0.05, the data were considered not normally distributed. The result of this test determined the appropriate type of statistical analysis to be used in testing the research hypothesis whether to continue with a parametric test (t-test) or switch to a non-parametric test (Mann-Whitney U test).

The independent samples t-test was originally considered to determine whether there is a statistically significant difference in vocabulary mastery between the experimental group (using vlogs) and the control group (using podcasts). The formula used to calculate the t-test is as follows (Supardi, 2013):

$$t = \frac{\bar{X}_A - \bar{X}_B}{s_{gab} \sqrt{\left(\frac{1}{n_A} + \frac{1}{n_B}\right)}}$$

Where

$$S_{gab} = \sqrt{\frac{(n_A - 1) S_A^2 + (n_B - 1) S_B^2}{n_A + n_B - 2}}$$

Description:

$\bar{X}_A$ = mean score of the experimental group

$\bar{X}_B$ = mean score of the control group

S_A^2 = experimental group variance

S_B^2 = control group variance

n_A = number of experimental group samples

n_B = number of control group samples

S_{gab} = combined standard deviation

Calculating the control class variance:

$$S_K^2 = \frac{\sum X_1^2 - \frac{(\sum X_1)^2}{n}}{n - 1}$$

Description:

S_K^2 = The variance of the control class

$\sum X_1^2$ = Total score of Experimental Class

$(\sum X_1)^2$ = Total score of Control Class

n = The total number of data points

$n - 1$ = The degrees of freedom (number of data points)

Calculating the experimental class variance:

$$S_E^2 = \frac{\sum X_2^2 - \frac{(\sum X_2)^2}{n}}{n - 1}$$

Description:

S_E^2 = The variance of the control class

$\sum X_2^2$ = Total score of Experimental Class

$(\sum X_2)^2$ = Total score of Control Class

n = The total number of data points

$n - 1$ = The degrees of freedom (number of data points)

If the data met the assumption of normality, an independent samples t-test was to be used. However, because the data were not normally distributed, the researcher used a non-parametric test, namely the Mann-Whitney U test, to analyze the results.

CHAPTER IV

RESEARCH AND FINDING DISCUSSIONS

A. Research Finding

The research was conducted on the eighth-grade students of SMP Negeri 2 Bogor from May 26th to June 7th, 2025. This study was conducted by using a quasi-experimental method with a non-equivalent control group design. Then, the researcher were given different treatments to both groups. The experimental group was taught using vlog, while the control group was taught using podcast.

In collecting the data, the researcher used a vocabulary test as the instrument for both the pre-test and post-test. The test consisted of 23 multiple-choice questions designed to assess students' vocabulary mastery. The vocabulary test was administered before and after the treatment. The collected data were then used to determine the effect of using vlogs and podcasts on students' vocabulary enrichment.

This study aimed to find out whether the use of vlogs and podcasts had an effect on students' vocabulary enrichment. To support the analysis, statistical calculations were carried out using SPSS version 26, Microsoft Excel, and manual computation. These methods were used to ensure the accuracy of the results and to confirm that the findings were consistent and reliable.

Before presenting the statistical test results, it is important to describe the performance of the students in both the experimental and control groups. This section will present the results of the pre-test and post-test to show the students' vocabulary development before and after the treatment. The analysis begins with the experimental group, followed by the control group.

1. The Result Pre-test and Post-test of the Experimental Group

Table 4.1 The result of the Mean, Standard Deviation, and Variance in the Experimental Class.

Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Pre-Test Experiment Class	31	4	13	17	14.94	1.289	1.662
Post-Test Experiment Class	31	5	17	22	19.29	1.442	2.080
Valid N (listwise)	31						

Table 4.1 shows the descriptive statistics of the experimental class before and after the treatment. The total number of students in this group was 31, and all of them completed both the pre-test and post-test. There were no students who missed any part of the testing process, so the data collected from this group was complete and ready for analysis without any exclusions. The vocabulary pre-test scores ranged from 13 to 17, with a mean score of 14.94. The standard deviation was 1.289 and the variance was 1.662, indicating that most students scored close to the average.

After receiving treatment using vlogs, the post-test scores increased, ranging from 17 to 22. The mean score of the post-test was 19.29, which shows a clear improvement compared to the pre-test. The standard deviation was 1.442 and the variance was 2.080, showing a slightly wider spread of scores, but still relatively consistent.

The data indicate that students in the experimental class experienced noticeable progress in their vocabulary achievement after being taught using vlogs. The increase in the mean score from 14.94 to 19.29 suggests that the treatment had a positive effect on students' vocabulary enrichment. Although the spread of scores became slightly wider in the post-test, the overall increase supports the effectiveness of using vlogs as a learning medium for vocabulary development.

2. The Result Pre-test and Post-test of the Control Group

Table 4.2 The result of the Mean, Standard Deviation, and Variance in the Experimental Class.

Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Pre-Test Control Class	31	5	12	17	14.48	1.363	1.858
Post-Test Control class	31	5	14	19	16.77	1.230	1.514
Valid N (listwise)	31						

Table 4.2 displays the descriptive statistics of the control class before and after the treatment. The class consisted of 31 students, and all data were complete without any missing values. In the vocabulary pre-test, students

scored between 12 and 17, with a mean score of 14.48. The standard deviation was 1.363 and the variance was 1.858, indicating that students' scores were relatively close to the average.

After the treatment using podcasts, the post-test scores showed an improvement. The range of scores increased to between 14 and 19, with a mean score of 16.77. The standard deviation slightly decreased to 1.230 and the variance was 1.514, showing that students' scores became slightly more consistent after the treatment.

These results suggest that the use of podcasts had a positive effect on the students' vocabulary mastery. The increase in the average score from 14.48 in the pre-test to 16.77 in the post-test reflects a meaningful improvement. While the difference may not be as large as in the experimental class, it still indicates that the podcast-based treatment supported students in enriching their vocabulary to some extent.

3. Comparison Between the Experimental and Control Groups

After collecting the pre-test and post-test results from both groups, a simple comparison was made to see the difference in students' vocabulary improvement after using different media. In the experimental class, where students learned vocabulary through vlogs, the average score increased from 14.94 in the pre-test to 19.29 in the post-test. This shows that the students improved by about 4.35 points. The scores also became a bit more varied, with the standard deviation changing from 1.29 to 1.44.

Meanwhile, in the control class, which used podcasts, the average score also improved, but not as much. The mean score went from 14.48 in the pre-test to 16.77 in the post-test, showing an increase of 2.29 points. The scores were a little more consistent after the treatment, with the standard deviation going down from 1.36 to 1.23.

From this comparison, we can see that both groups made progress. However, the students who learned with vlogs showed a bigger improvement. This suggests that vlogs might help students learn new vocabulary more effectively than podcasts. More detailed analysis will be discussed in the next part.

4. The Result of Normality Test

Before conducting further statistical analysis, it is important to check whether the data is normally distributed. A normality test helps researchers decide whether to use a parametric or non-parametric test. If the data is normally distributed, a parametric test can be used, which usually has more statistical power. If the data is not normally distributed, then a non-parametric test is more appropriate.

In this study, the Kolmogorov-Smirnov test was used to check the normality of the data for both the pre-test and post-test in the experimental and control classes. The main value to look at in a normality test is the significance value (Sig.), also known as the p-value.

Ghasemi and Zahediasl (2012) explain that checking the normality of data is a basic step in many statistical analyses, especially when using parametric

tests. It helps ensure the accuracy and reliability of the test results. If the Sig. value is greater than 0.05, the data is considered to be normally distributed. This means that the data follows a bell-shaped curve and does not significantly differ from a normal distribution. On the other hand, if the Sig. value is less than 0.05, the data is considered not normally distributed, and a non-parametric test should be used instead.

Based on the normality test results in this study, the data did not meet the criteria for normal distribution (Sig. < 0.05), so the researcher used non-parametric tests such as the Wilcoxon Signed-Rank Test and the Mann-Whitney U Test to analyze the differences in vocabulary scores between pre-test and post-test in both classes.

Before continuing to hypothesis testing, it was important to check whether the data followed a normal distribution. The results of the normality test can be seen in the following table:

**Table 4.3 The Result of the Normality Test
One-Sample Kolmogorov-Smirnov and Shapiro-Wilk
Pre-test and Post-test of Experimental and Control Groups.**

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Kelas		Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Pretest A (Eksperiment)	.153	31	.062	.914	31	.016
	Posttest A (Eksperiment)	.169	31	.024	.933	31	.053
	Pretest B (Kontrol)	.155	31	.056	.942	31	.094
	Posttest B (Kontrol)	.186	31	.008	.940	31	.080

a. Lilliefors Significance Correction

To find out whether the data in this study were normally distributed, the researcher used the Kolmogorov-Smirnov (K-S) test. In the experimental group,

the pre-test result showed a significance value of 0.062, which is higher than 0.05, indicating that the data were normally distributed. However, the post-test result had a significance value of 0.024, which is below 0.05, meaning that the post-test data were not normally distributed.

In the control group, the pre-test also showed a significance value of 0.056, which is above 0.05 and suggests that the data were normally distributed. On the other hand, the post-test had a significance value of 0.008, which is lower than 0.05, indicating that the data were not normally distributed. In this test, the significance value is the main reference for determining whether or not the data follow a normal distribution, with 0.05 used as the standard threshold.

Based on these results, it can be concluded that not all the data met the assumption of normality, especially in the post-test scores from both groups. Because of this, the researcher decided to use non-parametric statistical tests, namely the Wilcoxon Signed-Rank Test to examine within-group differences, and the Mann-Whitney U Test to compare results between the two groups.

Table 4.4 Summary of Normality Test Results for Pre-test and Post-test Scores in Experimental and Control Groups (Kolmogorov-Smirnov Test)

Variable	Result
Pretest A (Experiment)	Normal
Posttest A (Experiment)	Non-Normal
Pretest B (Control)	Normal
Posttest B (Control)	Non-Normal

The table above presents the results of the normality test using the Kolmogorov-Smirnov method. It shows that the pre-test scores of both the experimental and control groups are normally distributed, while the post-test

scores of both groups are not normally distributed. This means that the data from the pre-tests meet the assumption of normality, but the post-test data do not. Since not all the data sets are normally distributed, the researcher decided to use non-parametric tests (Wilcoxon Signed-Rank Test and Mann-Whitney U Test) for further analysis to ensure the accuracy and appropriateness of the statistical interpretation.

