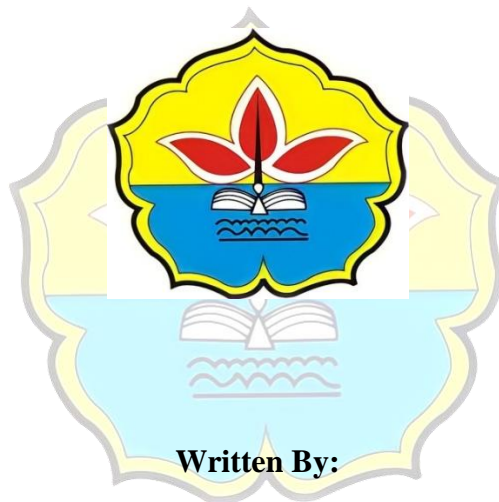


**THE EFFECTIVENESS OF CAKE APPLICATION TOWARD
STUDENTS' VOCABULARY MASTERY AT ELEVENTH
GRADE STUDENTS OF SMAN 8 JAMBI CITY**

A THESIS

**Submitted as a Partial Fulfillment of the Requirement for the Degree
Of Sarjana Pendidikan (S.Pd.) in English Education**



Written By:

MARTA TAMBUNAN

1900888203034

**ENGLISH LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF BATANGHARI
JAMBI**

202

COVER

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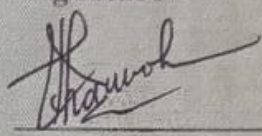
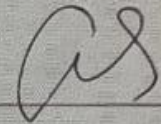
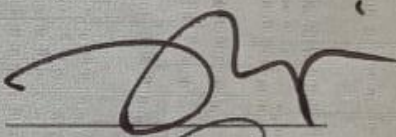

JAMBI

2023

ADMISSION

This thesis entitled “ The Effectiveness of Cake Application Toward Students’ Vocabulary Mastery at Eleventh Grade Students’ of SMAN 8 Jambi City” has been defended before the examiners of English Education Study Program, Faculty of Training and Educational Sciences, University of Batanghari Jambi, on March 18th ,2023.

Team of Examiners

Name	Functional	Signature
Khidayatul Munawwaroh, M.Pd.	Chairman	
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Efa Silfia, M.Pd.	Examiner	

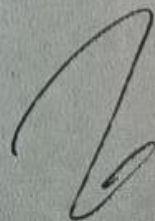
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Educational Sciensers Faculty



Dr. Abdoel Gafar, M.Pd.

Head of English Language
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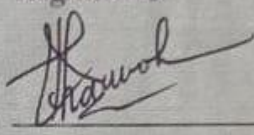
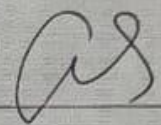
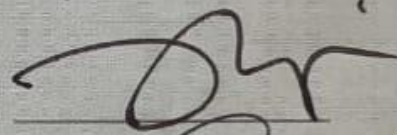
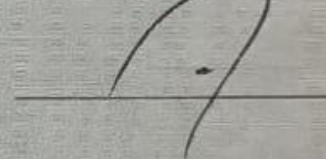


Ridho Praja Dinata, M.Pd.

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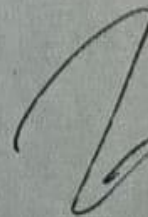
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DECLARATION

I, the undersigned below:

Name : Marta Tambunan

Gender : Female

Place,Data of Birth : Agro, January 15th 1999

Students Number : 1900888203034

Faculty : Teacher Training and Education

Program : English Education

I hereby declare this thesis entitled “The Effectiveness of Cake Application Toward Students’ Vocabulary Mastery at Eleventh Grade Students’ of SMAN 8 Jambi City” is completely my own work. I am fully aware that i have quoted some statements and theories from several sources and they are properly acknowledged in the text.

Jambi, 18th March 2023

Researcher,



Marta Tambunan
Marta Tambunan
1900888203034

MOTTO

1 Corinthians 13:13

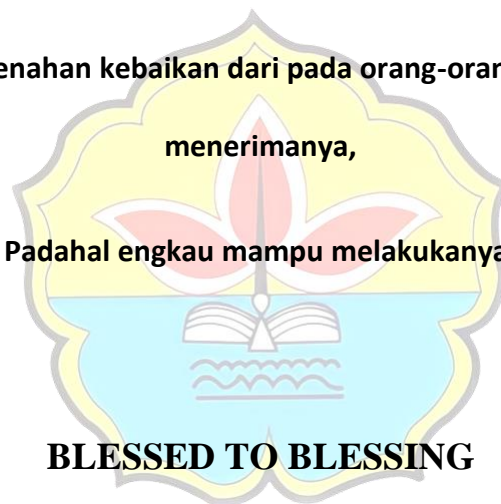
FAITH, HOPE, AND LOVE, and the greatest of them is LOVE

Amsal 3:27

Janganlah menahan kebaikan dari pada orang-orang yang berhak

menerimanya,

Padahal engkau mampu melakukannya.



BLESSED TO BLESSING

DEDICATION

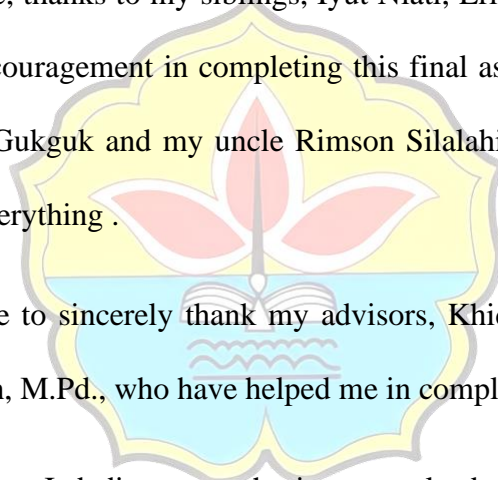
All glory is only for the Lord Jesus Christ, who made me able to complete my final project.

First and foremost I dedicate it to my parents, first to my father Haider Hasan Tambunan and my mother Romlina Raja Gukguk, who always pray for and provide support, I am proud and grateful to have them without them who I am today.

At the same time, thanks to my siblings, Iyut Niati, Eric Contana, Wira Nata, who always give encouragement in completing this final assignment. Also to my aunt Martiana Raja Gukguk and my uncle Rimson Silalahi who always pray for and support me in everything .

I would also like to sincerely thank my advisors, Khidayatul Munawwaroh, M.Pd and Siti Aisyah, M.Pd., who have helped me in completing my final project.

Last but not least, I dedicate my thesis to my leader Pdt.Meidy Eresntika S,Th,M.A, and Pdt. Franklin Ratu S.Th, and my community, Army of God, I am grateful to be surrounded by good people like you who always provide support. I can't mention one by one, so that all the goodness that you sow will be reaped one day.



ABSTRACT

Tambunan, M. 2023. **The Effectivness of Cake Application Toward Students' Vocabulary Mastery at Eleventh Grade Students' of SMA N8 Jambi City.** Academic year 2022/2023, A Thesis, English Education Program Teacher Training Education Faculty Batanghari University Jambi. The First Advisor Khidayatul Munawwaroh,S.Pd,M.Pd. The second Advisor Siti Aisyah, S.Pd,M.Pd.

The purpose of this study was to find out whether the use of the cake application was effective in increasing the vocabulary of class XI students at SMA N8 Jambi City. This study used a quantitative method with a population of 184 students in class XI, with a sample of 36 students in class XI IPA 1 and 37 students in XI IPA 2 who were selected by cluster sampling. In this study, data were collected using the pre-test and post-test to see the average score of the two classes using SPSS version 29. The results of this study indicate that (1) vocabulary mastery in using the cake application in the treatment class with an average of 80.25; (2) Vocabulary mastery in the control class with an average of 70.92; (3) the vocabulary mastery of the treatment class students using the cake application was higher than the control class with a Sig. 0.001 > 0.05. The use of the cake application is effective in increasing the vocabulary of class XI students at SMA N8 Jambi City.

Keywords: Cake Application, Vocabulary Mastery.

ACKNOWLEDGMENTS

Praise and gratitude the authors pray to the presence of the Lord Jesus Christ who has provided health so that the writer can complete the thesis entitled "The Effectiveness of Cake Application Toward Students' Vocabulary at Eleventh Grade Students of SMA N8 Jambi City".

The researcher would like to thank profusely to both parents who always provide motivation, advice, and prayer.

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In addition, the researcher also realizes that there are still many people and organizations that can help and provide guidance, thanks to:

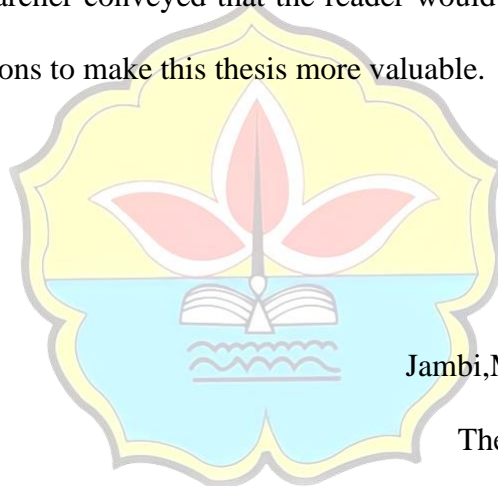
1. Prof. Dr. Herri, M.B.A., as Rector of Batanghari Univesity Jambi.
2. Dr. H. Abdoel Gafar S.Pd., M.PD. as Dean of the Faculty of Teaching and Education, University of Batanghari, Jambi.
3. Ridho Praja Dinata, M.Pd., as Academic Head of the English Study Program Batanghari University Jambi.

4. All Lecturers of English Education at the Faculty of Teaching and Education, University of Batnghari Jambi who have provided their knowledge.

5. Suspriyani S.Pd as the supervising teacher during this research and was given the opportunity to take an English class at SMA N8 Jambi City.

6. All 2019 English Department classmates, especially A2, who have provided support and motivation.

The author does not forget to also thank many friends who cannot be mentioned. The researcher conveyed that the reader would be pleased to provide constructive suggestions to make this thesis more valuable.



Jambi, March 13th 2023

The Reseacher

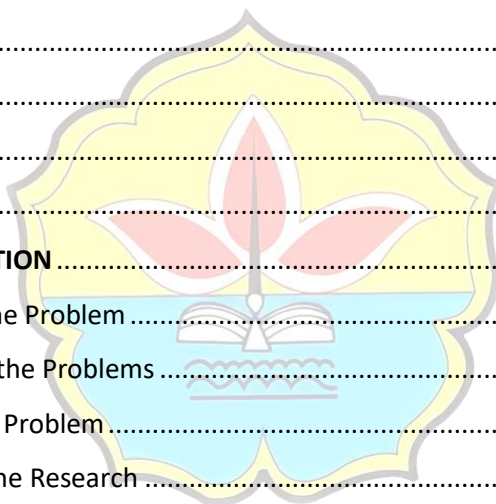
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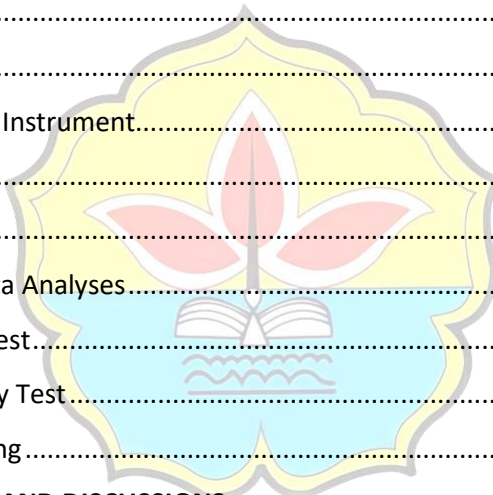


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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Vocabulary is what makes a language unique or rich (Soedjito et al, 2011). Vocabulary is an essential component of learning English since it facilitates effective communication. Language proficiency can be impacted by improving one's command of the English language through adequate vocabulary mastery. According to Tarigan (in Bari 2003), a person's level of language proficiency is unquestionably influenced by the breadth and depth of their vocabulary.

