

AN UNDERGRADUATE THESIS

THE USE OF ENGLISH VOCABULARY PODCAST
ON SPOTIFY APPLICATION
TO IMPROVE THE STUDENTS' VOCABULARY MASTERY
OF THE EIGHTH GRADE OF MTs DARUNNAJAH SAMBIKARTO



BY:
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Tarbiyah and Teacher Training Faculty
English Education Study Program

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1445 H/ 2024 M

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Presented as a partial fulfillment of the requirements
for the Degree of Sarjana Pendidikan (S.Pd.)
in English Education Study Program

BY:
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APPROVAL PAGE

Title : THE USE OF ENGLISH VOCABULARY PODCAST ON SPOTIFY
APPLICATION TO IMPROVE THE STUDENTS' VOCABULARY
MASTERY AT EIGHT GRADE OF MTS DARUNNAJAH
SAMBIKARTO

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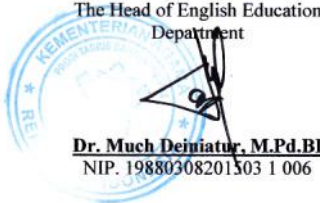

Study Program : English Education Departmen

Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in Munaqosyah in Tarbiyah and Teacher Training Faculty of State Islamic
Institute of Metro.

The Head of English Education
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NOTIFICATION LETTER

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Matter : **In order to hold the Munaqosyah of Nurul Kurnianingsih**

To,
The Honorable the Head of Tarbiyah and Teacher Training Faculty
of State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

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Title : THE USE OF ENGLISH VOCABULARY PODCAST ON SPOTIFY
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SAMBIKARTO

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr.Wb

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Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro
di-Tempat

Assalamu'alaikum Wr. Wb

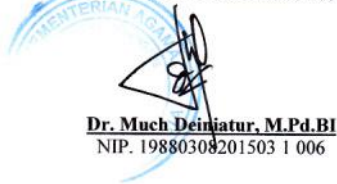
Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya, maka skripsi yang disusun oleh:

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Judul Proposal : THE USE OF ENGLISH VOCABULARY PODCAST ON SPOTIFY APPLICATION TO IMPROVE THE STUDENTS' VOCABULARY MASTERY AT EIGHT GRADE OF MTS DARUNNAJAH SAMBIKARTO


Sudah kami setujui dan dapat diajukan untuk dimunaqosyahkan. Demikian nota dinas ini kami buat, atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb

Ketua Jurusan Tadris Bahasa Inggris


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RETIFICATION PAGE

No. B. 0165/Un. 23-1/D/PP. 00. 9/01/2024

An Undergraduate Thesis entitled: **THE USE OF ENGLISH VOCABULARY PODCAST ON SPOTIFY APPLICATION TO IMPROVE THE STUDENTS' VOCABULARY MASTERY OF EIGHTH GRADE OF MTS DARUNNAJAH SAMBIKARTO**. Written by: Nurul Kurnianingsih, Student Number 1801071042, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on **Wednesday, December 27th 2023 at 08.00 – 10.00 a.m. WIB, Located at Gedung Pasca Lantai I B.**

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Examiner I : Dr. Umi Yawisah, M. Hum
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The Dean of Tarbiyah and Teacher Training Faculty



**THE USE OF ENGLISH VOCABULARY PODCAST
ON SPOTIFY APPLICATION
TO IMPROVE THE STUDENTS' VOCABULARY MASTERY
OF THE EIGHTH GRADE OF MTs DARUNNAJAH SAMBIKARTO**

ABSTRACT

by

NURUL KURNIANINGSIH

The purpose of this study is to find out the answer of “how can the use of English vocabulary podcast on Spotify application improves the students’ vocabulary mastery of the eighth grade of MTs Darunnajah Sambikarto.” The eighth grade students of MTs Darunnajah Sambikarto have lack vocabulary mastery in English and think that learning English is difficult. To solve those problems, researcher used English vocabulary podcast on Spotify application to improve students’ vocabulary mastery.