However, since not all data sets showed normal distribution, especially the pre-test of the experimental class, the researcher decided to use non-parametric tests for further analysis to ensure the accuracy and appropriateness of the statistical tests used.

5. The Result of the Hypothesis Testing

To answer the research hypothesis, non-parametric tests were used because the data did not fully meet the assumptions of normality. The Wilcoxon Signed-Rank Test was used to analyze the difference between the pre-test and post-test scores within each group (experimental and control). Meanwhile, the Mann-Whitney U Test was used to compare the post-test results between the experimental and control groups.

a. Wilcoxon Signed-Rank Test (Within-Group Analysis)

Since the data did not fully meet the normality assumption, the researcher used non-parametric tests to answer the research hypothesis. The Wilcoxon Signed-Rank Test was conducted to examine whether there was a significant improvement in students' vocabulary scores after receiving treatment in each class. This test is suitable for comparing related

samples, such as the pre-test and post-test scores of the same students in one group.

**Table 4.5 The Result of the Wilcoxon Signed-Rank Test
Pre-test and Post-test of the Experimental Group.**

		Ranks		
		N	Mean Rank	Sum of Ranks
Post-test Experiment - Pre-test Experiment	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	31 ^b	16.00	496.00
	Ties	0 ^c		
	Total	31		

a. Post-test Experiment < Pre-test Experiment

b. Post-test Eksperiment > Pre-test Eksperiment

c. Post-test Eksperiment = Pre-test Eksperiment

Table 4.6 Test Statistics^a

	Post-test Eksperiment - Pre-test Eksperiment
Z	-5.013 ^b
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

The Wilcoxon Signed-Rank Test was used to compare students' vocabulary scores before and after the treatment in the experimental class, which was taught using vlogs. The analysis showed that all 31 students had higher scores on the post-test than on the pre-test, as indicated by the presence of 31 positive ranks and no negative ranks or ties. This result suggests that every student in the experimental class experienced an

improvement in their vocabulary performance after receiving the vlog-based instruction.

Furthermore, the statistical result shows a Z-value of -5.013 with a significance value (Asymp. Sig. 2-tailed) of 0.000. Since the significance value is less than 0.05, it indicates a statistically significant difference between the pre-test and post-test scores. In other words, the use of vlogs had a strong and meaningful effect on enhancing the students' vocabulary. This confirms that the treatment given to the experimental class was effective in supporting vocabulary enrichment.

**Table 4.7 The Result of the Wilcoxon Signed-Rank Test
Pre-test and Post-test of the Control Group.**

		Ranks		
		N	Mean Rank	Sum of Ranks
Posttest Kontrol - Pretest Kontrol	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	31 ^b	16.00	496.00
	Ties	0 ^c		
	Total	31		

a. Posttest Kontrol < Pretest Kontrol

b. Posttest Kontrol > Pretest Kontrol

c. Posttest Kontrol = Pretest Kontrol

Table 4.8 Test Statistics^a

	Posttest Kontrol - Pretest Kontrol
Z	-5.097 ^b
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

The Wilcoxon Signed-Rank Test was used to compare students' vocabulary scores before and after the treatment in the control class, which was taught using podcasts. The analysis showed that all 31 students had higher scores on the post-test than on the pre-test, as indicated by the presence of 31 positive ranks and no negative ranks or ties. This result suggests that every student in the control class also showed improvement in their vocabulary after the podcast-based learning.

Furthermore, the statistical result shows a Z-value of -5.097 with a significance value (Asymp. Sig. 2-tailed) of 0.000. Since the significance value is less than 0.05, it means that there was a statistically significant difference between the pre-test and post-test scores. In other words, the use of podcasts had a meaningful and positive effect on students' vocabulary development. This shows that the treatment in the control class was also effective in helping students improve their vocabulary.

b. Mann-Whitney U Test (Between-Group Analysis)

After analyzing the pre-test and post-test results within each group using the Wilcoxon Signed-Rank Test, the next step was to compare the differences between the experimental and control classes. To do this, the Mann-Whitney U Test was used. This test is appropriate for comparing two independent groups when the data are not normally distributed. It was used to determine whether the improvement in vocabulary scores was

significantly different between students who were taught using vlogs and those who were taught using podcasts.

Table 4.9 The Result of the Mann-Whitney U Test Comparison of Post-Test Scores between the Experimental and Control Groups.

		Ranks		
	Kelas	N	Mean Rank	Sum of Ranks
Hasil Belajar Vocabulary	Kelas Eksperiment	31	44.03	1365.00
	Kelas Kontrol	31	18.97	588.00
	Total	62		

Table 4.10 Test Statistics^a

Hasil Belajar Vocabulary	
Mann-Whitney U	92.000
Wilcoxon W	588.000
Z	-5.551
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Kelas

To determine whether there was a significant difference in vocabulary improvement between the experimental group (taught using vlogs) and the control group (taught using podcasts), the Mann-Whitney U Test was conducted. This non-parametric test was chosen because it is suitable for comparing two independent groups when the data may not be normally distributed.

As shown in the table, the mean rank of the experimental group was 44.03, while the control group had a much lower mean rank of 18.97. This

indicates that, on average, students in the experimental group achieved higher post-test scores than those in the control group.

The Mann-Whitney U value was 92.000, with a Z-score of -5.551 and a significance value (Asymp. Sig. 2-tailed) of 0.000. Since the significance level is below 0.05, it means that the difference between the two groups is statistically significant. In other words, the use of vlogs had a stronger and more effective impact on students' vocabulary achievement compared to the use of podcasts.

This result supports the conclusion that using vlogs in vocabulary instruction can be more beneficial than using podcasts, especially in helping students improve their understanding and usage of English vocabulary.

B. Discussion

This study aimed to investigate the effectiveness of using vlogs and podcasts in enriching students' vocabulary. The results from both the experimental class (using vlogs) and the control class (using podcasts) were analyzed and compared using pre-test and post-test scores, supported by statistical tests as suggested by the Wilcoxon Signed-Rank Test and the Mann-Whitney U Test.

In the experimental class, the Wilcoxon test showed that all students had improved their scores after the treatment, with a significant result ($p < 0.05$). This means that the use of vlogs had a strong and positive impact on the students' vocabulary development. The students seemed to respond well to visual and contextual learning provided through vlogs. These results align with

previous research that supports the idea that video-based learning enhances vocabulary acquisition by combining audio and visual input (e.g., Mayer, 2009; Zarei & Paivandi, 2012).

Similarly, the control class also showed improvement after using podcasts. However, the vocabulary gains were lower compared to the experimental class. Although the Wilcoxon test for the control group was also significant ($p < 0.05$), the Mann-Whitney U Test revealed a significant difference in performance between the two groups, with the experimental group outperforming the control group. This suggests that while podcasts are beneficial for vocabulary enrichment, vlogs may provide a more effective and engaging learning experience due to the combination of sound, visuals, and real-life context.

These findings support the use of Mobile-Assisted Language Learning (MALL) tools in classroom settings for improving students' vocabulary knowledge (Buston, 2015). This research shows that the use of visual aids and authentic language exposure in vlogs helped students understand unfamiliar vocabulary more easily and retain it better (Yazmin & Clara, 2024). On the other hand, podcasts, which are audio-only, were still helpful but lacked the visual context that some students may need to fully understand and remember new words (Mashhadi & Jalilifar, 2016).

In this study, the researcher proposed alternative hypotheses (H_a) to investigate whether using vlog and podcast media could significantly improve students' vocabulary enrichment. The acceptance or rejection of H_a and H_o

was based on the results of non-parametric statistical tests specifically, the Wilcoxon Signed-Rank Test and the Mann-Whitney U Test.

The Wilcoxon test was used to determine whether there was a significant difference between students' scores before and after treatment in each group (vlog and podcast). A significant result ($p\text{-value} < 0.05$) indicated that there was a meaningful improvement, and therefore, the null hypothesis (H_0) which states there is no effect was rejected. This means the alternative hypothesis (H_a) was accepted, showing that both vlog and podcast media had a positive effect on students' vocabulary enrichment.

Furthermore, the Mann-Whitney U test was used to compare the effectiveness between the two media (vlog vs. podcast). Since the p-value was also below 0.05, it showed a statistically significant difference between the two groups. Thus, the third alternative hypothesis stating that there is a difference between vlog and podcast in influencing vocabulary mastery was accepted.

This aligns with the theory of Kaplan et al. (2020), who stated that learning outcomes can be measured statistically to determine whether an instructional intervention has a meaningful impact. In statistical testing, when the significance level (p) is below 0.05, the null hypothesis is rejected, and the alternative hypothesis is accepted, indicating a real effect (Hayden et al., 2019).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study aimed to find out whether using vlogs and podcasts could improve students' vocabulary at the eighth grade of junior high school. The experimental group was taught using vlogs, while the control group was taught using podcasts. Both groups received the same number of meetings and were given pre-tests and post-tests to measure their vocabulary improvement.

Based on the findings, there was a significant difference in vocabulary scores before and after the treatment, especially in the experimental group. The Wilcoxon Signed-Rank Test showed that all students in the experimental group had higher post-test scores than pre-test scores. Similarly, the control group also showed improvement, but not as strong as the experimental group. The Mann-Whitney U test confirmed that the post-test scores of the experimental group were significantly higher than those of the control group. This means that learning through vlogs was more effective than using podcasts in enriching students' vocabulary.

In conclusion, using vlogs as a learning media can be a powerful way to support vocabulary enrichment. It helps students understand new words more easily by combining audio and visual elements, making learning more engaging and memorable.

B. Suggestion

Based on the findings and observations throughout this study, vlogs proved to be very helpful for students in understanding and remembering new or unfamiliar vocabulary. there are several suggestions for teachers and future researchers. The first suggestion is for English teachers. The combination of audio and visual elements in vlogs made it easier for students to connect words with real-life actions and situations. This helped them not only understand the meaning of the words better but also retain them more effectively. Because of their engaging and relatable content, vlogs can also boost students' interest and motivation in learning English, particularly among junior high school learners. Therefore, teachers are encouraged to integrate vlogs into classroom activities to make vocabulary learning more meaningful and enjoyable.