As science and technology evolve, it is essential to be able to communicate in a foreign language, hence learning a foreign language is a requirement. Being able to use a large enough vocabulary is one criterion for learning English. The majority of English instruction is currently given via the teacher-delivered approach, with relatively little media use some teachers even employ wall graphics with English vocabulary. Utilizing learning media is one of the supporting teaching strategies for teaching English. This will greatly increase the effectiveness of the learning process and, in addition to motivating students, will also help them understand the material better.

The Cake Application is a popular online tool for learning English. Its primary content consists of videos of amusing and brief English conversations. Also, the Cake Application provides grammatical explanations for the sentences that are utilized, as well as common idioms and terminology that are placed in

contexts that are helpful to English learners. Also, this cake application may record, analyse, and check pronunciation. The researcher is interested in finding out if this application can actually aid students in their understanding of the English that is being taught in the classroom. Also, the researcher aims to demonstrate whether this cake application can improve students' vocabulary because it is challenging for pupils to have a limited vocabulary.

According to the authors' research, there are many issues with pupils learning English in the classroom, including a lack of student vocabulary and difficulties with pronunciation. They think that learning English is tedious and challenging, and that their limited vocabulary prevents them from becoming more fluent in the language. The researchers in this instance concentrated on using the cake application to boost pupils' vocabularies. This cake application is actually the most effective way to teach vocabulary because it constantly introduces students to new words they may not have encountered before. Because these new words are always used in context, students can quickly recall them and understand what they mean..

In connection with the importance of media in increasing vocabulary, in the teaching and learning process a conducive learning atmosphere is needed to attract student acquisition. This can be fulfilled by providing the use of media during the teaching and learning process. Based on the explanation above, the researcher is interested in conducting research entitled "Effectiveness of the Cake Application Vocabulary Mastery in Class XI Students of SMAN 8 Jambi City.

1.2 Identification of the Problems

Based on the background of the problem, several problems can be identified as follows:

1. Students have difficulty understanding the meaning of the vocabulary they learn.
2. Students experience difficulties in pronouncing vocabulary.

1.3 Limitation of the Problem

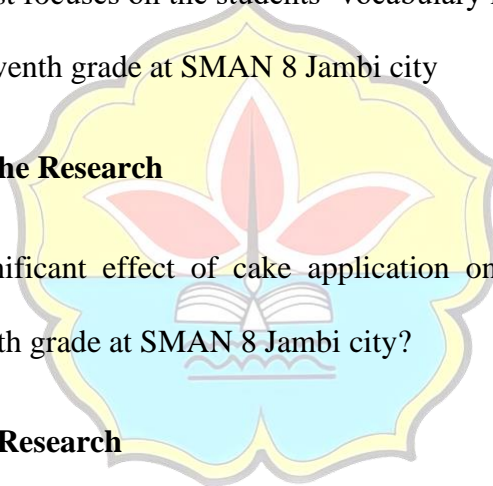
The researcher just focuses on the students' vocabulary mastery that used cake application in eleventh grade at SMAN 8 Jambi city

1.4 Formulation of the Research

Is there any significant effect of cake application on students' vocabulary mastery in eleventh grade at SMAN 8 Jambi city?

1.5 Objective of the Research

The purpose of this study is to describe the Effectiveness of using Cake Application toward students' vocabulary mastery at eleventh grade of SMA N 8 Jambi City.



1.6 Significance of the Research

1. Theoretically

The theory of this study is that learning English using the cake application is expected to be able to explore the potential of students in increasing vocabulary, at SMA N 8 Jambi.

2. Practically

1. For research written to fulfill the prerequisites for achieving a bachelor's degree.
2. For teachers to provide more information to teachers about the application of new types of educational media that can be applied or used in teaching vocabulary and to improve teacher quality in teaching English.
3. For students, because the cake application is a new and rather fun way of learning, it is hoped that it can provide input to students to increase their interest in learning vocabulary and also their knowledge about it.
4. This study can be utilized as a starting point for additional research by other English language teaching researchers as well as a source for knowledge on new teaching media and the factors that lead to vocabulary mastery in students.

1.7 Definition of Key Terms

To avoid misunderstanding of some words in this research, it is important to give some explanations as follows :

1. Cake Application

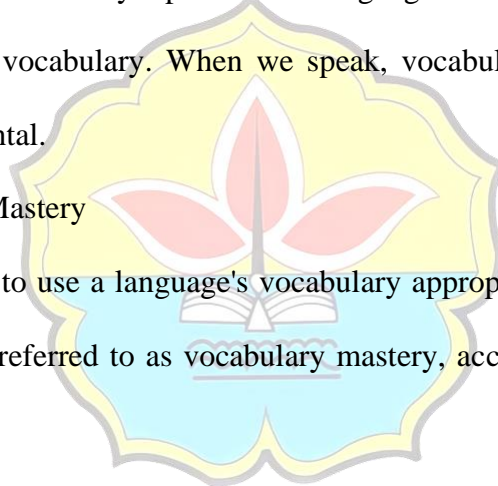
The most recent and well-liked Android mobile app to be created in South Korea is called Cake Application. This program, which is only 7.3 MB in size, is provided by a business called playlist Corporation. Even though it was just published in 2018, this software is meant to aid users in improving their speaking abilities.

2. Vocabulary

Rahayu (1999) A complete word, vocabulary, or term that alludes to specific notions held by a person or a language in a certain situation is the definition of vocabulary. When we speak, vocabulary is both important and fundamental.

3. Vocabulary Mastery

The capacity to use a language's vocabulary appropriately when speaking or writing is referred to as vocabulary mastery, according to Yunisah, A. (2007).





CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1 Vocabulary

The vocabulary in a person's language is their collection of well-known words. Averil (2006), say that generically, vocabulary is the knowledge of meanings words also a central part of language. A vocabulary is a useful and essential tool for communication and knowledge acquisition that typically develops with age. One of the hardest parts of learning a second language is developing a wide vocabulary. A person's vocabulary is all the words they know or use in a specific language, according to Hornby (2006: 1645).

The primary purpose of vocabulary, according to Brown (2000), is conceived meaningful language. An ability that develops and deepens over the course of a lifetime rather than something that can ever be fully mastered is vocabulary knowledge.

The acquisition of vocabulary: a branching rather than a linear process was studied by Maley A. (1986) at research Morgan, J., & Rinvolcuri, M. Instead of being taught functionally, words are learned as small packets of meaning. Our own previous and present felt experiences determine the associations and vibrations; this is a social rather than a solitary activity. By exchanging and discussing word meanings with others, we can increase our comprehension of them; this is a process of both intellectual and experiential as well as practical learning. Language is treated as an object rather than as a part of the subject, the

learner, in an extremely intellectual approach. Instead of being learned through associations and vibrations, words are functionally learned as brief packets of meaning. We ought to increase our comprehension of a word's meaning by exchanging and sharing it with others. It is also a particular topic in a particular word.

From the definition above we can see that vocabulary is all the words in language that are familiar and used by a person to communicate with each other.

2.1.1 Vocabulary Mastery

The quantity of words a person knows is referred to as vocabulary mastery. The concept of mastery encompasses more than just understanding word meanings. In other ways, it is more specifically described as "to know a word," thus students are said to have strong vocabulary mastery if they can identify a word's meaning while also being able to distinguish its form, syntax, collocation, meaning, and word construction (Ur, 1991 : 60). Vocabulary mastery is the ability to recall a large number of words or vocabulary in the context of writing subskills.

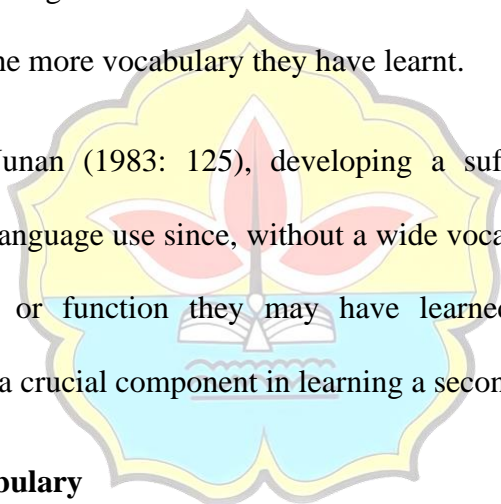
According to Kano's research, vocabulary mastery influences students' thinking during the language acquisition process, and as a result, vocabulary mastery can determine a student's language quality, as stated in the article Nisa, K. (2019).

2.1.2 The importance of Vocabulary

For the students, vocabulary is highly crucial. The abilities of reading, writing, speaking, and listening are expected of the students. The vocabulary can assist students or learners in gaining a thorough comprehension of a wide variety of words.

Tarigan (1984: 2) emphasizes the significance of vocabulary in the study of languages. He claims that mastery of vocabulary is the primary determinant of language ability. So, the greater the chance that someone will be able to utilize the language skillfully, the more vocabulary they have learnt.

According to Nunan (1983: 125), developing a sufficient vocabulary is crucial for effective language use since, without a wide vocabulary, people cannot apply any structure or function they may have learned for understandable communication. It is a crucial component in learning a second language.



2.1.3 Kinds of Vocabulary

According to Thornbury (2002), there are six forms of vocabulary:

1. Word Classes

In the grammatical system, words are divided into sets called word classes according to their form, function, and meaning. There are eight different categories of word classes: determiners, pronouns, verbs, adverbs, adjectives, and nouns.

a) Noun

A noun is a word used to refer to a specific person, place, or thing.

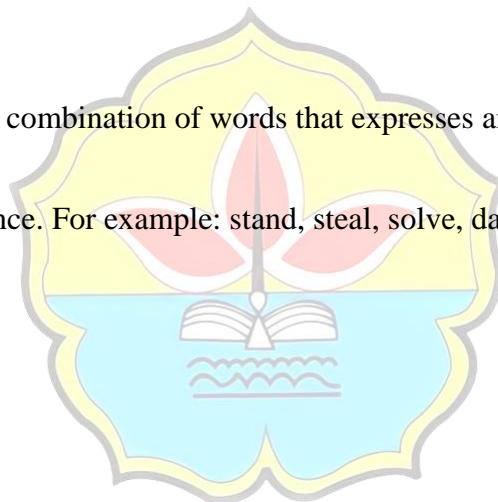
example: Indonesia, Jakarta, flower, bus, dog, cat, sugar, milk, stone, table.

b) Pronoun

Pronoun is a word that is used instead of noun or noun phrase. For example: I, you, we, they, he, she, it.

c) Verb

A verb is a word or a combination of words that expresses an action, an event or a state, and an occurrence. For example: stand, steal, solve, dance, take, jump, think, speak, stir, etc.



d) Adverb

Adverbs are used to explain or provide additional information about verbs, adjectives, or even the adverb itself.

For example: clearly, kindly, quickly, early, inside, never, often, usually, etc.

e) Adjectives

An adjective is a term that is used to characterize a person or thing. For example: ugly, handsome, smart, kind, pink, calm, quite.

f) Preposition

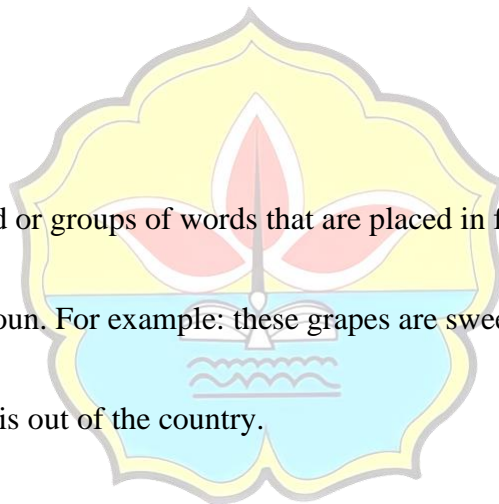
A preposition is a word or set of words used before a noun or pronoun to indicate place, position, time, or method. For example: on the desk, in the house, at home.

g) Conjunction

The word conjunction is used to connect clauses or sentences, as well as to coordinate words within the same clause.; and, if, but. For example: Dio and Desi are close friends.

h) Determiner

Determiners are word or groups of words that are placed in front of a noun to limit the meaning of the noun. For example: these grapes are sweet, Minho is her stepbrother, his wife is out of the country.