This study used classroom action research method (CAR) that consisted of two cycles. Every cycle consisted of four steps that were planning, action, observing and reflecting. The subject of this research was the eighth grade students of MTs Darunnajah Sambikarto that consisted of 22 students in total. Data collection technique used was test that consisted of pre-test, post test I and II, observation sheet, documentation and field notes.

After finish the research, the researcher got the conclusion that the use of English vocabulary podcast on Spotify application can improved vocabulary mastery of the eighth grade students of MTs Darunnajah Sambikarto. The result could be seen from the students score achievement in every cycle. In pre test students who got MMC (minimum mastery criteria) was 10 students (46%) that improved in cycle I where students who got MMC was 14 students (64%). Result improved again in cycle II where students who got MMC was 17 students (77%). From this data, the research was success because it was able to reach indicator of success.

Keywords: *vocabulary podcast, spotify application, vocabulary mastery, classroom action research*

**PENGUNAAN PODCAST KOSAKATA BAHASA INGGRIS
PADA APLIKASI *SPOTIFY*
UNTUK MENINGKATKAN PENGUASAAN KOSAKATA SISWA
DI KELAS DELAPAN MTs DARUNNAJAH SAMBIKARTO**

ABSTRAK

oleh
NURUL KURNIANINGSIH

Tujuan dari penelitian ini adalah untuk mengetahui “apakah penggunaan podcast kosakata bahasa Inggris pada aplikasi Spotify dapat meningkatkan penguasaan kosakata siswa kelas delapan MTs Darunnajah Sambikarto.” Siswa kelas delapan MTs Darunnajah Sambikarto memiliki kemampuan kosakata bahasa Inggris yang rendah dan menganggap bahwa bahasa Inggris itu sulit. Untuk memperbaiki masalah ini, peneliti menggunakan podcast kosakata bahasa Inggris pada aplikasi Spotify untuk meningkatkan penguasaan kosakata siswa.

Penelitian ini menggunakan metode penelitian tindakan kelas (PTK) yang terdiri dari dua siklus. Setiap siklus terdiri dari empat langkah penelitian yaitu perencanaan, penerapan, pengamatan dan refleksi. Subjek penelitian ini adalah siswa kelas delapan MTs Darunnajah Sambikarto yang terdiri dari 22 siswa. Teknik pengumpulan data yang digunakan adalah tes berupa pre-tes, pos tes 1 dan 2, lembar observasi, dokumentasi dan catatan lapangan.

Setelah selesai melakukan penelitian, peneliti mendapatkan kesimpulan bahwa dengan menggunakan podcast kosakata bahasa Inggris pada aplikasi Spotify dapat meningkatkan penguasaan kosakata siswa kelas delapan MTs Darunnajah Sambikarto. Hasilnya dapat dilihat dari nilai siswa disetiap siklus. Pada pre tes siswa yang mendapatkan KKM ada 10 orang (46%) kemudian meningkat pada siklus 1 menjadi 14 orang (64%). Kemudian meningkat lagi pada siklus 1 menjadi 17 orang (77%). Hal ini menunjukkan bahwa penelitian ini telah berhasil mencapai indikasi sukses.

Kata kunci : *podcast kosakata, aplikasi spotify, penguasaan kosakata, PTK*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Nurul Kurnianingsih

Student number : 1801071042

Department : English Education Study Program

Faculty : Tarbiyah and Teacher Training Faculty

States that this undergraduate thesis is original as the result of the researcher's research, except for the some parts that mention in bibliography.

Metro, December 27th, 2023

Writer,



Nurul Kurnianingsih
NPM. 1801071042

ORISINALITAS PENELITIAN

Yang bertanda tangan sebagai berikut:

Nama : Nurul Kurnianingsih

NPM : 1801071042

Fakultas : Tarbiyah dan Ilmu keguruan

Jurusan : Tadris Bahasa Inggris (TBI)

Menyatakan dengan ini, bahwa skripsi ini secara menyeluruh merupakan hasil penelitian peneliti sendiri. Kecuali beberapa bagian yang telah dicantumkan pada daftar pustaka.

Metro, 27 Desember 2023

Penulis,



Nurul Kurnianingsih
NPM.1801071042

MOTTO

“Maka Sesungguhnya Bersama Kesulitan Ada Kemudahan.”