The second suggestion is for future researchers. This study was limited to a small group of students, so the results cannot fully represent all students. Future researchers are encouraged to carry out similar studies with a larger number of participants or in different schools. They can also explore other variables, such as the effect of vlogs on speaking or listening skills, or compare different types of digital learning media. Hopefully, this research can be a useful reference for those who want to continue studying media-based English learning.

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APPENDIX

Appendix 1: Rencana Pelaksanaan Pembelajaran Experimental Class

RANCANGAN PELAKSANAAN PEMBELAJARAN (RPP)

(Kelas Eksperiment)

Identitas Sekolah

Sekolah : SMP NEGERI 2 BOGOR

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VIII/Genap

Materi Pokok : Be Yourself – Daily Routine

Alokasi Waktu: 1 x 40 menit (Pertemuan Ke-1)

CAPAIAN PEMBELAJARAN	KOMPETENSI AWAL
Pada akhir fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks asli menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat.	Peserta didik dapat menyimak percakapan tentang kondisi daily activities.

Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.	
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1. Tujuan Pembelajaran

Tujuan pembelajaran ini adalah agar siswa dapat mengembangkan keterampilan mendengarkan mereka dengan memperkaya kosakata melalui kegiatan yang berfokus pada topik kegiatan rutin harian. Dengan menggunakan vlog sebagai media utama, siswa akan menonton materi video yang menampilkan berbagai aktivitas sehari-hari, sehingga mereka dapat mengidentifikasi dan memahami kosakata umum yang berkaitan, seperti "bangun pagi," "berangkat ke sekolah," dan "mengerjakan PR." Selain itu, siswa akan berlatih memahami isi video secara umum dengan mengenali ide pokok dan urutan kegiatan yang ditampilkan. Sebelum kegiatan utama, siswa akan diberi kesempatan untuk mengevaluasi kemampuan awal mereka dalam mengenali kosakata dan memahami isi video, sehingga perkembangan belajar mereka dapat dipantau dengan lebih baik. Melalui fokus pada identifikasi kosakata, pemahaman isi video, dan evaluasi diri, siswa diharapkan dapat meningkatkan pemahaman bahasa lisan serta memperkaya kosakata mereka dalam konteks kehidupan nyata.

2. Metode Pembelajaran

1. Pendekatan : MALL (Mobile-Assisted Language Learning)
2. Model : genre-based approach
3. Metode : diskusi dan tanya jawab

3. Media, Alat, dan Sumber Pembelajaran

1. Media dan alat:

- Laptop
- PowerPoint
- Proyektor
- White Board + Spidol
- Handphone
- Lembar kerja siswa didik

2. Sumber Belajar

Buku paket : English For Nusantara, kelas VIII, Kemendikbudristek RI 2022, Youtube (<https://www.youtube.com/watch?v=RP1AL2DU6vQ>)

4. Langkah-Langkah Kegiatan Pembelajaran

Pendahuluan	1. Mengucapkan salam, bertegur sapa, dan berdoa 2. Memeriksa kehadiran siswa 3. Melakukan kegiatan warming up 4. Menyampaikan tujuan pembelajaran dan garis besar tentang materi atau kegiatan yang akan diajarkan
Kegiatan Inti	5. Guru menjelaskan konteks video, memperkenalkan kosakata utama: wake up, brush teeth, have breakfast, skincare, take a shower, dll. 6. Siswa menonton vlog dan mencatat aktivitas yang mereka lihat dan dengar di buku masing-masing. 7. Guru menanyakan: “What activities do you remember from the video?” dan menuliskan kosakata di papan tulis. 8. Siswa diberi latihan penguatan kosakata seperti mencocokkan gambar dengan kosakata, melengkapi kalimat rumpang.

Penutup	9. Siswa menyebutkan 3 aktivitas yang mereka lakukan di pagi hari 10. Guru memberi tugas: tulis 3 kosakata dari video yang belum dimengerti 11. Guru menutup kegiatan pembelajaran dengan mengucapkan hamdallah.
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A. Penilaian Hasil Pembelajaran

Penilaian
Penilaian Hasil Pembelajaran Siswa terbagi menjadi tiga, yaitu: ➤ Penilaian Sikap, berupa kedisiplinan dan tingkah laku siswa saat proses belajar berlangsung ➤ Penilaian Pengetahuan, berupa kemampuan mengerjakan tugas dengan baik dan benar.

Mengetahui,
Guru Mata Pelajaran

Bogor,
Peneliti

Disnita Anggraini, S. Pd

Wanda Nurdianti Yusuf

RANCANGAN PELAKSANAAN PEMBELAJARAN (RPP)

(Kelas Eksperiment)

Identitas Sekolah

Sekolah : SMP NEGERI 2 BOGOR
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII/Genap
Materi Pokok : Be Yourself – Daily Routine
Alokasi Waktu : 1 x 40 menit (Pertemuan Ke-2)

CAPAIAN PEMBELAJARAN	KOMPETENSI AWAL
Pada akhir fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks asli menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang	Peserta didik dapat menyimak percakapan tentang kondisi daily activities.

terstruktur dengan kosa kata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.	
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1. Tujuan Pembelajaran

Tujuan pembelajaran ini adalah agar siswa dapat mengembangkan keterampilan berbicara mereka dengan menggunakan kosakata tentang rutinitas harian dalam konteks kalimat yang tepat. Dengan menggunakan video sebagai media utama, siswa akan menonton materi yang menampilkan berbagai kegiatan rutin harian, sehingga mereka dapat memahami makna kosakata yang digunakan, seperti "wake up," "brush teeth," "have breakfast," dan "go to school." Selain itu, siswa akan berlatih menggunakan kosakata tersebut dalam kalimat melalui latihan yang diberikan. Sebelum kegiatan utama, siswa akan diberi kesempatan untuk mengevaluasi pemahaman awal mereka melalui pretest, dan setelah pembelajaran, mereka akan menunjukkan peningkatan melalui evaluasi pembelajaran. Dengan fokus pada penggunaan kosakata dalam kalimat dan pemahaman makna melalui video dan latihan, siswa diharapkan dapat memperkaya kosakata mereka serta menunjukkan peningkatan dalam kemampuan berbahasa lisan dan tertulis.

2. Metode Pembelajaran

1. Pendekatan : MALL (Mobile-Assisted Language Learning)
2. Model : genre-based approach
3. Metode : diskusi dan tanya jawab

3. Media, Alat, dan Sumber Pembelajaran

1. Media dan alat:
 - Laptop
 - PowerPoint

- Proyektor
- White Board + Spidol
- Handphone
- Lembar kerja siswa didik

2. Sumber Belajar

Buku paket : English For Nusantara, kelas VIII, Kemendikbudristek RI 2022, Youtube (<https://www.youtube.com/watch?v=RP1AL2DU6vQ>)

4. Langkah-Langkah Kegiatan Pembelajaran

Pendahuluan	1. Mengucapkan salam, bertegur sapa, dan berdoa 2. Memeriksa kehadiran siswa 3. Melakukan kegiatan warming up 4. Mengulas materi pertemuan sebelumnya untuk mengingatkan siswa tentang kosakata yang telah dipelajari 5. Menanyakan kosakata yang belum dipahami siswa atau kesulitan yang mereka hadapi dalam penggunaan kosakata tersebut
Kegiatan Inti	6. Pemutaran Ulang Video, siswa fokus pada penguatan kosakata visual dan audio yang telah dipelajari di pertemuan sebelumnya. 7. Siswa diminta untuk memperhatikan bagaimana kosakata yang telah dipelajari muncul dalam konteks kalimat dalam video. 8. Guru memberi contoh: “Look, she says: I brush my teeth. That’s a sentence using the word ‘brush’”.

	9. Siswa diminta untuk latihan kosakata mencocokkan kata dengan gambar atau definisi untuk meningkatkan pemahaman siswa terhadap makna kosakata. 10. Siswa diminta mengisi kalimat rumpang dengan kosakata yang berasal dari video yang telah ditonton. 11. Siswa menyebutkan 3 aktivitas harian mereka dengan menggunakan kosakata yang telah dipelajari, dalam bentuk kalimat sederhana.
Penutup	12. Guru menyimpulkan pembelajaran hari ini dan memberikan penekanan pada kosakata yang telah dipelajari. 13. Siswa diminta untuk menyebutkan kata-kata baru yang mereka pelajari, untuk mengevaluasi pemahaman mereka dan memperkuat pembelajaran. 11. Guru menutup kegiatan pembelajaran dengan mengucapkan hamdallah.

B. Penilaian Hasil Pembelajaran

Penilaian
Penilaian Hasil Pembelajaran Siswa terbagi menjadi tiga, yaitu: ➤ Penilaian Sikap, berupa kedisiplinan dan tingkah laku siswa saat proses belajar berlangsung ➤ Penilaian Pengetahuan, berupa kemampuan mengerjakan tugas dengan baik dan benar.

Mengetahui,
Guru Mata Pelajaran

Bogor,
Peneliti

Disnita Anggraini, S. Pd

PENILAIAN HASIL PEMBELAJARAN

Wanda Nurdianti Yusuf

A. Format Penilaian

1. Teknik Penilaian: Observasi
2. Bentuk Penilaian: Penilaian sikap oleh guru

B. Indikator Penilaian Aspek Sikap:

1. Religius
 - a. Berdo'a setiap memulai dan mengakhiri pertemuan dan pembelajaran.
 - b. Selalu bersyukur dengan mengucapkan Alhamdulillah setiap kali mendapat pembelajaran.
 - c. Belajar dengan sungguh-sungguh dan mengaplikasikan dalam kehidupan sehari-hari.
 - d. Selalu mengingat temannya untuk melakukan kegiatan keagamaan.
2. Santun
 - a. Berinteraksi dengan teman secara ramah
 - b. Berkomunikasi dengan Bahasa yang tidak menyinggung perasaan.