2. Word Families

The word family consists of the root word added with inflection and the most common word derivatives. There are many types of word families:

a) Suffixes

Suffix is a letter or group of letters that is placed at the end of a word. The term that receives the suffix will take on a new meaning as a result of the addition of

this word element. For instance, -ment for punishment, -ship for internship, and -ness for sadness.

b) Prefixes

Prefix is a letter or group of letters that is placed at the beginning of a word or root to modify the meaning of the word.

For example: dis-+ like: dislike, extra- + ordinary: extraordinary, miss- + understanding: misunderstanding.

3. Word Formation

Word formation is the process of merging, cutting, summarizing, and borrowing from existing words to generate new words with a different form from the original. There are numerous ways to form words.

a. Compound. Compounds are words that consist of two or more words that form a new word which generally has a different meaning from the original word. For example: snow + ball: snowball, cross + walk: crosswalk, sun + flower: sunflower

b) Blending

Blending is the act of creating new words by combining two or more existing words to create a single new term. Example: emotion + icon: emoticon, stay + vacation: staycation, situation + comedy: sitcom, etc.

c) Conversion

The term "conversion" refers to a shift in the function of a word. For instance, I always Google everything. (Google is a noun that has been turned into a verb).

d) Clipping

Clipping is a word formation process by cutting or shortening the word without changing the meaning of the word. For example: electronic mail: email, photograph: photo, laboratory: lab, telephone: phone.

4. Multi Words Units

Multi-word units are lexical units made up of two or more words that combine to form a new notion. Multi-word units are divided into two categories.

a) Phrasal Verbs: give up, look after, set off, throw on.

b) Idioms: Idioms are a series of words whose meaning cannot be interpreted

literally, but represents a certain expression that is implied in it. For example:

"Break a leg" Literally means to break a leg. But the saying "Break a leg" means good luck in something you want to do.

5. Collocation

A collocation is a term formed by the combination of two or more words. For

example: commit suicide (Not undertake suicide), lions roar.

6. Word Meaning

a) Synonym is a term or word that has the same meaning as another.

For example: hungry = starving, big = huge, cold = freezing.

b) An antonym is a term or word with two opposite meanings. For example: night = day, pull = push, left = right, short = long, big = small.

c) Homonyms: Words that have the same spelling and pronunciation as other words but have different meanings, such as to, too, and two. Examples of homonyms.: meet and meat, aloud and allowed.

From the previous description, it is clear that there are numerous types of word classes and vocabulary that must be mastered. As a result, the more vocabulary students know, the easier it is for them to understand types of the vocabulary.

2.2 Vocabulary Mastery

Vocabulary encompasses all word knowledge. Thornburry asserts that every language has words. Furthermore, according to Kamil and Hiebert (2005), vocabulary is the understanding of word meanings. According to the statements, vocabulary is an essential component of language. If our vocabulary is strong

enough, we will be able to communicate with others and convey our ideas with ease.

In contrast, mastery is the state of being supremely skilled at or in control of something. Mastery comes from a person who is an expert in a field, such as a master painter. Meaning that vocabulary mastery refers to knowing words well or being knowledgeable about words. If we have a large vocabulary, we can converse with other individuals. Vocabulary development is essential to learning a new language, claims Cameron. It implies that learning a foreign language is made simpler if we have a large vocabulary.

According to the aforementioned assertion, vocabulary is a set of words that many individuals use to transmit their ideas and ideas to one another. Additionally, we need to be aware of aspects of word knowledge like meaning, use, word formation, and word grammar. By learning more in-depth information about each form, our vocabulary mastery will be improved.

Students should use as many of the original letters from a word or phrase when rearranging the letters of the word or phrase. In order for the students to comprehend the meanings, uses, and grammar of all words in the English language, especially nouns used to describe people, places, and animals.

2.2.1 Cake Application

The pace of technological advancement is currently accelerating, and it is affecting people worldwide. Today's technology is present in every aspect of

human existence. From birth to old age, modern technology may make life easier for people. Technology has greatly improved human lives.

Digital media is the most recent type of media available today and is a form of technology. Shelly defines digital media as any presentation or application program that uses multimedia elements and is computer-based. Additionally, he asserted that the greatest approach to curriculum integration is to give skilled instructors access to technology, make it easily usable, and let them determine how to use it at the point of instruction in their classrooms.

We as teachers can benefit from employing media in vocabulary instruction to expand the students' vocabulary and awareness of it. The Cake application is one of the various media we may utilize to broaden our vocabulary. The most recent and well-liked Android mobile app to be created in South Korea is called Cake Application. This program, which is only 7.3 MB in size, is provided by a business called playlist Corporation. Even though it was just published in 2018, this software is meant to aid users in improving their speaking abilities. Online language learning has recently grown more and more popular thanks to Cake Application.

2.2.2 Basic Features of Application English Cake

The basic features in this cake application are the first step in using the cake application, so that application users can understand how to use it.

There are 4 features in using the cake application:

1. To access this application, you must first log in. You can log in with your Facebook account or your Google account
2. Please note that you can also use the guest mode, that you do not need to log in, but when you use the guest mode, only free episodes (Oral practice materials) are provided
3. Before using Cake Application, the first thing to do is download it from the Play Store. After the application is downloaded.
4. Once logged in, we will see the home page of the application, which contains the start menu, search, chat, library and profile. Then in the upper right corner there is a bell icon with notifications.

2.2.3 The Advantages and Disadvantages of Cake Application

There must be benefits and drawbacks to every media use or application. The following list of benefits and drawbacks applies to using this cake application as well :

- a. benefit of the Cake Application is that it has interesting graphics that can attract the interest of both children and adults in learning. The features of the application are also fairly user-friendly. There are brevity films read by native speakers that provide as educational resources. users can hear native speakers speaking right away. When viewing the brief video, we may also employ the accessible subtitle functions. There are various trophies and plaudits to obtain, just like in a video game, and if we put in the work, we can advance to a higher level.

b. The disadvantages of the Cake Application is that it is too complex for beginners to use since when we start the Cake Application on the home page, we are instantly confronted with a big number of different types of short movies that are not organized by theme.

2.4 Previous Study

Previous studies that are pertinent to this study issue are discussed in this subsection. The first study, Cake - learn English app and English language vocabulary, was carried out by Bonifaz, M. et al. in 2020. 32 students participated in the study, which was a quasi-experiment. Two surveys were given to each group in the same way. The researcher analyzed the data gathered using the T-student statistical test. The outcomes demonstrated that the Cake mobile app had a beneficial effect on the lexical growth of English.

The Second Research on Hasyim, N. F. H. (2020), with the titled The Use of Cake Application to Improve Student's Listening Comprehension at The First Grade of SMK Muhammadiyah Parepare. This study used a pre-experimental design with pre-test and post-test designs. The findings of this study indicated that the students' listening comprehension had improved. The student's mean post-test score (7,00) was higher than the pre-test score (37,4). Even at the level of significance (p) 5% and $df = 9$, the value of the table is 1,833, whereas the value of the t-test is 2,6. This means that the t-test value is greater than the t-table value (2,6 1.833). As a result, it can be concluded that the students' reading comprehension improved significantly after receiving the treatment. As a result,

the null hypothesis (H_0) is rejected, while the alternative hypothesis (H_a) is accepted.

The following research by Andi Rizki Rahmadani Am. (2022). With entitled the Effectiveness of Cake Application on Students' Speaking Skill in English Classroom eleventh grade MAN 4 Bone. This research method is an experimental one-class pretest and posttest method. Subject The purpose sampling technique is used in this study. Based on the pre-test and post-test results, it was discovered that the t count was 10.749 as the significant level with a degree of freedom of 30 ($df = 31 - 1 = 30$, then obtained t table 1.679 from the average score of pre-tests 65.48 and post-test 82.32). This demonstrates that the Cake Application material has a significant effect on improving students' ability to speak in proper pronunciation.

To summarize, all previous research has shown that the positive application of cake can be effective in learning vocabulary mastery. Previous research has found that they all have the same main theme, which is students' vocabulary mastery in using cake application media. However, in this case, the researcher stated that there was a difference between what the researcher examined and what the researcher observed. Previous research on the use of the Cake application above used not only students' vocabulary mastery but also speaking and listening skills. The questions are also distinct: Is there a significant effect of the cake application on the vocabulary mastery of eleventh grade students at SMAN 8 Jambi city? As a result, the research study was able to explore the subject. Therefore, the authors used the research findings as a reference in making a proposal entitled

"Effectiveness of the Cake application on students' vocabulary mastery in eleventh grade students of SMAN 8 Jambi".

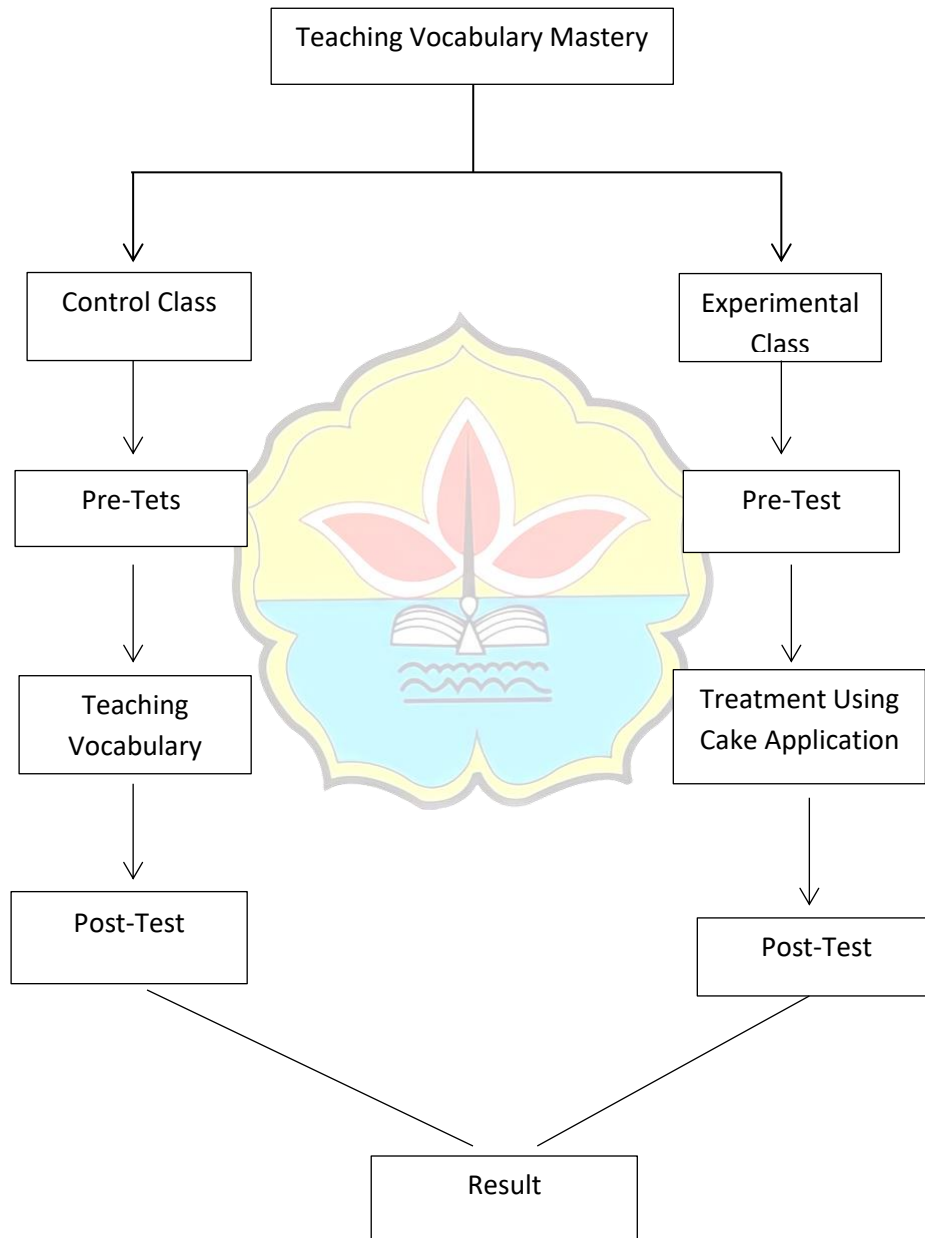
2.5 Conceptual Framework

The conceptual framework is a tool that describes the connection under investigation in the expectation that fluctuations and some of the qualities of the variables under investigation will be readily apparent. This study's conceptual framework intends to look into how well students' vocabulary functions when utilizing the Cake application media. The student vocabulary is the primary way to observe this inquiry. Then, utilizing the Cake app, students should inquire as to which vocabulary words from the course they actually do not comprehend or know well. The vocabulary test is then given, and each student is required to complete the gaps using the questions and answers.