- c. Menggunakan Bahasa tubuh yang bersahabat.
 - d. Sopan dalam perilaku
3. Tanggung Jawab
- a. Mengumpulkan pekerjaan dengan tepat waktu.
 - b. Berperan aktif dalam kegiatan pembelajaran.
 - c. Mengerjakan tugas sesuai yang ditugaskan.
4. Kedisiplinan
- a. Ikut serta berdiskusi bersama teman untuk memahami materi pembelajaran.
 - b. Selalu datang tepat waktu dalam menghadiri pertemuan pembelajaran.
 - c. Tepat waktu dalam mengumpulkan tugas.
 - d. Selalu berpakaian rapi.

Keterangan

4 = jika empat indikator terlihat

3 = jika tiga indikator terlihat

2 = jika dua indikator terlihat

1 = jika satu indikator terlihat

Nilai akhir sikap diperoleh dari modus (skor yang sering muncul) dari keempat aspek.

Kategori Nilai Aspek Sikap

Sangat baik : apabila memperoleh nilai akhir 4

Baik : apabila memperoleh nilai akhir 3

Cukup : apabila memperoleh nilai akhir 2

Kurang : apabila memperoleh nilai akhir 1

Tabel Penilaian Aspek Sikap

No.	Aspek yang dinilai	Teknik Penilaian	Waktu Penilaian	Instrumen Penilaian	Keterangan
1	Religius	Pengamatan	Proses		

2	Tanggung Jawab				
3	Percaya diri				
4	Kedisiplinan				

Instrumen dan Rubrik Penilaian Aspek Sikap

NO	Nama Peserta didik	Religius				Kesantunan				Tanggung Jawab				Kedisipninan				Nilai
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1																		
2																		

C. Penilaian Aspek Keterampilan dan Pengetahuan

1. Jenis/teknik Penilaian

- Tes tertulis (Menjawab pertanyaan dan dapat bertukar pikiran dalam menentukan/memilih kata pada kalimat Simple Present dengan benar dalam permainan Picture-Cued Game).

2. Pedoman Penskoran

1) Penskoran (Scoring Rubric)

No.	Kriteria Jawaban	Skor
1	Jawaban Benar	1
2	Jawaban Salah	0

2) Pengolahan skor

$$\text{Nilai} = \frac{\text{Total skor perolehan}}{\text{Total skor maksimum}} = 100$$

Rentang Nilai

Interval Nilai	Predikat	Keterangan
86 - 100	A	Sangat baik
71 - 85	B	Baik
56 - 70	C	Cukup
≤ 55	D	Kurang

Appendix 2: Rencana Pelaksanaan Pembelajaran Control Class

RANCANGAN PELAKSANAAN PEMBELAJARAN (RPP)

(Kelas Kontrol)

Identitas Sekolah

Sekolah : SMP NEGERI 2 BOGOR

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VIII/Genap

Materi Pokok : Be Yourself – Daily Routine

Alokasi Waktu : 1 x 40 menit (Pertemuan Ke-2)

CAPAIAN PEMBELAJARAN	KOMPETENSI AWAL
Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan, dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan), dan teks otentik menjadi rujukan utama dalam mempelajari Bahasa Inggris. Peserta didik menyampaikan keinginan/perasaan dan memahami informasi tersirat dalam teks, serta memproduksi teks terstruktur dengan kosakata lebih beragam	Peserta didik dapat menyimak dan memahami kosakata dalam Audio Podcast sederhana tentang kebiasaan sehari-hari (daily routine).

1. Tujuan Pembelajaran

Tujuan pembelajaran ini adalah agar siswa dapat mengembangkan keterampilan mendengarkan mereka dengan memperkaya kosakata melalui kegiatan yang berfokus pada topik-topik yang familiar, seperti kegiatan sehari-hari. Dengan menggunakan podcast sebagai media utama, siswa akan mendengarkan materi audio yang membahas berbagai aktivitas rutin harian, sehingga mereka dapat mengidentifikasi kosakata umum yang digunakan, seperti "wake up," "brush teeth," "have breakfast," dan "go to school." Selain itu, siswa akan melatih kemampuan menyimak (listening comprehension) dengan memahami makna kosakata dan konteks yang digunakan dalam percakapan. Sebelum kegiatan utama, siswa akan diberi kesempatan untuk mengevaluasi pemahaman awal mereka melalui pretest, yang bertujuan untuk mengukur sejauh mana mereka sudah menguasai kosakata yang terkait dengan rutinitas harian. Setelah pembelajaran, siswa diharapkan dapat menunjukkan peningkatan dalam kemampuan mereka untuk memahami dan mengidentifikasi kosakata dalam audio serta meningkatkan keterampilan mendengarkan mereka secara keseluruhan. Dengan fokus pada pemahaman audio dan pengayaan kosakata, siswa diharapkan dapat memperkaya kosakata mereka dan meningkatkan kemampuan mendengarkan mereka dalam konteks kegiatan sehari-hari.

2. Metode Pembelajaran

1. Pendekatan : MALL (Mobile-Assisted Language Learning)
2. Model : genre-based approach
3. Metode : diskusi dan tanya jawab

3. Media, Alat, dan Sumber Pembelajaran

1. Media dan alat:
 - Laptop
 - PowerPoint

- Proyektor
- White Board + Spidol
- Handphone
- Lembar kerja siswa didk

2. Sumber Belajar

Buku paket : English For Nusantara, kelas VIII, Kemendikbudristek RI 2022, Podcast (<https://www.bbc.co.uk/sounds/play/p0kv75kv>)

4. Langkah-Langkah Kegiatan Pembelajaran

Pendahuluan	1. Mengucapkan salam, bertegur sapa, dan berdoa 2. Memeriksa kehadiran siswa 3. Melakukan kegiatan warming up 4. Menyampaikan tujuan pembelajaran dan garis besar tentang materi atau kegiatan yang akan diajarkan
Kegiatan Inti	5. Guru memperkenalkan kosakata yang akan muncul dalam podcast, seperti "wake up," "brush teeth," "have a shower," "have breakfast," "get dressed," dan sebagainya. 6. Siswa mendengarkan podcast untuk pertama kali tanpa mencatat, hanya untuk memahami isi secara umum. 7. Guru bertanya: "What activity did you hear clearly?" atau "What did the person do first in the morning?" 8. Guru bertanya kepada siswa mengenai aktivitas sehari-hari yang mereka dengar dalam podcast. 9. Siswa mendengarkan untuk kedua kali, sambil mengisi lembar kerja kosakata

Penutup	9. Diskusi kelas siswa menyebutkan kosakata yang mereka pelajari hari ini. 10. Guru membahas kosakata yang belum dipahami oleh siswa secara bersama. 11. Guru memberi tugas mencatat 3 kosakata baru dari podcast yang belum dipahami 12. Guru menutup kegiatan pembelajaran dengan mengucapkan hamdallah.
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A. Penilaian Hasil Pembelajaran

Penilaian
Penilaian Hasil Pembelajaran Siswa terbagi menjadi tiga, yaitu: ➤ Penilaian Sikap, berupa kedisiplinan dan tingkah laku siswa saat proses belajar berlangsung ➤ Penilaian Pengetahuan, berupa kemampuan mengerjakan tugas dengan baik dan benar.

Mengetahui,
Guru Mata Pelajaran

Bogor,
Peneliti

Disnita Anggraini, S. Pd

Wanda Nurdianti Yusuf

RANCANGAN PELAKSANAAN PEMBELAJARAN (RPP)
(Kelas Kontrol)

Identitas Sekolah

Sekolah : SMP NEGERI 2 BOGOR
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII/Genap
Materi Pokok : Be Yourself – Daily Routine
Alokasi Waktu : 1 x 40 menit (Pertemuan Ke-2)

CAPAIAN PEMBELAJARAN	KOMPETENSI AWAL
Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan, dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan), dan teks otentik menjadi rujukan utama dalam mempelajari Bahasa Inggris. Peserta didik menyampaikan keinginan/perasaan dan memahami informasi tersirat dalam teks, serta memproduksi teks terstruktur dengan kosa kata lebih beragam	Peserta didik dapat menyimak dan memahami kosakata dalam Audio Podcast sederhana tentang kebiasaan sehari-hari (daily routine).

1. Tujuan Pembelajaran

Tujuan pembelajaran ini adalah agar siswa dapat mengembangkan keterampilan mendengarkan mereka dengan memperkaya kosakata melalui kegiatan yang berfokus pada topik-topik yang familiar, seperti kegiatan sehari-hari. Dengan menggunakan podcast sebagai media utama, siswa akan mendengarkan materi audio yang membahas berbagai aktivitas rutin harian, sehingga mereka dapat mengidentifikasi kosakata umum yang digunakan, seperti "wake up," "brush teeth," "have breakfast," dan "go to school." Selain itu, siswa akan melatih kemampuan menyimak dan memahami kosakata dalam konteks percakapan sehari-hari melalui latihan dan pemahaman audio yang didengar. Sebelum kegiatan utama, siswa akan diberi kesempatan untuk mengevaluasi pemahaman awal mereka melalui pretest, yang bertujuan untuk mengukur sejauh mana mereka sudah menguasai kosakata yang terkait dengan rutinitas harian. Setelah pembelajaran, siswa diharapkan dapat menunjukkan peningkatan dalam kemampuan mereka untuk menggunakan kosakata dalam kalimat, serta meningkatkan keterampilan mendengarkan mereka melalui post-test yang dilakukan pada akhir sesi. Dengan fokus pada pemahaman audio, peningkatan kemampuan menyimak, dan penggunaan kosakata dalam konteks yang tepat, siswa diharapkan dapat memperkaya kosakata mereka serta meningkatkan kemampuan mendengarkan mereka secara keseluruhan.