After that, gather and review good data on what vocabulary is used to pass the vocabulary test. The findings will be presented in the form of experimental data based on quantitative results to determine whether the application cake is effective in improving students' vocabulary mastery. As the result, the researcher's conceptual is as follows :

Figure.1

Conceptual Framework





CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

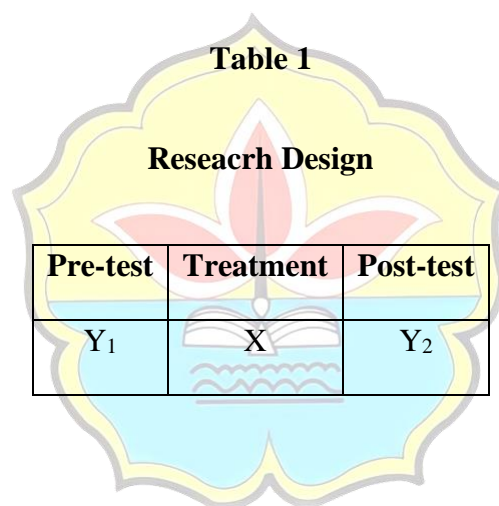
Research design refers to how the researcher collects data and how he analyzes the data. This study used a quantitative approach to design an experimental study. The author chose an experimental study to find out the effect of an independent variable on another variable or to find out the cause and effect relationship between/among the variables. In particular, the aim of this study was to find out the effect of using a cookie application on students' vocabulary.

Aryn et al. (2010) experimental research is the study of the effects of systematic manipulation of one variable on another. It can also be explained that experimental research is a research method to test a hypothesis starting with a question about the relationship between two or more variables.

Pre-experimental research, which uses a single group for both the pre- and post-test, was the method employed in this study. The experiment was carried out by administering a therapy to a single group, followed by a pre-test, a post-test, and finally the treatment itself. The post-test tested on some attribute or characteristic that was assessed for participants in an experiment after the treatment, whereas the pre-test gave a measure on some attribute or characteristic that was assessed in an experiment before the group received a treatment. Creswell (2014) proposed this design; in a pre-experimental study design, one

group was researched; there was no control group to contrast with the experimental group.

Additionally, the school only permitted the research to take place in the available classes, and the school had set learning activities in the classroom for a long time. This is why a pre-experimental study was used. So, it would be impossible for the researcher to create a group of randomly selected participants and assign them to an experimental group.



Explanation:

Y₁: Students' vocabulary achievement measured by a pre-test before treatment

X : Giving treatment by cake application

Y₂ : Students' vocabulary achievement measure by a post-test after treatment

According to table 3.1, the procedures of using one group in pre-experimental study design were:

1. Administering pre-test to measure students' vocabulary achievement measured by a pre-test before treatment.
2. Applying the treatment by cake application during teaching learning process.
3. Administering post-test to measure the students' vocabulary mastery after the group received the treatment.

3.2 The Population, and Sample of Research

3.2.1 Population

A population is defined as all members of any well-defined class of people, event, or object (Ary, et al. 2010: 148). This means that the population is all research subjects. The population of this research is class XI students of SMAN 8 Jambi City that consist of five science class, which where XI IPA 1, XI IPA 2, XI IPA 3, XI IPA 4, XI IPA 5. The total member of the population is 184 students, as the table.

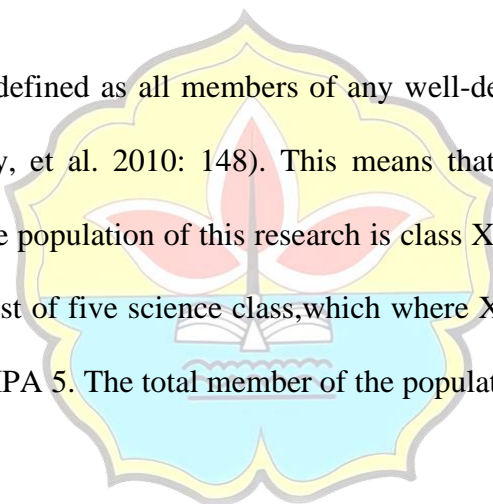


Table 2

The Population of Research

NO.	CLASS	STUDENTS
1.	XI IPA 1	36
2.	XI IPA 2	37
3.	XI IPA 3	37

4.	XI IPA 4	38
5.	XI IPA 5	37
TOTAL		185

Source: Administration of SMAN 8.

3.2.2 Sample

Sample is a component of the object research's population (Arikunto, 2013: 174). One-stage cluster sampling is the process of selecting a subset of clusters at random from a bigger subset of all clusters in the population (Bruke & Christensesn,2014). As a result, the researcher chooses a class to focus on by printing the names of the classes on pieces of paper, rolling them up, and mixing them. The researcher then selected 36 pupils from classes XI IPA 1 and XI IPA 2 as a sample. In order to sample the cluster of class XI IPA 1 and XI IPA 2 pupils for the 2022–2023 academic year, the researchers made this decision.

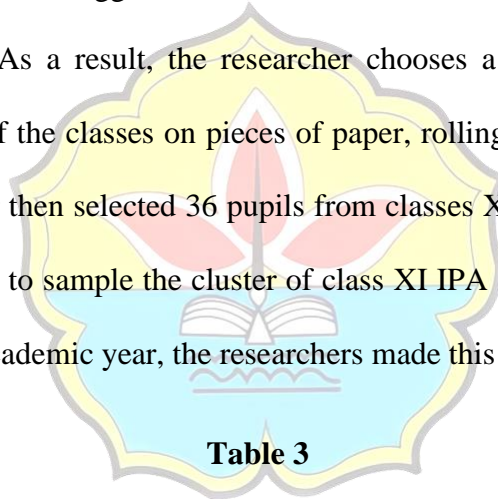


Table 3

Sample of Research

No.	Class	Classification	Students
1.	XI IPA 2	Control Class	37
2.	XI IPA 1	Experimental Class	36
Total			73

Source: Administration SMAN 8 Jambi.

3.3 Research Instrument

The instrument is a measuring device used by researchers to gather data in quantitative research. According to Arikunto (2010: 262), the term "research instrument" refers to the tools used to gather data. Researchers use the data required to acquire data in experimental study. Ary, et al. (2010) define a test as a series of stimuli administered to people in order to elicit reactions from them that can then be scored numerically.

3.4 Technique of Collecting Data

Sugiono (2015) claims that positivist research methods are used to examine data collection in a particular population or sample. These methods use quantitative data collection techniques. A vocabulary exam of experimental was used in this study to gather data. Pre-test and post-test sections of the test were each given separately. The test's objective is to evaluate the Cake application's performance after being used by students..

3.4.1 Pre-test

By posing a series of questions and gauging how well the students comprehend the material being taught, a pre-test was done to gauge the students' vocabulary competence. In this study, a pre-test was administered during the first meeting before participants got treatment for responding to the material's questions.

3.4.2 Treatment

In an experimental investigation, the treatment phase must be carefully and specifically carried out. The goal of the intervention in this study is to make it simpler for the students to write, particularly regarding comprehending the subject matter.

3.4.3 Post-test

Following treatment, the students were given a post-test. The format and degree of difficulty were nearly identical to those of the pre-test, but the wording and subject matter were different. Fundamentally, the purpose of this test was to gauge the student's vocabulary proficiency following the intervention. It was requested that the gain scores of the pupils be known, as well as whether their gains were different before and after the treatment.

3.5 Trial of Research Instrument

An instrument is a group of instruments used by researchers to collect data or information in the form of test sheets for learning outcomes. Multiple-choice questions that are an objective exam that meet validity and reliability requirements are utilized as the research instrument. The validity and reliability of the instrument used to measure the dependent variable, which is later presented in the form of a quantity of numerical data, were crucial to obtain and demonstrate in quantitative research. The questions must be tested outside of the sample before being used. The test's purpose is to compare students' before and post-treatment vocabulary mastery utilizing the Cake application.

3.5.1 Validity

Validity is the degree to which an instrument measures what it says, according to Arya et al. (2010:225). Franenkel and Wallen (2006:150) assert that when creating or selecting the instrument to be utilized, validity is the most crucial factor to take into account. As a result, it can be said that a valid instrument measures what ought to be measured. to determine the level of validity of the test employed in this study.

3.5.2 Reliability

A test question's reliability is a metric that indicates how consistently it is asked. According to Creswell (2012:627), dependability is the ability of individual scores from an instrument to be virtually identical or stable across administrations of the test, free from sources of measurement error, and consistent. It implies that the test's reliability can be utilized to determine whether it is reliable and consistent.

Reliability test is conducted to see how far the level of similarity of data are different times. Creswell (2012 : 159) states that reliability means that scores from an instrument are stable and consistent. In the research, the reliability test of the questions used the SPSS 29.0 for Windows version with the following decision-making criteria:

1. If $r_{\text{count}} \geq r_{\text{table}}$ at a significant level ($\alpha = 0,05$), then the question is declared reliable.
2. If $r_{\text{count}} < r_{\text{table}}$ at a significant level ($\alpha = 0.05$), then the question is declared unreliable.

3.6 Technique of Data Analyses

The data was collected through the test that had been analyzed by using quantitative analysis employed statically calculation to test the hypostasis. The steps are as follows:

1. Scoring the students' Vocabulary of Pre-test and Post-test

$$\text{Score} = \frac{\text{Students correct answer}}{\text{The Total Number of Item}} \times 100$$

(Gay,1981)

Following the calculation of the score by the researcher, the following stages of data analysis must be completed is using the following formula, computer the average (mean) score:

$$\bar{x} = \frac{\sum x}{N}$$

For information :

\bar{x} = The mean, or arithmetic average, of the scores

$\sum x$ = the total of all the scores

N = total number of students

(Gay, 1981)

2. Calculate the standard deviation used the formula :

$$SD = \sqrt{\frac{SS}{N}} \text{ where } SS = \sum x^2 - \frac{(\sum x)^2}{N}$$

Where

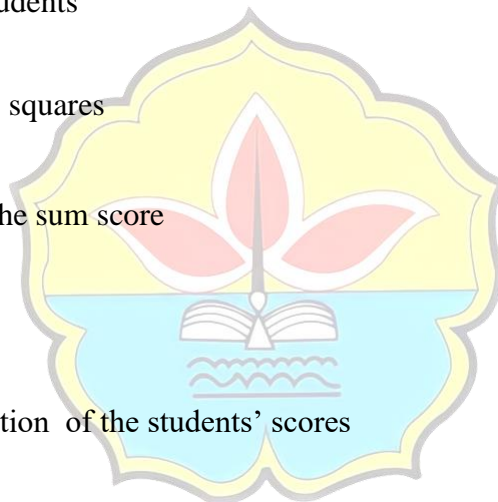
SD = Standard deviation

SS = the sum of square

N = the number of students

$\sum x^2$ = the sm of all squares

$(\sum X)^2$ = the sum of the sum score



(Gay,1981)

3. Description of the students' scores

Brown (1988) defined criterion-referenced assessment as an evaluative description of the qualities to be assessed without reference to the performance of the others. The learning outcomes are determined by analyzing the average value of the subsequent daily test, the researcher which are classified as “Highest”, ”High”, “medium”, “Low”, “Lowest” using the criterion-referenced interpretation.