2. Metode Pembelajaran

1. Pendekatan : MALL (Mobile-Assisted Language Learning)
2. Model : genre-based approach
3. Metode : diskusi dan tanya jawab

3. Media, Alat, dan Sumber Pembelajaran

1. Media dan alat:
 - Laptop
 - PowerPoint
 - Proyektor
 - White Board + Spidol
 - Handphone
 - Lembar kerja siswa didk

2. Sumber Belajar

Buku paket : English For Nusantara, kelas VIII, Kemendikbudristek RI 2022, Podcast
(<https://www.bbc.co.uk/sounds/play/p0kv75kv>)

4. Langkah-Langkah Kegiatan Pembelajaran

Pendahuluan	1. Mengucapkan salam, bertegur sapa, dan berdoa. 2. Memeriksa kehadiran siswa. 3. Melakukan kegiatan warming up. 4. Menyampaikan tujuan pembelajaran dan garis besar tentang materi atau kegiatan yang akan diajarkan. 5. Mengulas kosakata yang telah dipelajari pada pertemuan sebelumnya. 6. Menanyakan kosakata baru yang masih membingungkan bagi siswa.
Kegiatan Inti	7. Pemutaran ulang Podcast, fokus pada pelafalan dan arti kosakata yang muncul dalam podcast. 8. Guru mengarahkan siswa untuk mencatat kosakata baru yang mereka dengar. 9. Siswa mengerjakan latihan mencocokkan kata dengan gambar atau arti yang sesuai. 10. Siswa juga melengkapi kalimat rumpang menggunakan kosakata dari podcast yang telah didengar.
	11. Guru bertanya: "What activities did you do this morning using the vocabulary we learned?" 12. Siswa menyebutkan kegiatan pagi hari mereka menggunakan kosakata yang telah dipelajari.

Penutup	14. Guru dan siswa menyimpulkan pelajaran hari itu. 15. Refleksi singkat: "Mention one new word you learned today." 16. Guru memberikan tugas rumah: mencatat 3 kosakata baru yang mereka temui di kehidupan sehari-hari dan mencoba menggunakannya dalam kalimat. 17. Guru menutup kegiatan pembelajaran dengan mengucapkan hamdallah.
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B. Penilaian Hasil Pembelajaran

Penilaian
Penilaian Hasil Pembelajaran Siswa terbagi menjadi tiga, yaitu: ➤ Penilaian Sikap, berupa kedisiplinan dan tingkah laku siswa saat proses belajar berlangsung ➤ Penilaian Pengetahuan, berupa kemampuan mengerjakan tugas dengan baik dan benar.

Mengetahui,
Guru Mata Pelajaran

Bogor,
Peneliti

Disnita Anggraini, S. Pd

Wanda Nurdianti Yusuf

PENILAIAN HASIL PEMBELAJARAN

D. Format Penilaian

3. Teknik Penilaian: Observasi
4. Bentuk Penilaian: Penilaian sikap oleh guru

E. Indikator Penilaian Aspek Sikap:

5. Religius
 - e. Berdo'a setiap memulai dan mengakhiri pertemuan dan pembelajaran.
 - f. Selalu bersyukur dengan mengucapkan Alhamdulillah setiap kali mendapat pembelajaran.
 - g. Belajar dengan sungguh-sungguh dan mengaplikasikan dalam kehidupan sehari-hari.
 - h. Selalu mengingat temannya untuk melakukan kegiatan keagamaan.
6. Santun
 - e. Berinteraksi dengan teman secara ramah
 - f. Berkomunikasi dengan Bahasa yang tidak menyinggung perasaan.
 - g. Menggunakan Bahasa tubuh yang bersahabat.
 - h. Sopan dalam perilaku
7. Tanggung Jawab
 - d. Mengumpulkan pekerjaan dengan tepat waktu.
 - e. Berperan aktif dalam kegiatan pembelajaran.
 - f. Mengerjakan tugas sesuai yang ditugaskan.
8. Kedisiplinan
 - e. Ikut serta berdiskusi bersama teman untuk memahami materi pembelajaran.
 - f. Selalu datang tepat waktu dalam menghadiri pertemuan pembelajaran.
 - g. Tepat waktu dalam mengumpulkan tugas.
 - h. Selalu berpakaian rapi.

Keterangan

4 = jika empat indikator terlihat

3 = jika tiga indikator terlihat

2 = jika dua indikator terlihat

1 = jika satu indikator terlihat

Nilai akhir sikap diperoleh dari modus (skor yang sering muncul) dari keempat aspek.

Kategori Nilai Aspek Sikap

Sangat baik : apabila memperoleh nilai akhir 4

Baik : apabila memperoleh nilai akhir 3

Cukup : apabila memperoleh nilai akhir 2

Kurang : apabila memperoleh nilai akhir 1

Tabel Penilaian Aspek Sikap

No.	Aspek yang dinilai	Teknik Penilaian	Waktu Penilaian	Instrumen Penilaian	Keterangan
1	Religius	Pengamatan	Proses	Lembar Pengamatan	
2	Tanggung Jawab				
3	Percaya diri				
4	Kedisiplinan				

Instrumen dan Rubrik Penilaian Aspek Sikap

NO	Nama Peserta didik	Religius				Kesantunan				Tanggung Jawab				Kedisipninan				Nilai
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1																		
2																		

F. Penilaian Aspek Keterampilan dan Pengetahuan

3. Jenis/teknik Penilaian

- b) Tes tertulis (Menjawab pertanyaan dan dapat bertukar pikiran dalam menentukan/memilih kata pada kalimat Simple Present dengan benar dalam permainan Picture-Cued Game).

4. Pedoman Penskoran

3) Penskoran (Scoring Rubric)

No.	Kriteria Jawaban	Skor
1	Jawaban Benar	1
2	Jawaban Salah	0

4) Pengolahan skor

$$\text{Nilai} = \frac{\text{Total skor perolehan}}{\text{Total skor maksimum}} = 100$$

Rentang Nilai

Interval Nilai	Predikat	Keterangan
86 - 100	A	Sangat baik
71 - 85	B	Baik
56 - 70	C	Cukup
≤ 55	D	Kurang

Appendix 3: Research Instrument

Pre-test

Nama:

Kelas:

Answer the following questions by choosing the most appropriate answer. Read each question carefully, then select one answer from options a, b, c, or d.

1. When do you usually "brush your teeth"?
 - a. Before going to bed
 - b. After lunch
 - c. In the morning and at night**
 - d. After dinner
2. What is "breakfast"?
 - a. The first meal of the day**
 - b. A drink you have before bed
 - c. A snack in the afternoon
 - d. A meal in the evening
3. What does "skincare" refer to?
 - a. Exercising to stay healthy
 - b. Cleaning and taking care of your skin**
 - c. Watching skincare videos
 - d. Eating healthy food
4. What does "brush hair" mean?
 - a. To clean and arrange your hair with a brush**
 - b. To wash your face
 - c. To play sports
 - d. To sleep early
5. What does "shower" mean?
 - a. A type of exercise
 - b. Cleaning your body with water**
 - c. A form of relaxation
 - d. Brushing your teeth
6. Which activity helps you stay awake and feel fresh in the morning?
 - a. Taking a shower**

- b. Going back to sleep
 - c. Watching TV at night
 - d. Skipping breakfast
7. When do you usually "wake up"?
- a. In the afternoon
 - b. At night
 - c. In the morning**
 - d. In the evening
8. What does "wake up" mean?
- a. To stop sleeping and get out of bed**
 - b. To take a shower
 - c. To start eating breakfast
 - d. To put on clothes
9. What does "get out of bed" mean?
- a. To stop sleeping and rise from bed**
 - b. To go back to sleep
 - c. To make your bed
 - d. To sit on the bed
10. What does "morning routine" refer to?
- a. A new activity every day
 - b. A random set of activities you do every day
 - c. The sequence of activities you regularly do in the morning**
 - d. A set of activities you do only on weekends
11. What does "take care of" mean?
- a. Keep something safe and healthy**
 - b. Ignore something
 - c. Leaving something alone
 - d. Throw something away
12. When do you usually "go to bed"?
- a. In the afternoon
 - b. At noon
 - c. In the morning
 - d. In the evening or at night**

13. What does “take a shower” mean?
- a. To sleep at night
 - b. To eat breakfast
 - c. To wash your body with soap and water**
 - d. To clean your teeth
14. What does “go to school” mean?
- a. To leave home and learn at school**
 - b. To watch TV at home
 - c. To sleep early
 - d. To play outside
15. What does "clean your room" mean?
- a. To brush your teeth
 - b. To tidy and organize your room**
 - c. To do exercise
 - d. To eat food in the morning
16. I take care of my skin by ... my face with soap.
- a. Washing**
 - b. Running
 - c. Exercising
 - d. Cooking
17. A good morning routine helps me feel ... for the day.
- a. Tired
 - b. Energetic**
 - c. Hungry
 - d. Lazy
18. After I wake up, I always
- a. Eat breakfast
 - b. Sleep some more
 - c. Take a shower**
 - d. Go for a walk
19. I usually have ... in the morning.
- a. Dinner
 - b. Lunch
 - c. Breakfast**
 - d. Snack

20. I usually “...” at 10 PM, so I’m ready to wake up early the next day.
- a. Read
 - b. Wake up
 - c. Eat
 - d. Go to bed**
21. The best time to “...” is usually before bed to help you relax.
- a. Drink water
 - b. Take a nap
 - c. Take a shower
 - d. Brush teeth**
22. I always “...” my face with moisturizer after washing it to keep my skin soft.
- a. Touch
 - b. Apply**
 - c. Eat
 - d. Clean
23. A “...” is a set of actions or tasks that you do in a specific order every day.
- a. Party
 - b. Hobby
 - c. Routine**
 - d. Lunch

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Post-test

Nama:

Kelas:

Answer the following questions by choosing the most appropriate answer. Read each question carefully, then select one answer from options a, b, c, or d.