Table 4

Criterion Referenced Interpretation

Range of Scores	Description
0 – 20	Lowest
21 – 40	Low
41 – 60	Medium
61 – 80	High
81 – 100	Highest

Source : Brown (1998)

3.6.1 Normality Test

A test known as a normality test is performed before beginning data processing. It is done prior to processing the data using the suggested research models. The purpose of a normality test is to evaluate whether or not the data is normally distributed. In this study, the Kolmogorov-Smirnov test was used to determine normalcy. A method for detecting if two samples of data are from the same distribution is the Kolmogorove-Smirnov test.

In this research, normality test is carried out using SPSS 29.0. The decision-making criteria are:

1. If the value of sig. Kolmogorov-Smirnov test $> (\alpha = 0.05)$, then the data is normally distributed.
2. If the value of Sig. Kolmogorov-Smirnov test $< (\alpha = 0.05)$, then the data is not normally distributed.

3.6.2 Homogeneity Test

Homogeneity test is used show that two or more groups of sample data come from populations that have the same variations. Homogeneity test is applied to the posttest result data from the experimental group and the control group

In this research, homogeneity test is carried out using SPSS 29.0. The decision-making criteria are:

1. If the value of sig. Based on Mean $> (0.05)$, with a 95% confidence level, the data used is homogeneous.
2. If the value of sig. Based on Mean $< (0.05)$, with a 95% confidence level, then the data used is no homogeneous.

3.7 Hypothesis Testing

Testing the hypothesis comes after the paired sample t-test in the data analysis process. In order to gather data and make a conclusion about whether to accept or reject the veracity of the made statements or assumptions, hypothesis testing tries to create a foundation.

In this research, hypothesis test is carried out using SPSS 29.0. The decision-making criteria are:

1. If the value of $\text{sig} < (\alpha = 0.05)$, then the H_a is rejected.
2. If the value of $\text{sig} \geq (\alpha = 0.05)$, then the H_o is accepted.



CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1 Findings

4.1.1 Description of Data

Based on the results of the research that has been done, in this chapter the researcher will present the results of the research in the experimental class and the control class. Conducted by researchers in class eleventh grade of Senior High School N8 Jambi city. There were 37 students who participated in it, of which 36 students were experimental and 37 students in the control class.

Researchers use tests, pre-test, and post-test, to see the increase in vocabulary mastery before and after treatment. The presentation of the data of students' scores as the results of pre-test and post-test are as follow.

a. Student Scores of Experimental Class

In this chapter the researcher will explain the results of the experimental class scores before and after using the cake application or what is commonly called the pre-test and post-test. After the class finished doing the pre-test, the researcher then gave treatment or taught students by using the cake application and doing a post-test. In table shows the results of experimental class are students' scores before and after using cake application. The pre-test and post-test was followed by

36 students of XI IPA1. The researcher allocated 90 minutes for administered with a total of 30 multiple choice questions.

Moreover, the researcher used SPSS 29.0 version to know descriptive statistic and the percentage of students' scores the result of which are presented below.

Table 5

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
PreTest	36	56	76	2379	66.08	6.535
PosTest	36	70	90	2889	80.25	4.860
Valid N (listwise)	36					

Table 5 shows that the mean scores of pre-test and post-test class experimental is 66.08, and 80.25, the sum of data was 2379 and 2889, the standard deviation scores is 6.535 and 4.860, the minimum scores of pre-test and post-test in experimental class is 56 and 70, and maximum scores is 76 and 90.

Table 6

The Frequency

		PreTest			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56	5	13.9	13.9	13.9
	60	7	19.4	19.4	33.3
	66	10	27.8	27.8	61.1
	70	6	16.7	16.7	77.8
	73	3	8.3	8.3	86.1
	76	5	13.9	13.9	100.0
	Total	36	100.0	100.0	



		PosTest			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	2	5.6	5.6	5.6
	73	1	2.8	2.8	8.3
	76	8	22.2	22.2	30.6
	80	13	36.1	36.1	66.7
	83	4	11.1	11.1	77.8
	86	6	16.7	16.7	94.4
	90	2	5.6	5.6	100.0
	Total	36	100.0	100.0	

table 6 shows the numbers described are the division and percentages the frequency of pre-test and post-tes of experimental class.

b. Students Score Control Class

in this section the researcher presents the results of students in the control class by giving a test, pre-test and post-test without any treatment. The table 4.3 shows the students' scores results from pre-test and post-test the control class.

Thus, table above is the score of the control class students with the pre-test and post-test. The control class was followed by 37 students from class XI IPA 2 as in the sample. the researcher takes 90 minutes to be administered with 30 multiple choice questions.

In the description of statistics and percentage of control class it can be concluded as follows:

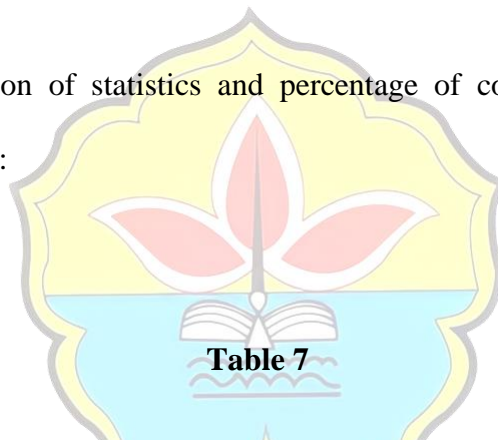


Table 7

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
PreTest	37	53	73	2291	61.92	4.699
PosTest	37	60	80	2624	70.92	4.425
Valid N (listwise)	37					

Table it showed that the mean of pre-test is 61.92 and pos-test is 70.92, the sum of data pre-test is 2291 and pos-test 2624 standard deviation was

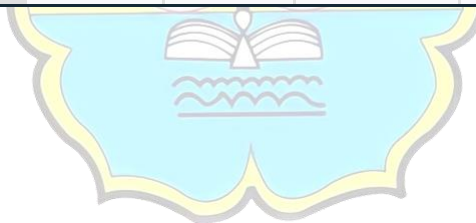
4.699 and 4.425, the minimum score of control class was 53 and 60, and maximum score of control class was 73 and 80.

Table 8

Table frequency

Pre-Test Control class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	53	1	2.7	2.7	2.7
	56	2	5.4	5.4	8.1
	60	12	32.4	32.4	40.5
	63	10	27.0	27.0	67.6
	66	6	16.2	16.2	83.8
	73	6	16.2	16.2	100.0
	Total	37	100.0	100.0	



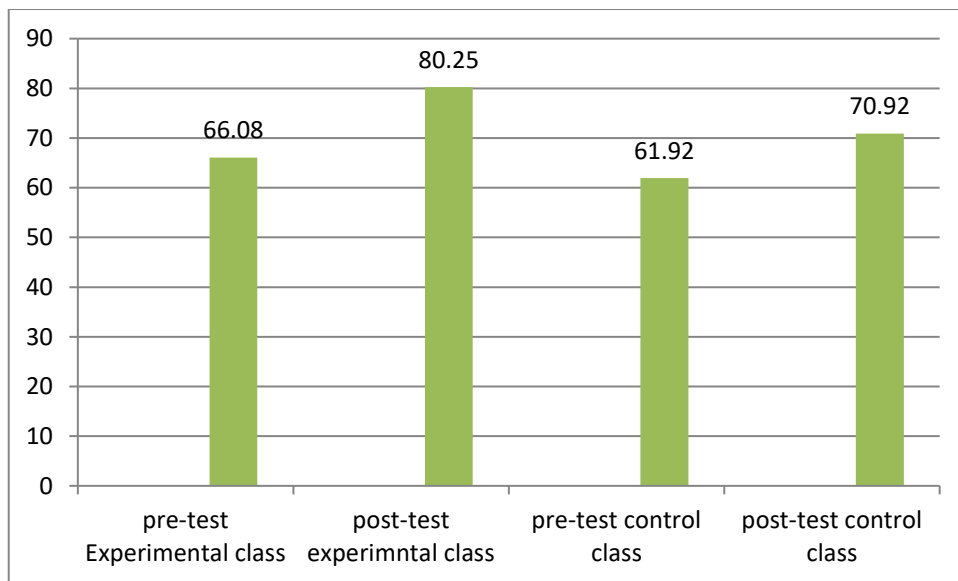
Pos-Test Control class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	7	18.9	18.9	18.9
	73	12	32.4	32.4	51.4
	76	13	35.1	35.1	86.5
	80	5	13.5	13.5	100.0
	Total	37	100.0	100.0	

Table above shows the numbers described are the division and percentages the frequency of pre-test and post-test of control class.

Table 9

Mean Score of pre-test post-test of Experimental class and Control Class



Based on the graph above, it shows that the average student learning result with the pre-test in the experimental class was 66.08, while in the post-test in the experimental class it was 80.25. While in the Control class the average score of students in the pre-test was 61.92 and in the post-test was 70.92. This graph shows that the results of the post-test in the experimental class are higher than the results of the post-test in the control class.

4.2 Classical Assumption Test

4.2.1 Normality Test

To measure the normality testing in knowing whether the data normally distributed or not, the researcher computed the scores of pre-test and post-test in SPSS 29.0 significance level 0.05. Then, the result of normality testing in this study can be seen as in the table.

Table 10

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Class		Statistic	Df	Sig.	Statistic	df	Sig.
Vocabulary	Pre-Test	.162	36	.018	.916	36	.009
	Experimental						
	Post-Test	.187	36	.003	.940	36	.052
	Experimental						
Control Class	Pre-Test	.159	37	.020	.946	37	.071
	Post-Test	.174	37	.006	.940	37	.047

Based on the table 10, the test showed the significance of the experimental class was 0.09 and the control class was 0.71. If the data is higher in a significance $\alpha = 0,05$ the data was normal distributed. While, significance of experimental class was 0,52 and the control class was 0.47 if data is higher in a significance $\alpha = 0.05$, that the data is normally distributed because the both classes significances are above 0,05.

4.2.2 Homogeneity Test

In knowing whether the group that was used as the sample in the study had the same variance or not, the researcher decided to test the homogeneity used SPSS 29.0 with the result could be seen as in the table.

Table 11

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	.011	1	71	.915
Belajar Siswa	Based on Median	.000	1	71	.984
	Based on Median and with adjusted df	.000	1	69.04 7	.984
	Based on trimmed mean	.013	1	71	.908

Based on the table, it can be concluded that the value of sig. Levene statistic is $0.915 > 0.5$. Thus, it can be concluded that the research data is homogeneous.

4.2.3 Hypothesis Test

After completing the normality and homogeneity tests, the researcher conducted a hypothesis test to check whether there was a significant difference using the SPSS 29.0 software selected and used to test the hypothesis. Based on the results obtained from the hypothesis test, the results of the t test in this study can be seen in the following table:

Table 12

Hypothesis Test Result

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	89.581	1.726		51.895	.001
	Vocabulary_Mastery	-9.331	1.087	-.714	-8.582	.001

a. Dependent Variable: Vocabulary

Based on the table above, it can be concluded that tcount is 51.895 and sig value is 0,001, the value of sig $0,001 < 0,05$ then H_0 is rejected. That is there is a significant influence on the use of Cake Application toward students vocabulary mastery at Senior High School N8 Jambi City.

4.5 Discussion

Based on data taken from 36 students from the experimental class, on Table shows the results obtained by students in the pre-test with an average of 66.08 before using the cake application. After using the cake application, the average student score was 80.25. Whereas Table above shows the control class with 37 students where the average pre-test score was 61.92 and the post-test average

result was 70.25. It can be concluded that the results of the experimental class post-test scores increased after using the cake application.

As required in hypothesis, if the p-value was smaller than or equal to the 0,05 then the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. Thus, it was found that applying cake application in toward vocabulary mastery to the eleventh grade students of Senior High School N8 Jambi City is effective.

Based on the research results, the use of the cake application can improve students' vocabulary mastery. It can be seen from the post-test results of students in the experimental class that the use of this application can increase vocabulary. The use of the cake application is very interesting in using it, because you can choose what genre or theme you want to study.

Based on the explanation above, it can be concluded that the cake application is very effective in increasing students' vocabulary mastery. The use of the cake application is effective for increasing the vocabulary mastery of eleventh grade students of SMA N8 Jambi City.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions and the suggestions derived from the result of the study and discussion in previous section.