1. What does "shower" mean?
 - a. A type of exercise
 - b. Cleaning your body with water**
 - c. A form of relaxation
 - d. Brushing your teeth
2. What does "brush hair" mean?
 - a. To clean and arrange your hair with a brush**
 - b. To wash your face
 - c. To play sports
 - d. To sleep early
3. What does "skincare" refer to?
 - a. Exercising to stay healthy
 - b. Cleaning and taking care of your skin**
 - c. Watching skincare videos
 - d. Eating healthy food
4. What is "breakfast"?
 - a. The first meal of the day**
 - b. A drink you have before bed
 - c. A snack in the afternoon
 - d. A meal in the evening
5. When do you usually "brush your teeth"?
 - a. Before going to bed
 - b. After lunch
 - c. In the morning and at night**
 - d. After dinner

6. When do you usually “go to bed”?
 - a. In the afternoon
 - b. At noon
 - c. In the morning
 - d. In the evening or at night**
7. What does “take care of” mean?
 - a. Keep something safe and healthy**
 - b. Ignore something
 - c. Leaving something alone
 - d. Throw something away
8. What does “morning routine” refer to?
 - a. A new activity every day
 - b. A random set of activities you do every day
 - c. The sequence of activities you regularly do in the morning**
 - d. A set of activities you do only on weekends
9. What does “get out of bed” mean?
 - a. To stop sleeping and rise from bed**
 - b. To go back to sleep
 - c. To make your bed
 - d. To sit on the bed
10. When do you usually “wake up”?
 - a. In the afternoon
 - b. At night
 - c. In the morning**
 - d. In the evening
11. What does “wake up” mean?
 - a. To stop sleeping and get out of bed**
 - b. To take a shower
 - c. To start eating breakfast
 - d. To put on clothes
12. Which activity helps you stay awake and feel fresh in the morning?
 - a. Taking a shower**
 - b. Going back to sleep
 - c. Watching TV at night
 - d. Skipping breakfast

13. What does "take a shower" mean?
- a. To sleep at night
 - b. To eat breakfast
 - c. To wash your body with soap and water**
 - d. To clean your teeth
14. What does "go to school" mean?
- a. To leave home and learn at school**
 - b. To watch TV at home
 - c. To sleep early
 - d. To play outside
15. What does "clean your room" mean?
- a. To brush your teeth
 - b. To tidy and organize your room**
 - c. To do exercise
 - d. To eat food in the morning
16. I take care of my skin by ... my face with soap.
- a. Washing**
 - b. Running
 - c. Exercising
 - d. Cooking
17. A good morning routine helps me feel ... for the day.
- a. Tired
 - b. Energetic**
 - c. Hungry
 - d. Lazy
18. After I wake up, I always
- a. Eat breakfast**
 - b. Sleep some more
 - c. Take a shower
 - d. Go for a walk
19. I usually have ... in the morning.
- a. Dinner
 - b. Lunch
 - c. Breakfast**
 - d. Snack

20. I usually “...” at 10 PM, so I’m ready to wake up early the next day.
- a. Read
 - b. Wake up
 - c. Eat
 - d. Go to bed**
21. The best time to “...” is usually before bed to help you relax.
- a. Drink water
 - b. Take a nap
 - c. Take a shower
 - d. Brush teeth**
22. I always “...” my face with moisturizer after washing it to keep my skin soft.
- a. Touch
 - b. Apply**
 - c. Eat
 - d. Clean
23. A “...” is a set of actions or tasks that you do in a specific order every day.
- a. Party
 - b. Hobby
 - c. Routine**
 - d. Lunch

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Appendix 4: The Result of Research Instrument

- Pre-Test of Experiment Class

Pre-test

Nama: <i>Sarra Putera</i>
Kelas: <i>8A</i>

Score: *17*

Answer the following questions by choosing the most appropriate answer. Read each question carefully, then select one answer from options a, b, c, or d.

1. When do you usually "brush your teeth"?
 - a. Before going to bed
 - b. After lunch
 - ☒ c. In the morning and at night
 - d. After dinner
2. What is "breakfast"?
 - ☒ a. The first meal of the day
 - b. A drink you have before bed
 - ☒ c. A snack in the afternoon
 - d. A meal in the evening
3. What does "skincare" refer to?
 - a. Exercising to stay healthy
 - ☒ b. Cleaning and taking care of your skin
 - c. Watching skincare videos
 - d. Eating healthy food
4. What does "brush hair" mean?
 - ☒ a. To clean and arrange your hair with a brush
 - ☒ b. To wash your face
 - c. To play sports
 - d. To sleep early
5. What does "shower" mean?
 - a. A type of exercise
 - ☒ b. Cleaning your body with water
 - c. A form of relaxation
 - d. Brushing your teeth

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6. Which activity helps you stay awake and feel fresh in the morning?
- ☒ a. Taking a shower
 - ☐ b. Going back to sleep
 - c. Watching TV at night
 - d. Skipping breakfast
7. When do you usually "wake up"?
- a. In the afternoon
 - b. At night
 - ☒ c. In the morning
 - d. In the evening
8. What does "wake up" mean?
- ☒ a. To stop sleeping and get out of bed
 - b. To take a shower
 - c. To start eating breakfast
 - d. To put on clothes
9. What does "get out of bed" mean?
- ☒ a. To stop sleeping and rise from bed
 - b. To go back to sleep
 - c. To make your bed
 - d. To sit on the bed
10. What does "morning routine" refer to?
- ☒ a. A new activity every day
 - b. A random set of activities you do every day
 - ☒ c. The sequence of activities you regularly do in the morning
 - d. A set of activities you do only on weekends
11. What does "take care of" mean?
- ☒ a. Keep something safe and healthy
 - ☒ b. Ignore something
 - c. Leaving something alone
 - d. Throw something away
12. When do you usually "go to bed"?
- a. In the afternoon
 - b. At noon
 - c. In the morning
 - ☒ d. In the evening or at night

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13. What does "take a shower" mean?
- a. To sleep at night
 - b. To eat breakfast
 - ☒ c. To wash your body with soap and water
 - d. To clean your teeth
14. What does "go to school" mean?
- ☒ a. To leave home and learn at school
 - b. To watch TV at home
 - c. To sleep early
 - d. To play outside
15. What does "clean your room" mean?
- a. To brush your teeth
 - ☒ b. To tidy and organize your room
 - c. To do exercise
 - d. To eat food in the morning
16. I take care of my skin by ... my face with soap.
- ☒ a. Washing
 - b. Running
 - c. Exercising
 - d. Cooking
17. A good morning routine helps me feel ... for the day.
- a. Tired
 - ☒ b. Energetic
 - c. Hungry
 - d. Lazy
18. After I wake up, I always
- a. Eat breakfast
 - b. Sleep some more
 - ☒ c. Take a shower
 - d. Go for a walk
19. I usually have ... in the morning.
- a. Dinner
 - b. Lunch
 - ☒ c. Breakfast
 - d. Snack

<https://guru.kemendikdasmen.go.id/bukti-karya/pdf/900366>

20. I usually "... " at 10 PM, so I'm ready to wake up early the next day.

- a. Read
- b. Wake up
- c. Eat
- ☒ d. Go to bed

21. The best time to "... " is usually before bed to help you relax.

- a. Drink water
- ☒ b. Take a nap
- c. Take a shower
- ☒ d. Brush teeth

22. I always "... " my face with moisturizer after washing it to keep my skin soft.

- a. Touch
- ☒ b. Apply
- c. Eat
- d. Clean

23. A "... " is a set of actions or tasks that you do in a specific order every day.

- a. Party
- b. Hobby
- ☒ c. Routine
- d. Lunch

- Post-Test of Experiment Class

Post-test

Score : 22

Nama: *Satria Putera*
Kelas: *8A*

Answer the following questions by choosing the most appropriate answer. Read each question carefully, then select one answer from options a, b, c, or d.

1. What does "shower" mean?
 - a. A type of exercise
 - ☒ b. Cleaning your body with water
 - c. A form of relaxation
 - d. Brushing your teeth
2. What does "brush hair" mean?
 - ☒ a. To clean and arrange your hair with a brush
 - b. To wash your face
 - c. To play sports
 - d. To sleep early
3. What does "skincare" refer to?
 - a. Exercising to stay healthy
 - ☒ b. Cleaning and taking care of your skin
 - c. Watching skincare videos
 - d. Eating healthy food
4. What is "breakfast"?
 - ☒ a. The first meal of the day
 - b. A drink you have before bed
 - c. A snack in the afternoon
 - d. A meal in the evening
5. When do you usually "brush your teeth"?
 - a. Before going to bed
 - b. After lunch
 - ☒ c. In the morning and at night
 - d. After dinner

<https://guru.kemendikdasmen.go.id/bukti-karya/pdf/900366>

6. When do you usually "go to bed"?
 - a. In the afternoon
 - b. At noon
 - c. In the morning
 - ☒ d. In the evening or at night
7. What does "take care of" mean?
 - ☒ a. Keep something safe and healthy
 - b. Ignore something
 - c. Leaving something alone
 - d. Throw something away
8. What does "morning routine" refer to?
 - a. A new activity every day
 - b. A random set of activities you do every day
 - ☒ c. The sequence of activities you regularly do in the morning
 - d. A set of activities you do only on weekends
9. What does "get out of bed" mean?
 - ☒ a. To stop sleeping and rise from bed
 - b. To go back to sleep
 - c. To make your bed
 - d. To sit on the bed
10. When do you usually "wake up"?
 - a. In the afternoon
 - b. At night
 - ☒ c. In the morning
 - d. In the evening
11. What does "wake up" mean?
 - ☒ a. To stop sleeping and get out of bed
 - b. To take a shower
 - c. To start eating breakfast
 - d. To put on clothes
12. Which activity helps you stay awake and feel fresh in the morning?
 - ☒ a. Taking a shower
 - b. Going back to sleep
 - c. Watching TV at night
 - d. Skipping breakfast

<https://guru.kemendikdasmen.go.id/bukti-karya/pdf/900366>

13. What does "take a shower" mean?
- a. To sleep at night
 - b. To eat breakfast
 - ☒ c. To wash your body with soap and water
 - d. To clean your teeth
14. What does "go to school" mean?
- ☒ a. To leave home and learn at school
 - b. To watch TV at home
 - c. To sleep early
 - d. To play outside
15. What does "clean your room" mean?
- a. To brush your teeth
 - ☒ b. To tidy and organize your room
 - ☒ c. To do exercise
 - d. To eat food in the morning
16. I take care of my skin by ... my face with soap.
- ☒ a. Washing
 - b. Running
 - c. Exercising
 - d. Cooking
17. A good morning routine helps me feel ... for the day.
- a. Tired
 - ☒ b. Energetic
 - c. Hungry
 - d. Lazy
18. After I wake up, I always
- a. Eat breakfast
 - b. Sleep some more
 - ☒ c. Take a shower
 - d. Go for a walk
19. I usually have ... in the morning.
- a. Dinner
 - b. Lunch
 - ☒ c. Breakfast
 - d. Snack

<https://guru.kemendikdasmen.go.id/bukti-karya/pdf/900366>

20. I usually "... " at 10 PM, so I'm ready to wake up early the next day.
- a. Read
 - b. Wake up
 - c. Eat
 - ☒ d. Go to bed
21. The best time to "... " is usually before bed to help you relax.
- a. Drink water
 - b. Take a nap
 - c. Take a shower
 - ☒ d. Brush teeth
22. I always "... " my face with moisturizer after washing it to keep my skin soft.
- a. Touch
 - ☒ b. Apply
 - c. Eat
 - d. Clean
23. A "... " is a set of actions or tasks that you do in a specific order every day.
- a. Party
 - b. Hobby
 - ☒ c. Routine
 - d. Lunch

<https://guru.kemendikdasmen.go.id/bukti-karya/pdf/900366>

- Pre-Test of Control Class

Pre-test

Nama: Adinda Khoerunnisa
Kelas: 8C

Score : 17

Answer the following questions by choosing the most appropriate answer. Read each question carefully, then select one answer from options a, b, c, or d.

- When do you usually "brush your teeth"?
 - Before going to bed
 - After lunch
 - ☒ In the morning and at night
 - After dinner
- What is "breakfast"?
 - ☒ The first meal of the day
 - A drink you have before bed
 - A snack in the afternoon
 - A meal in the evening
- What does "skincare" refer to?
 - ☒ Exercising to stay healthy
 - ☒ Cleaning and taking care of your skin
 - Watching skincare videos
 - Eating healthy food
- What does "brush hair" mean?
 - ☒ To clean and arrange your hair with a brush
 - To wash your face
 - To play sports
 - To sleep early
- What does "shower" mean?
 - A type of exercise
 - ☒ Cleaning your body with water
 - A form of relaxation
 - Brushing your teeth

<https://guru.kemendikdasmen.go.id/bukti-karya/pdf/900366>

6. Which activity helps you stay awake and feel fresh in the morning?
- ☒ a. Taking a shower
 - b. Going back to sleep
 - c. Watching TV at night
 - ☒ d. Skipping breakfast
7. When do you usually "wake up"?
- a. In the afternoon
 - b. At night
 - ☒ c. In the morning
 - d. In the evening
8. What does "wake up" mean?
- ☒ a. To stop sleeping and get out of bed
 - b. To take a shower
 - c. To start eating breakfast
 - d. To put on clothes
9. What does "get out of bed" mean?
- ☒ a. To stop sleeping and rise from bed
 - b. To go back to sleep
 - c. To make your bed
 - d. To sit on the bed
10. What does "morning routine" refer to?
- a. A new activity every day
 - b. A random set of activities you do every day
 - ☒ c. The sequence of activities you regularly do in the morning
 - d. A set of activities you do only on weekends
11. What does "take care of" mean?
- ☒ a. Keep something safe and healthy
 - b. Ignore something
 - c. Leaving something alone
 - d. Throw something away
12. When do you usually "go to bed"?
- a. In the afternoon
 - b. At noon
 - c. In the morning
 - ☒ d. In the evening or at night

<https://guru.kemendikdasmen.go.id/bukti-karya/pdf/900366>

13. What does "take a shower" mean?
- a. To sleep at night
 - b. To eat breakfast
 - ☒ c. To wash your body with soap and water
 - d. To clean your teeth
14. What does "go to school" mean?
- ☒ a. To leave home and learn at school
 - b. To watch TV at home
 - c. To sleep early
 - d. To play outside
15. What does "clean your room" mean?
- a. To brush your teeth
 - ☒ b. To tidy and organize your room
 - ☒ c. To do exercise
 - d. To eat food in the morning
16. I take care of my skin by ... my face with soap.
- ☒ a. Washing
 - b. Running
 - ☒ c. Exercising
 - d. Cooking
17. A good morning routine helps me feel ... for the day.
- a. Tired
 - ☒ b. Energetic
 - c. Hungry
 - d. Lazy
18. After I wake up, I always
- a. Eat breakfast
 - b. Sleep some more
 - ☒ c. Take a shower
 - d. Go for a walk
19. I usually have ... in the morning.
- a. Dinner
 - b. Lunch
 - ☒ c. Breakfast
 - d. Snack

<https://guru.kemendikdasmen.go.id/bukti-karya/pdf/900366>

20. I usually "... " at 10 PM, so I'm ready to wake up early the next day.
- a. Read
 - b. Wake up
 - c. Eat
 - ☒ d. Go to bed
21. The best time to "... " is usually before bed to help you relax.
- a. Drink water
 - b. Take a nap
 - c. Take a shower
 - ☒ d. Brush teeth
22. I always "... " my face with moisturizer after washing it to keep my skin soft.
- a. Touch
 - ☒ b. Apply
 - c. Eat
 - ☒ d. Clean
23. A "... " is a set of actions or tasks that you do in a specific order every day.
- a. Party
 - b. Hobby
 - ☒ c. Routine
 - d. Lunch

- Post-Test of Control Class

Post-test

Nama: Adinda Khairunnisa Score : 19

Kelas: 8C

Answer the following questions by choosing the most appropriate answer. Read each question carefully, then select one answer from options a, b, c, or d.

1. What does "shower" mean?
 - a. A type of exercise
 - ☒ b. Cleaning your body with water
 - c. A form of relaxation
 - d. Brushing your teeth
2. What does "brush hair" mean?
 - ☒ a. To clean and arrange your hair with a brush
 - b. To wash your face
 - c. To play sports
 - d. To sleep early
3. What does "skincare" refer to?
 - a. Exercising to stay healthy
 - ☒ b. Cleaning and taking care of your skin
 - c. Watching skincare videos
 - d. Eating healthy food
4. What is "breakfast"?
 - ☒ a. The first meal of the day
 - b. A drink you have before bed
 - c. A snack in the afternoon
 - ☒ d. A meal in the evening
5. When do you usually "brush your teeth"?
 - a. Before going to bed
 - b. After lunch
 - ☒ c. In the morning and at night
 - d. After dinner

<https://guru.kemendikdasmen.go.id/bukti-karya/pdf/900366>

6. When do you usually "go to bed"?
- a. In the afternoon
 - b. At noon
 - c. In the morning
 - ☒ d. In the evening or at night
7. What does "take care of" mean?
- ☒ a. Keep something safe and healthy
 - ☒ b. Ignore something
 - c. Leaving something alone
 - d. Throw something away
8. What does "morning routine" refer to?
- a. A new activity every day
 - b. A random set of activities you do every day
 - ☒ c. The sequence of activities you regularly do in the morning
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9. What does "get out of bed" mean?
- ☒ a. To stop sleeping and rise from bed
 - ☒ b. To go back to sleep
 - c. To make your bed
 - d. To sit on the bed
10. When do you usually "wake up"?
- a. In the afternoon
 - b. At night
 - ☒ c. In the morning
 - d. In the evening
11. What does "wake up" mean?
- ☒ a. To stop sleeping and get out of bed
 - b. To take a shower
 - c. To start eating breakfast
 - d. To put on clothes
12. Which activity helps you stay awake and feel fresh in the morning?
- ☒ a. Taking a shower
 - b. Going back to sleep
 - c. Watching TV at night
 - d. Skipping breakfast

<https://guru.kemendikdasmen.go.id/bukti-karya/pdf/900366>

13. What does "take a shower" mean?
- a. To sleep at night
 - b. To eat breakfast
 - ☒ c. To wash your body with soap and water
 - d. To clean your teeth
14. What does "go to school" mean?
- ☒ a. To leave home and learn at school
 - b. To watch TV at home
 - c. To sleep early
 - d. To play outside
15. What does "clean your room" mean?
- a. To brush your teeth
 - ☒ b. To tidy and organize your room
 - c. To do exercise
 - d. To eat food in the morning
16. I take care of my skin by ... my face with soap.
- ☒ a. Washing
 - b. Running
 - c. Exercising
 - d. Cooking
17. A good morning routine helps me feel ... for the day.
- a. Tired
 - ☒ b. Energetic
 - c. Hungry
 - d. Lazy
18. After I wake up, I always
- a. Eat breakfast
 - b. Sleep some more
 - ☒ c. Take a shower
 - d. Go for a walk
19. I usually have ... in the morning.
- a. Dinner
 - b. Lunch
 - ☒ c. Breakfast
 - d. Snack

<https://guru.kemendikdasmen.go.id/bukti-karya/pdf/900366>

20. I usually "... " at 10 PM, so I'm ready to wake up early the next day.

- a. Read
- b. Wake up
- c. Eat
- ☒ d. Go to bed

21. The best time to "... " is usually before bed to help you relax.

- ☒ a. Drink water
- b. Take a nap
- c. Take a shower
- ☒ d. Brush teeth

22. I always "... " my face with moisturizer after washing it to keep my skin soft.

- a. Touch
- ☒ b. Apply
- c. Eat
- d. Clean

23. A "... " is a set of actions or tasks that you do in a specific order every day.

- a. Party
- b. Hobby
- ☒ c. Routine
- d. Lunch

<https://guru.kemendikdasmen.go.id/bukti-karya/pdf/900366>

Appendix 5: Instrumen Uji Coba Untuk Ahli Isi Mata Pembelajaran

INSTRUMEN UJI COBA UNTUK AHLI ISI MATA PEMBELAJARAN				
No.	PERNYATAAN	PENILAIAN		SARAN DAN KOMENTAR
		RELEVAN	TIDAK RELEVAN	
A STRUKTUR MATERI YANG DI SAJIKAN TEPAT				
1	Kesesuaian indikator dengan kompetensi dasar	✓		Sudah sesuai & menunjukkan pencapaian tujuan pembelajaran.
2	Kesesuaian tujuan pembelajaran dengan indikator	✓		Mendukung pembelajaran indikator yg disajikan.
3	Kesesuaian materi dengan tujuan pembelajaran	✓		Relatif & sejalan pada pencapaian tujuan pembelajaran.
B KEAKURATAN MATERI DI DALAMNYA				
1	Kebenaran materi yang disampaikan	✓		Akurat, didukung sumber yg valid & terpercaya.
2	Keakuratan materi yang disampaikan	✓		Penggunaan materi yang tepat.
3	Kebaruan (kemutakhiran) materi yang disajikan	✓		dekat perkembangan bahasa Inggris saat ini.
4	Ketepatan penyajian materi berdasarkan fakta yang ada	✓		berdasarkan fakta yg jelas & terpercaya.
C PENYAJIAN TATA BAHASA BENAR				
1	Ketepatan tata bahasa yang digunakan.	✓		Ketepatan tata bahasa yg digunakan sesuai dengan pelajaran bahasa Inggris.
2	Ketepatan penulisan ejaan pada materi	✓		Ejaan sudah benar & konsisten.
3	Ketepatan penulisan istilah pada materi	✓		istilah content benar-benar & bahasa Inggris yang tepat.