5.1 Conclusion

Based on the results of data analysis and research findings, it can be concluded that there are significant differences in the average scores of students before and after being taught using the cake application. From the results obtained in the experimental class at the pre-test 66.08 and post-test 80.25. Likewise in the control class with pre-test results of 61.92 and post-test 70.92.

This proposition is likely to be true with a confidence level of 95%, from these results it can be concluded that this application is effective as a learning medium and an English learning resource to increase students' vocabulary.

5.2 Suggestions

From the conclusion above, there are some suggestions that are proposed by the researcher:

1. For the Student

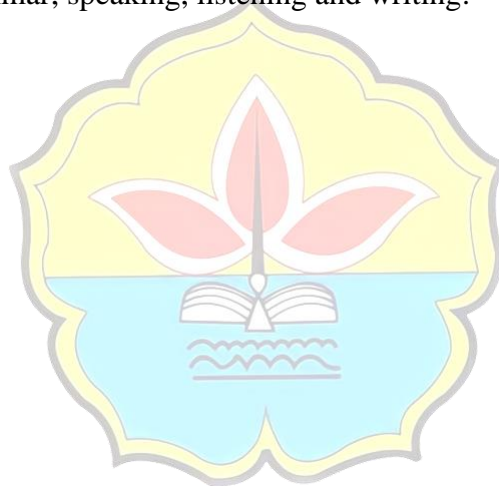
Based on research results, students can increase vocabulary by using the cake application, they can study it by themselves.

2. For the English Teacher

Based on the results of the research, English teachers should be able to use applications as learning media in class to increase students' vocabulary.

3. For the Future Researcher

In this study, the researcher used the cake application as a means to be able to increase students' vocabulary. Suggestions for further research in similar fields, especially by using the application cake to examine other aspects or skills in English such as grammar, speaking, listening and writing.



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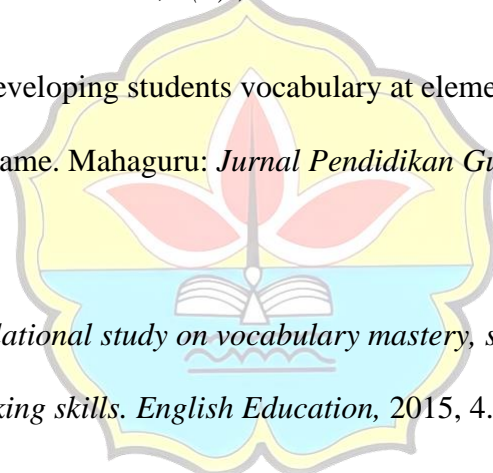
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APPENDIX



APPENDIX 1

Research Instrument Pre-test

Name : Class :

Put a Cross (x) on the letter A, B, C, D or E on the Correct Answer

1. Lina the match in Olympic Games. She is so sad.

- A. Won
- B. Lost
- C. Jumped
- D. Celebrated
- E. Running

2. Bunga is celebrating her birthday.

Now Bunga feels

- A. Happy
- B. Easy
- C. Angry
- D. Hungry
- E. Sad

3. I went to dentist yesterday because my were in pain.

- A. Hands
- B. Fingers
- C. Teeth
- D. Ears
- E. Mouth

4. Intan : Amir, your new shoes are good and really fit in your You look charming and cool.

Amir: Thank you Nita.

- A. Body
- B. Feet
- C. Finger
- D. Hand
- E. Feet

5. Mr.Riko : Can you help me?

Nina : Yes, of course. What can I do for you?

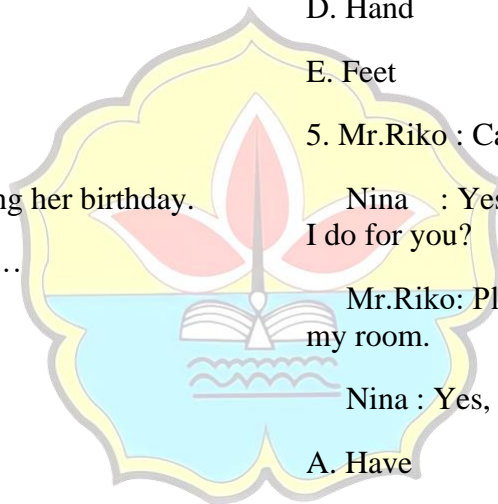
Mr.Riko: Please, this bag to my room.

Nina : Yes, Sir.

- A. Have
- B. Help
- C. Give
- D. Has
- E. Bring

6. There is a clown in my friend's birthday party. He is very He makes all children laugh and happy.

- A. Angry
- B. Noisy
- C. Funny



D. Quiet

E. Cute

7. This exercise was too for me.
I got score 100.

A. Difficult

B. Hard

C. Expensive

D. High

E. Easy

8. My little sister and brother are
very hungry, so I lunch for
them.

A. Prepare

B. Wear

C. Throw

D. Kick

E. Eat

9. Diana's barbie is broken. Diana is
very now.

A. Confuse

B. Sad

C. Happy

D. Charm

E. Mad

10. The clown is so He makes
all kids laugh and happy.

A. Funny

B. Quiet

C. Noisy

D. Disgusting

E. Scary

11. I am so hungry. So, I a
meal .

A. Sleep

B. Walk

C. Kick

D. Wear

E. Preaper

12. A school is the place where
students ... with their teachers.

A. Teach

B. Work

C. Play

D. Study

E. Talk

13. Linda did not study hard, so she
did not ... the exam.

A. study

B. pass

C. break

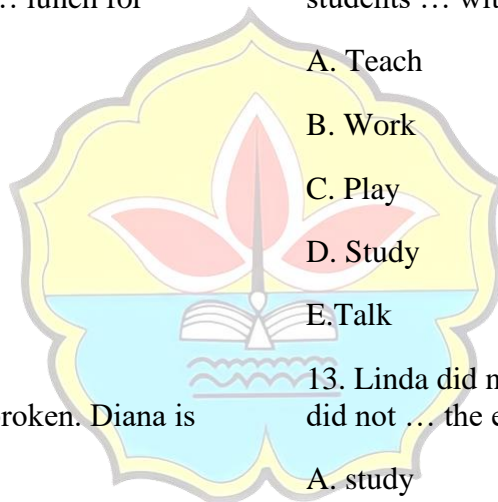
D. go

E. Sleep

14. Rina : I want to wear my white
gown to Amanda's party. What do
you think?

Lisa : I think the red one is
better

Rina : Ok. I will the red
gown



- A. wrap
- B. go
- C. wear
- D. give
- E. Break

15. The carpet is I want to clean it.

- A. Large
- B. Shiny
- C. Clean
- D. Soft
- E. Dirty

16. The students were very _____ when the teacher announced that they were going to have an excursion to the local public library.

- A. Nervous
- B. Chillout
- C. Friendly
- D. Upset
- E. Excited

17. I _____ the money I got from my parents wisely. I only bought things that I needed not things that I wanted.

- A. Used
- B. Asked for
- C. Spent
- D. Gave
- E. Piles

18. If you put one more lamp in the corner, it will _____ the room.

- A. Brighten up
- B. Decorate
- C. Highlight
- D. Check
- E. Dark

19. When the _____ begins to take off, its tires fold up into their compartment.

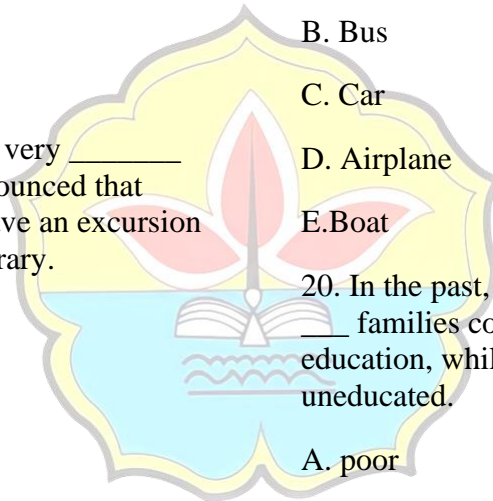
- A. Train
- B. Bus
- C. Car
- D. Airplane
- E. Boat

20. In the past, only children from _____ families could get proper education, while the poor were uneducated.

- A. poor
- B. happy
- C. healthy
- D. weary
- E. wealthy

21. This is the most precious _____ that Nina has ever received from her parents.

- A. prize
- B. thing
- C. reward



D. money

E. gift

22. Dina : I will wear my white and blue dress to Frieda's birthday party. What do you think?

Vina : In my opinion, the pink one is better for you.

Dina : Really? Okay I will the pink dress.

A. go

B. lose

C. hang

D. wear

E. take

23. Dino : When do you usually get up in the morning?

Alden :

A. I have breakfast with my family

B. I get up at 5 a.m.

C. I go to bed

D. I am sleepy

E. I had a dream

24. Fena : Can you lend me a hand?

Rissa : Yes, of course. What can I help you?

Fena: Please, these textbooks to my office.

Rissa : Yes sure, Sir.

A. put

B. give

C. burn

D. read

E. bring

25. Intan : Amir, your new shoes are good and really fit in your You look charming and

cool.

Amir: Thank you Nita.

A. body

B. feet

C. finger

D. hand

E. neck

The following dialogues is for number 26 to 28

Rafa: "I have a serious problem today. I have just lost my driver license."

Sifa: "Don't be so sad, my friend, let us search it around the park."

Rafa: "I have looked for it for hours, but I could not find it. Do you have any suggestion?"

Sifa: "You should tell the security to announce it to other students."

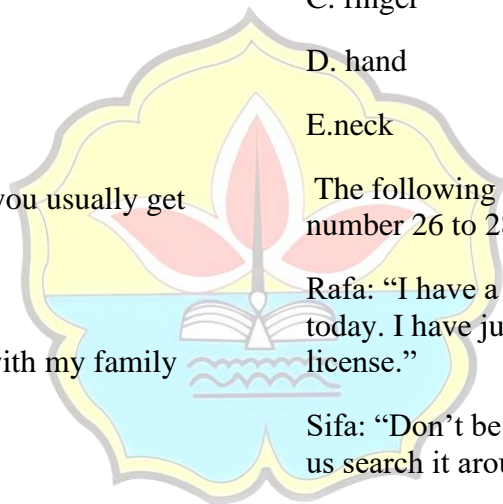
Rafa: "Yeah, that sounds good. I do hope it helps"

26. Which sentence that shows asking suggestion?

A. Don't be so sad, my friend.

B. I have just lost my driver license.

C. You should tell the security.



D. Do you have any suggestion?

E. That sounds good.

27. Below are sentence of asking suggestion, except....

A. Can you tell me what I should do?

B. Do you have any suggestion for me?

C. What would you do?

D. Would you mind giving me your suggestion?

E. What should I do?

28. What is Rafa's problem?

A. He lost a wallet.

B. He lost a bag.

C. He lost a car.

D. He lost a pencil

E. He lost his driver license.

29. Doni: ... our English class is very boring.

Tito: I think so too. The teacher should use more English games to make it fun.

A. I agree

B. I think

C. I don't like it

D. I disagree.

E. I'm not sure.

30. Sinta: I feel that students should do more discussion at class.

Jeni: ... Discussion can help us to develop our critical thinking skill.