D TANDA BACA DISAIKAN SECARA TEPAT			
1	Ketepatan penggunaan tanda baca pada materi	✓	membantu siswa memahami struktur kalimat.
E TINGKAT KESULITAN MATERI DISESAIKAN DENGAN KARAKTERISTIK PENGGUNA			
1	Tingkat keluasan materi sesuai dengan karakteristik siswa	✓	sesuai dengan kemampuan siswa yang tergolong rendah.
2	Materi awal mampu berkaitan dengan pengetahuan awal siswa	✓	Materi diawali dengan hal-hal yang sudah diketahui siswa, sebelum memulai untuk penyajian teks kata.
3	Kedalaman materi yang disajikan	✓	membantu siswa dalam memahami materi secara visual.
4	Ilustrasi (contoh) dalam media pembelajaran mampu memperjelas materi yang di sampaikan	✓	
5	Jumlah soal yang disajikan	✓	jumlah dan detail untuk mengukur pemahaman siswa.

Bogor, 26 Mei 2025

Disnita Anggraini, S.Pd
NIP. 19791020 200604 2 031

Appendix 6: Surat Keputusan Bimbingan



YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Bermutu, Mandiri dan Berkepribadian
Jalan Pakuan Ketak Pes 452, E-mail: bbp@umpak.ac.id, Telepon (0251) 8375608 Bogor

SURAT KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN
Nomor : 3748/SK/D/FGIP/VI/2025

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN.
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Menimbang : 1. Bahwa demi kepentingan peningkatan akademis, perlu adanya bimbingan terhadap mahasiswa dalam menyusun skripsi sesuai dengan peraturan yang berlaku.
2. Bahwa perlu menetapkan pengangkatan pembimbing skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.
3. Skripsi merupakan syarat mutlak bagi mahasiswa untuk menempuh ujian Sarjana.
4. Ujian Sarjana harus terselenggara dengan baik.

Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional.
2. Peraturan Pemerintah Nomor 32 Tahun 2013 Merupakan Perubahan dari Peraturan Pemerintah Nomor 19 Tahun 2005, tentang Standar Nasional Pendidikan.
3. Peraturan Pemerintah Nomor 17 Tahun 2010, tentang Pengelolaan dan Penyelenggaraan Pendidikan.
4. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi.
5. Keputusan Rektor Universitas Pakuan Nomor 150/KEP/REK/XI/2021, tentang Pemberhentian dan Pengangkatan Antar Waktu Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan Masa Bakti 2021-2025.

Memperhatikan : Laporan dan permintaan Ketua Program Studi Pendidikan Bahasa Inggris dalam rapat staf pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.

MEMUTUSKAN

Menetapkan : Mengangkat Saudara
Pertama : Dr. Iyan Irdiyansyah, M.Pd. : Pembimbing Utama
Asih Wahyuni, M.Pd. : Pembimbing Pendamping

Nama : WANDA NURDIANTI YUSUF
NPM : 031118012
Program Studi : PENDIDIKAN BAHASA INGGRIS
Judul Skripsi : USING VLOG AND PODCAST ON STUDENTS' VOCABULARY ENRICHMENT

Kedua : Kepada yang bersangkutan diberlakukan hak dan tanggung jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan.

Ketiga : Keputusan ini berlaku sejak tanggal ditetapkan selama 1 (satu) tahun, dan apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan seperlunya.



Ditetapkan di Bogor
Pada tanggal 14 Juni 2025
Dekan,
Dr. Iyan Irdiyansyah, M.Si.
NIK 1.0594.021.205

Tembusan :
1. Rektor Universitas Pakuan
2. Wakil Rektor I, II, dan III Universitas Pakuan

Appendix 7: Surat Izin Penelitian

	YAYASAN PAKUAN SILIWANGI UNIVERSITAS PAKUAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN <i>Bermutu, Mandiri dan Berkepribadian</i> Jalan Pakuan Kotak Pos 452, E-mail: fkip@umpak.ac.id, Telepon (0251) 8375603 Bogor
Nomor : 9992/WADEK I/FKIP/V/2025	22 Mei 2025
Perihal : Izin Penelitian	
 Yth. Kepala SMP Negeri 2 Bogor di Tempat	
 Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :	
Nama	: WANDA NURDIANTI YUSUF
NPM	031118012
Program Studi	: PENDIDIKAN BAHASA INGGRIS
Semester	: Akhir
 Untuk mengadakan penelitian di instansi yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 22 Mei 2025 s.d 22 Juni 2025 mengenai: THE USE OF USING VLOG AND PODCAST ON STUDENTS' VOCABULARY ENRICHMENT	
 Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.	
 Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.	
 a.n Dekan Wakil Dekan Bidang Akademik dan kemahasiswaan Drs. Sandi Budiana, M.Pd. NIK. 11006025469	

Appendix 8: Surat Selesai Penelitian



**PEMERINTAH KOTA BOGOR
DINAS PENDIDIKAN
SMP NEGERI 2 BOGOR**

Alamat : JL. Gedong Sawah IV No. 9 Telp. 0251-8323349 Fax. 0251-8380152

E-mail : smpn2bgr@yahoo.co.id

NPSN : 202.203.76

NSS : 20.1.02.61.05.005

SURAT KETERANGAN

Nomor : 400.3.5/ 552 – TU

Yang bertanda tangan di bawah ini :

Nama : Tati Karwati, M.Pd
NIP : 19700322 1994122 002
Pangkat/Golru : Pembina – IV/b
Jabatan : Kepala Sekolah
Unit Kerja : SMP NEGERI 2 BOGOR

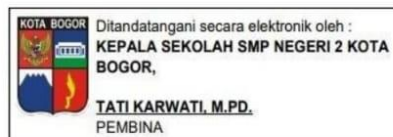
Menerangkan dengan sesungguhnya bahwa :

Nama : Wanda Nurdianti Yusuf
NIM : 031118012
Program Studi : Pendidikan Bahasa Inggris
Universitas : Universitas Pakuan

Telah melaksanakan tugas penelitian di SMP Negeri 2 Bogor pada tanggal 22 Mei 2025 sampai dengan 22 Juni 2025 dalam rangka persiapan penyusunan skripsi dengan Judul :
“ THE USE OF USING VLOG AND PODCAST ON STUDENTS' VOCABULARY ENRICHMENT ”.

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Ditetapkan di Bogor
Pada tanggal, 23 Juni 2025



Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSrE - BSN. Untuk memastikan keasliannya, silahkan scan QRCode dan pastikan diarahkan ke alamat <https://tnd.kotabogor.go.id>

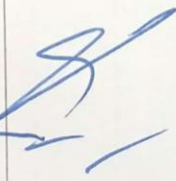
Appendix 9: Berita Acara Bimbingan Skripsi

Lampiran 2 Catatan Bimbingan

Tanggal	Bab	Catatan Bimbingan	Paraf
27/7 22	1	- Introduction should be related to the Rise of Technology in the world. - Reason for choosing the topic (Reason) - Aim of the research - Scope of the problem	
14/2 22	1	- Revise background of the study. (technology, not general technology, but digital technology / 3D) - revise Statement of the problem - revise research significance	
24/5 2023	1	- revise background, bimbingan dulu dengan bu asih	

Tanggal	Bab	Catatan Bimbingan	Paraf
31/05 2023	1	- Cari dulu vocabulary knowledge through podcast - revisi background - "reason for choosing the topic" dihilangkan saja, kemudian digantikan dengan background tapi sambungkan dengan penjelasan podcastnya juga. - revisi Aim for the research - revisi limitation of study.	
02/06 2023	1	- Ada penambahan judul untuk kelas control - tentukan mau kelas mana, semester berapa, dan materinya apa.	

Tanggal	Bab	Catatan Bimbingan	Paraf
21/4 2024	new format	- revisi "the purpose of the research" tambahkan di bagian reasons why - revisi research des design - jelaskan/dijelaskan di bagian "instructional procedures" - "Data collection" nya diberikan nanti mau fokus ke mana? log yg menjelaskan apa?	
8/6 24	I	- formula profile specialty - refine - update the journal kuz 2025	

Tanggal	Bab	Catatan Bimbingan	Paraf
11/25 1	I	> update Refrence > Karisgeni putiran "senikapan 27 judul" > memaku And 515 dan formula sprika	
13/25 1	I	> selahki ihul - Sengro > Simple Inqut. - Siapkan instrument	
24/25 1	II	das selahki ihul sengro	
24/25 1	ingut	- perbaiki ingut - But Kiri? - selahki ingut	

Tanggal	Bab	Catatan Bimbingan	Paraf
13/25 6	Wii	g pusi skelut lari. g gldk prinsip syg? ujia syh	
10/01 25	I, II, III	- perbaiki references - tambahkan teori di bab 2 - tambah operational definitions	

Tanggal	Bab	Catatan Bimbingan	Paraf
17/1 2025	I, II, III	- teori teaching vocabulary - through vlog & podcast	
23/1 2025	I, II, III	- RPP - Pakai bahasa Indonesia saja - Tambahkan pendeskripsian (MALL) - ACC sempro	

Tanggal	Bab	Catatan Bimbingan	Paraf
16/5 2025		- RPP untuk penelitian reusi	
21/5 2025		- Soal cari di bank-soal	
23/5 2025		- validasi soal ke guru / ahli minta pelajaran	
13/6 2025	Bab IV	- Sampaikan kenapa data tidak normal - benarkan tabel - buat bab V	

Tanggal	Bab	Catatan Bimbingan	Paraf
19/6 2025	IV, V	- Cover ada salah penulisan - perbaiki abstrak - perbaiki acknowledgement - Acc sidang skripsi	