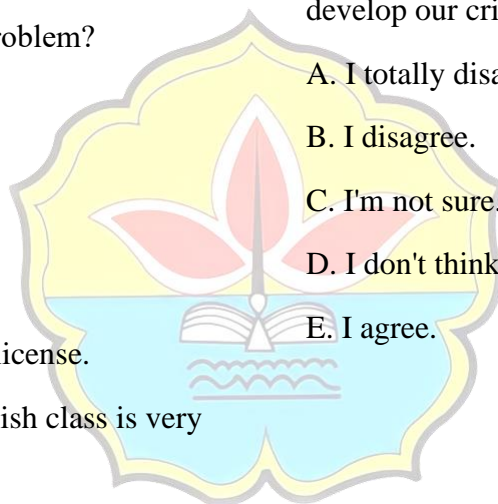
A. I totally disagree

B. I disagree.

C. I'm not sure.

D. I don't think so.

E. I agree.



APPENDIX 2

Research Instrument Post-test

Name : Class: D. High

Put a Cross (x) on the letter A, B, C,
D or E on the Correct Answer E.Easy

1. I went to dentist yesterday because
my were in pain.

- A. Hands
- B. Fingers
- C. Teeth
- D. Ears
- E.Mouth

2. There is a clown in my friend's
birthday party. He is very He
makes all children laugh and happy.

- A. Angry
- B. Noisy
- C. Funny
- D. Quiet
- E.Cute

3. This exercise was too for me.
I got score 100.

- A. Difficult
- B. Hard
- C. Expensive

4. My little sister and brother are
very hungry, so I lunch for
them.

- A. Prepare
- B. Wear
- C. Throw
- D. Kick
- E.Eat

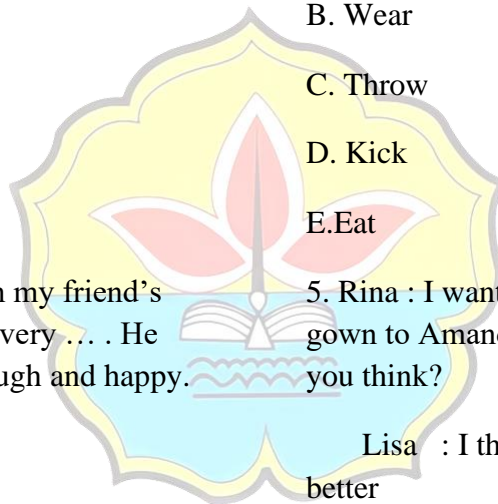
5. Rina : I want to wear my white
gown to Amanda's party. What do
you think?

Lisa : I think the red one is
better

Rina : Ok. I will the red
gown

- A. wrap
- B. go
- C. wear
- D. give
- E.Break

6. I _____ the money I got from my
parents wisely. I only bought things



that I needed not things that I wanted.

- A. Used
- B. Asked for
- C. Spent
- D. Gave
- E. Piles

7. Dina : I will wear my white and blue dress to Frieda's birthday party. What do you think?

Vina : In my opinion, the pink one is better for you.

Dina : Really? Okay I will the pink dress.

- A. go
- B. lose
- C. hang
- D. wear
- E. take

8. Dino : When do you usually get up in the morning?

Alden :

- A. I have breakfast with my family
- B. I get up at 5 a.m.
- C. I go to bed
- D. I am sleepy
- E. I had a dream

9. Doni: ... our English class is very boring.

Tito: I think so too. The teacher should use more English games to make it fun.

- A. I agree
- B. I think
- C. I don't like it
- D. I disagree.
- E. I'm not sure.

10. Asking Giving Opinion

Amina: It's nearly school holiday. What are you going to do?

Mira :

Amina: Have a nice holiday!

Mira: Thank you.

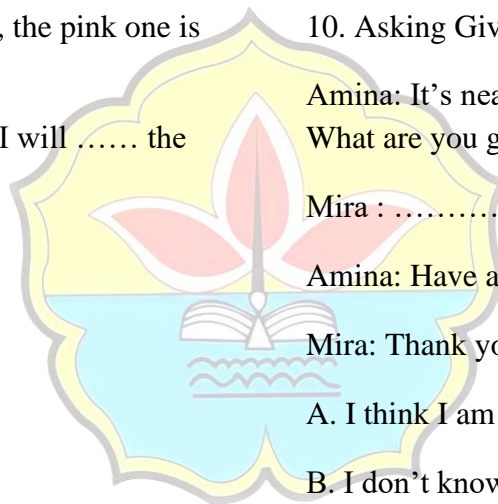
- A. I think I am going to Bandung
- B. I don't know yet
- C. It's a secret
- D. What do you think about holiday?
- E. We will move

Soal Asking Giving Opinion

Doni: What do you think of my drawing?

John: It's really good, but maybe adding some Doni

Doni: No problem



11. From the dialog above, we know that Doni is

- A. Asking for help
- B. Asking opinion
- C. Giving opinion
- D. Disagree
- E. Expressing grateful

12. Asking Giving Opinion

Dido: What do you think about my English test?

Gina: You have prepared well.

- A. I believe you passed the test.
- B. I can't imagine
- C. I am not sure
- D. I disagree
- E. I don't know

13. I don't know how to fix the (problem).

- A. Adjective
- B. Verb
- C. Preposition
- D. Noun
- E. Conjunction

14. She was the best students (in) this university.

- A. Adjective

B. Verb

C. Preposition

D. Adverb

E. Verb and Adjective

15. He probably loves (you) now.

A. Pronoun

B. Verb

C. Preposition

E. Adverb

E. Conjunction

16. It is (nice) to meet you since we haven't met each other for two months.

A. Conjunction

B. Verb

C. Preposition

D. Adverb

E. Adjective

17. My – Going - Explode - head's – to

The correct arrangement is

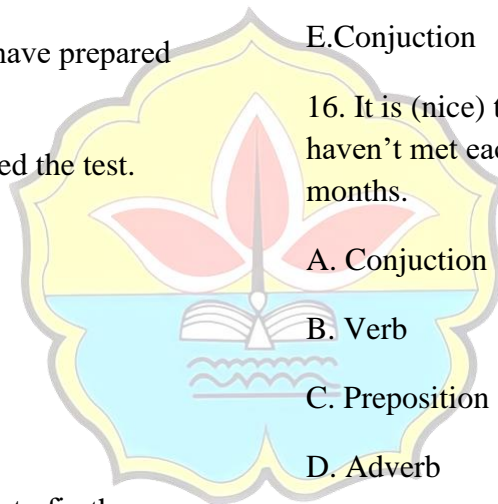
A. My Explode Going to Head's

B. My Head's Going to Explode

C. My Going Explode head's to

D. My Explode Head's to Going

E. My Head's Going Explode to



18. letter – her – Risti – a – village –
writes – to – in – the – often –
parents

The correct arrangement is

A. Risti often writes a letter her
parents to in the village.

B. Risti often writes a letter to the
village her parents in.

C. Risti often writes a letter to her
parents in the village.

D. Risti often writes a letter in the
village to her parents.

E. Risti often writes a letter parents
to her in the village

19. Man: Nana wait! I have good
news for you.

Woman: What about?

Man: Now, I'm not just an employee
but I'm a manager.

Woman: That's great! I'm happy to
hear that you've succeeded in your
career.

Man: Thank you, wish me luck.

What does the woman express?

A. Regret

B. Congratulations

C. Sympathy

D. Expectation

E. Hope

Mira: You look very happy. Is it
good news?

Mika: Yeah... Guess what? I passed
the SNMPTN.

Mira: Oh really? That's awesome!
What faculty?

Mika: Medical faculty of Indonesian
University.

Mira: Wow! Marvelous. You're
going to study to become a doctor.
You've deserve it, because you've
been working hard.

20. Why was the Mika look happy?

A. She has met her friend

B. She has been on the news

C. She has been accepted at medical
faculty

D. She has become a doctor

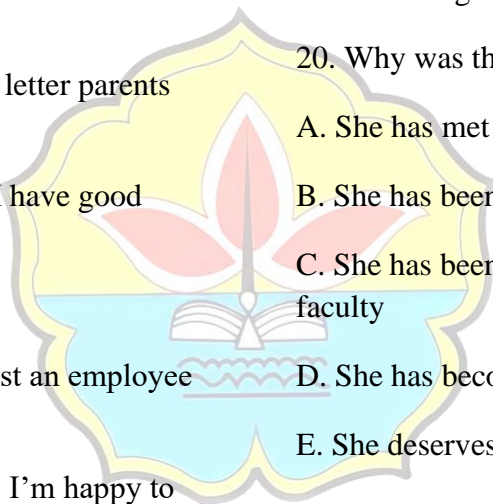
E. She deserves to study hard

The following dialogues is for
number 21 to 23

Rafa: "I have a serious problem
today. I have just lost my driver
license."

Sifa: "Don't be so sad, my friend, let
us search it around the park."

Rafa: "I have looked for it for hours,
but I could not find it. Do you have
any suggestion?"



Sifa: "You should tell the security to announce it to other students."

Rafa: "Yeah, that sounds good. I do hope it helps"

21. Which sentence that shows asking suggestion?

- A. Don't be so sad, my friend.
- B. I have just lost my driver license.
- C. You should tell the security.
- D. Do you have any suggestion?
- E. That sounds good.

22. Below are sentence of asking suggestion, except....

- A. Can you tell me what I should do?
- B. Do you have any suggestion for me?
- C. What would you do?
- D. Would you mind giving me your suggestion?
- E. What should I do?

23. What is Rafa's problem?

- A. He lost a wallet.
- B. He lost a bag.
- C. He lost a car.
- D. He lost a pencil
- E. He lost his driver license.

24. Man: Excuse me, is this seat taken?

Woman: No, please sit down.

Man: By the way, what is the announcement about?

Woman: Flight ticket 505 to Denpasar is delayed.

What does the man ask the woman when he sees her?

- A. He wants to sit down
- B. He recognized the woman
- C. His plane has been delayed
- D. He wants to leave the place
- E. He wants to wait for a plane

Section Text for number 25 to 30

The 18th and 19th centuries glass was very expensive and was used for limited applications, such as stained glass windows for churches. Large-scale glass manufacture began with the industrial revolution with the mass production of glass containers beginning at the onset of the 20th century and glass light bulb production automated in 1926. Nowadays glass is much less expensive and is taken for granted as a packaging material in addition to its use in windows and other applications. New glass is made from a mixture of four main ingredients: sand, soda ash, limestone and other additives. Glass can be... (5) indefinitely as part of a simple but hugely beneficial process, as its structure does not... (6) when

reprocessed. If recycled glass is used to...(7) new bottles and jars, the energy... (8) in the furnace is greatly reduced. After accounting for the... (9) and processing needed, 315kg of CO₂ is... (10) per ton of glass melted.

25. The correct answer is ...

- A. Recycles
- B. Bicycle
- C. Recycle
- D. Recycled
- E. Bicycles

26. The correct answer is ...

- A. deterioration
- B. interior
- C. deteriorate
- D. deteriorated
- E. determine

27. The correct answer is ...

- A. make
- B. made
- C. maid

D. makes

E. making

28. The correct answer is ...

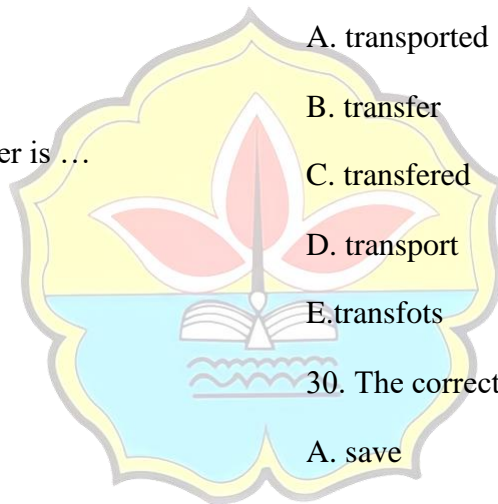
- A. needed
- B. need it
- C. needed
- D. indeed
- E. Need

29. The correct answer is ...

- A. transported
- B. transfer
- C. transfered
- D. transport
- E. transfots

30. The correct answer is ...

- A. save
- B. saved
- C. safe
- D. shave
- E. saving



APPENDIX 3

Validity and Reliability Test Result

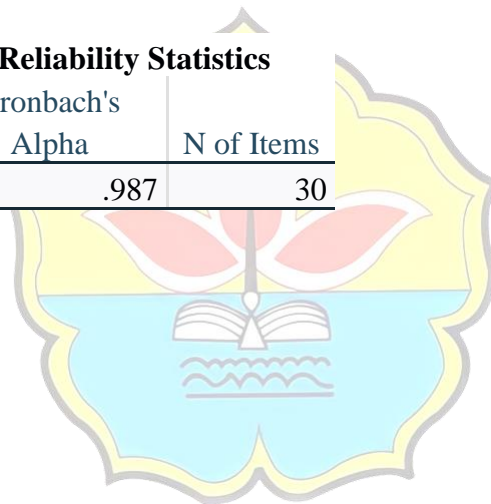
Case Processing Summary

		N	%
Cases	Valid	38	100.0
	Excluded ^a	0	.0
	Total	38	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.987	30



Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR000 01	30.03	5230.026	.117	.988
VAR000 02	29.68	5214.222	.718	.988
VAR000 03	30.05	5181.457	.620	.988
VAR000 04	29.61	5168.191	1.000	.988
VAR000 05	29.79	5140.009	.854	.987
VAR000 06	29.84	5115.326	.877	.987
VAR000 07	29.97	5087.324	.904	.987
VAR000 08	29.66	5071.691	.952	.987
VAR000 09	29.92	5042.075	.937	.987
VAR000 10	29.63	5024.942	.966	.987
VAR000 11	29.71	4999.184	.964	.987
VAR000 12	30.13	4966.496	.973	.986
VAR000 13	29.63	4954.131	.976	.986
VAR000 14	29.53	4933.337	.983	.986
VAR000 15	29.82	4903.452	.976	.986

VAR000 16	29.68	4882.762	.981	.986
VAR000 17	29.97	4852.729	.987	.986
VAR000 18	29.50	4841.068	.986	.986
VAR000 19	29.42	4819.223	.990	.986
VAR000 20	29.63	4792.185	.985	.986
VAR000 21	29.82	4764.262	.990	.986
VAR000 22	29.42	4750.088	.991	.986
VAR000 23	29.61	4723.164	.990	.986
VAR000 24	29.50	4702.851	.991	.986
VAR000 25	29.32	4684.114	.993	.986
VAR000 26	29.66	4653.474	.993	.986
VAR000 27	29.24	4640.456	.994	.986
VAR000 28	29.13	4619.739	.997	.986
VAR000 29	29.76	4583.267	.996	.986
VAR000 30	29.18	4573.830	.995	.986

APPENDIX 4

PreTest Result

NO.	PreTest of		NO.	PreTest of	
	Control Class			Experimental Class	
	Score	Total		Score	Total
1	17	56	1	21	70
2	16	53	2	23	76
3	19	63	3	20	66
4	21	70	4	20	66
5	18	60	5	20	66
6	16	53	6	23	76
7	19	63	7	22	73
8	17	56	8	23	76
9	19	63	9	18	66
10	18	60	10	17	56
11	16	53	11	22	73
12	20	66	12	17	56
13	18	60	13	18	60
14	21	70	14	20	66
15	18	60	15	21	70
16	22	73	16	18	60
17	20	66	17	20	66
18	18	60	18	22	73
19	19	63	19	20	66
20	20	66	20	20	66
21	19	63	21	23	76
22	20	66	22	21	70
23	18	60	23	17	56
24	18	60	24	21	70
25	19	63	25	21	70
26	18	60	26	18	60
27	19	63	27	18	60
28	20	66	28	17	56
29	20	66	29	23	76
30	18	60	30	21	70
31	17	56	31	18	60
32	19	63	32	17	56
33	19	63	33	20	66
34	20	66	34	18	60
35	19	63	35	18	60
36	19	63	36	20	66
37	17	56			

APPENDIX 5

PostTest Result

NO.	PostTest of		NO.	PostTest of	
	Control Class			Experimental Class	
	Score	Total		Score	Total
1	23	76	1	24	80
2	23	76	2	26	86
3	21	70	3	23	76
4	21	70	4	22	73
5	23	73	5	23	76
6	20	66	6	24	80
7	21	70	7	26	86
8	21	70	8	26	86
9	19	63	9	24	80
10	22	73	10	21	70
11	20	66	11	23	76
12	21	70	12	23	76
13	20	66	13	21	70
14	21	70	14	23	76
15	20	66	15	24	83
16	23	76	16	24	80
17	22	73	17	24	80
18	24	80	18	25	83
19	21	70	19	24	80
20	22	73	20	24	80
21	21	70	21	27	90
22	22	73	22	26	86
23	22	73	23	23	76
24	23	76	24	24	80
25	21	70	25	26	86
26	22	73	26	25	83
27	23	76	27	26	86
28	23	76	28	24	80
29	22	73	29	27	90
30	22	73	30	25	83
31	20	66	31	24	80
32	19	63	32	24	80
33	18	60	33	24	80
34	23	76	34	23	76
35	22	73	35	24	80
36	21	70	36	23	76
37	20	66			

APPENDIX 6

Frequency of Experimental Class Pre Test Result

Descriptive Statistics

	N	Mini mum	Maxi mum	Sum	Mean	Std. Deviation
PreTest	36	56	76	2379	66.08	6.535
PosTest	36	70	90	2889	80.25	4.860
Valid N (listwise)	36					

PreTest

	Frequen cy	Percent	Valid Percent	Cumulative Percent
Valid 56	5	13.9	13.9	13.9
60	7	19.4	19.4	33.3
66	10	27.8	27.8	61.1
70	6	16.7	16.7	77.8
73	3	8.3	8.3	86.1
76	5	13.9	13.9	100.0
Total	36	100.0	100.0	

APPENDIX 7

Frequency of Control Class Pre Test Result

Descriptive Statistics

	N	Mini mum	Maxi mum	Sum	Mea n	Std. Deviati on
PreTest	37	53	73	2291	61.92	4.699
PosTest	37	60	80	2624	70.92	4.425
Valid N (listwise)	37					



Pre-Test Control class

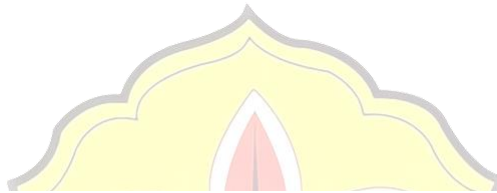
	Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	53	1	2.7	2.7	2.7
d	56	2	5.4	5.4	8.1
	60	12	32.4	32.4	40.5
	63	10	27.0	27.0	67.6
	66	6	16.2	16.2	83.8
	73	6	16.2	16.2	100.0
Total		37	100.0	100.0	

APPENDIX 8

Frequency of Experimental Class Post-Test Result

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
PreTest	36	56	76	2379	66.08	6.535
PosTest	36	70	90	2889	80.25	4.860
Valid N (listwise)	36					



PosTest

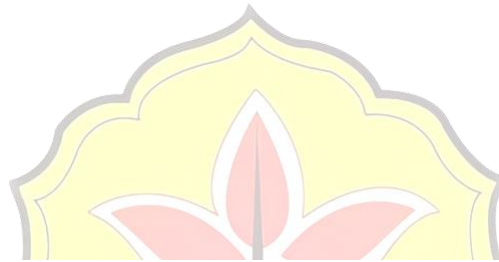
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 70	2	5.6	5.6	5.6
73	1	2.8	2.8	8.3
76	8	22.2	22.2	30.6
80	13	36.1	36.1	66.7
83	4	11.1	11.1	77.8
86	6	16.7	16.7	94.4
90	2	5.6	5.6	100.0
Total	36	100.0	100.0	

APPENDIX 9

Frequency of Control Class Post-Test Result

Descriptive Statistics

	N	Mini mum	Maxi mum	Sum	Mea n	Std. Deviasi on
PreTest	37	53	73	2291	61.92	4.699
PosTest	37	60	80	2624	70.92	4.425
Valid N (listwise)	37					



Pos-Test Control class

		Frequen cy	Percent	Valid Percent	Cumulative Percent
Valid	70	7	18.9	18.9	18.9
	73	12	32.4	32.4	51.4
	76	13	35.1	35.1	86.5
	80	5	13.5	13.5	100.0
Total		37	100.0	100.0	

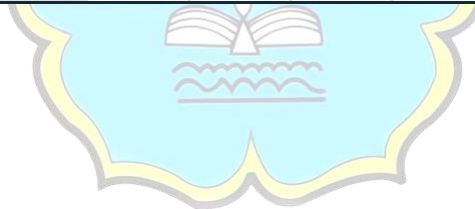
APPENDIX 10

Normality Tets Results

Of Experimental Class and Control Class

Tests of Normality

Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Vocabulary	Pre-Test Experimen	.162	36	.018	.916	36	.009
	Post-Test Experimen	.187	36	.003	.940	36	.052
	Pre-Test Control Class	.159	37	.020	.946	37	.071
	Post-Test Control Class	.174	37	.006	.940	37	.047



APPENDIX 11

Homogeneity Tests Results

Tests of Homogeneity of Variances

		Levene	df1	df2	Sig.
		Statistic			
English Learning Outcomes	Based on Mean	.011	1	71	.915
	Based on Median	.000	1	71	.984
	Based on Median and with adjusted df	.000	1	69.047	.984
	Based on trimmed mean	.013	1	71	.908

ANOVA

English Learning Outcomes

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1588.712	1	1588.712	73.652	.001
Within Groups	1531.507	71	21.571		
Total	3120.219	72			

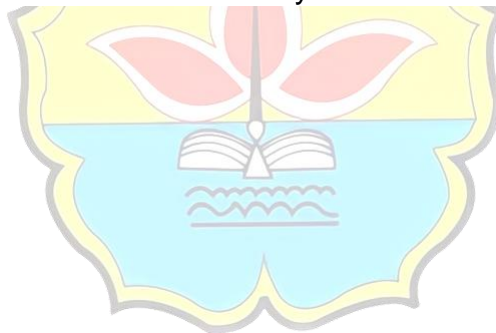
APPENDIX 12

Hypothesis Result

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	89.581	1.726		51.895	.001
	Vocabulary_Mastery	-9.331	1.087	-.714	-8.582	.001

a. Dependent Variable: Vocabulary



APPENDIX 13

Result Permit

 **Universitas Batanghari**
Fakultas Keguruan dan Ilmu Pendidikan
Jl. Slamet Riyadi Telp. 0741 - 667089

No. L/888-01/B/2023
Lampiran :
Perihal : **Data Penelitian**

Kepada Yth. Bapak/Ibu
Kepala SMA N 8 Kota Jambi
di
Tempat

Dengan hormat,

Kami menghormati keinsafan Bapak/Ibu untuk memberikan izin kepada Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Batanghari Jambi :

Nama : MARTA TAMBUNAN
NIM : 190088203054
Program Studi : Pendidikan Bahasa Inggris

Untuk melakukan penelitian di Sekolah yang Bapak/Ibu Pimpin, guna penyusunan skripsi mahasiswa tersebut di atas dengan judul :

"THE EFFECTIVENESS OF CAKE APPLICATION TOWARD STUDENTS' VOCABULARY MASTERY AT ELEVENTH GRADE STUDENTS OF SMA N 8 JAMBI CITY"

Dengan ini, kami berharap dan kami sangat yakin yang baik ini, kami ucapkan terima kasih.

Jambi, 27 Januari 2023
Dekan,

Dr. H. Abdul Gafur, S.Pd., M.Pd.
NIDN: 1021006902

APPENDIX 14

Response Result permit

 **PEMERINTAH PROVINSI JAMBI**
DINAS PENDIDIKAN
SMA NEGERI 8 KOTA JAMBI
Jl. Merdeka Surya Dharma Km. 8 Rinc. Kota Baru Jambi 36191-41328
NSIS : 381104437984 NPSN : 1009194 Email : sman8kota@jambi.go.id



SURAT KETERANGAN
Nomor : 422/103/SMA.8/2023

Yang bertanda tangan di bawah ini, Kepala Sekolah SMA Negeri 8 Kota Jambi dengan ini menerangkan :

Nama : MARTA TAMBUNAN
NIM : 1900888206034
Program Studi : Pendidikan Bahasa Inggris
Mekah : Penelitian
Judul : "THE EFFECTIVENESS OF CAKE APPLICATION TOWARD STUDENTS' VOCABULARY MASTERY AT ELEVENTH GRADE STUDENTS OF SMA N 8 JAMBI CITY"

Berdasarkan surat permohonan izin Penelitian nomor: 30/LSR-01/IB/2023 tanggal 27 Januari 2023 dari Universitas Batanghari, nama tersebut di atas memang benar telah melakukan Penelitian di SMA Negeri 8 Kota Jambi.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Jambi, 9 Februari 2023


SMA NEGERI 8 KOTA JAMBI
KORWATI S.Pd, M.Pd
NIP. 66506271990032002



DOCUMENTATION