Q.S. Al-Insyirah : 5

If You Believe, You Can Achieve

-Sophie Turner-

DEDICATION PAGE

Researcher wants to present this undergraduate thesis to:

1. To my father and my mother (Mr.Masruri and Mrs. Mesringah), that without them I would never be able to do anything. who supported me whole with their money, their endless love and support.
2. To my brother (Nurdiansyah) who always support me and give me motivation.
3. To my sponsor (Trisna Dinillah Harya, M.Pd) who guided me and corrected me so that I can finished this undergraduate thesis.
4. To my beloved Almamater of State Institute for Islamic Studies of Metro (IAIN Metro).
5. To all of my friends who always support me and sharing with me.

ACKNOWLEDGEMENTS

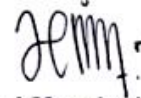
I am very thankful to Allah SWT, who always gives the researcher blessing to complete a study entitled “THE USE OF ENGLISH VOCABULARY PODCAST ON SPOTIFY APPLICATION TO IMPROVE THE STUDENTS’ VOCABULARY MASTERY OF THE EIGHTH GRADE OF MTS DARUNNAJAH SAMBIKARTO”. Shalawat and salam to our prophet Muhammad SAW the lord of moslem in the world who has guide us from the darkness to the brightness.

In this time, the researcher would like to express her deepest gratitude especially to:

1. Prof. Dr. Hj. Siti Nurjanah, M.Ag.,PIA, Rector of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the Dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Dr. Much Deiniatur, M.Pd.B.I, as the Chief of English Education Department of IAIN Metro Lampung.
4. Trisna Dinillah Harya, M.Pd, as the advisor valuable knowledge and support in finishing this a research proposal.

The researcher apologizes for all the mistakes that she has made in writing and finishing this thesis. All criticisms and suggestions are expected to improve the quality of this research. Hopefully this thesis can be useful for researchers in particular, for our college and every reader in general.

Metro, December 27th, 2023
Researcher,



Nurul Kurnianingsih

1801071042

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CHAPTER I

INTRODUCTION

A. Background of Study

There are so many aspects in learning English such as: grammar, semantic, vocabularies and so on. One of the basic thing students should learn is vocabulary because by mastering vocabularies as much as they can, it could help them mastering English as well. Knowing English vocabularies is essential because without it English learner can be confused and hard to understand English itself.¹

Vocabulary roughly can be defined as the words that teacher teaches in foreign language.²In order to communicate well, people need to have large vocabulary. Mastering vocabulary is a main aspects in language, and vocabulary appears in every aspect of language skill: listening, speaking, reading and writing.³ For students who learn English, vocabulary mastery is important because it can help them to accomplish another skill such as speaking or writing. The more words they know, the more they can express themself in speaking with various words and and writing with more topics in English.

¹ Sektalonir Oscarini, Marwanto, "Vocabulary Mastery by Using Storytelling", *Journal of Linguistic and English Teaching*, Vol. 3 No.1, April 2018, p. 80

² Penny Ur, *A Course In Language Teaching practice and theory*, (Cambridge: Cambridge University Press, 2009), 60.

³Satuna Indah Wardani, "Improving Students' Vocabulary Mastery Using Word Mapping Strategy", *OKARA*, Vol. 1, 2015, 132.

Moreover, remember so many vocabularies in foreign language can be difficult for students especially in young ages. That is why teacher should be more creative and active in class. Teacher also have to create the refreshing class situation so that students will not feel presure and bored to learn English. Because teacher have a responsibility to teach their students to accomplishing the teaching-learning goal. They can be considered an effective teacher if they know how to use variety types of strategies, models and techniques in teaching and learning process.⁴

How teacher carried out class and explain the material have big impact to how the students will accept it and then understand it. So, it can be interpret that teacher had a big impact in teaching learning process. Not only the way they explain but the teacher have to be able to use many skills and also media to explain the material.

Furthermore, there are many media that teacher can use to carried out their class. The more interesting and familiar media that teacher uses to explain their material, the more students will excited and interesting in teaching learning process. One of media that can be use to teaching vocabulary mastery is spotify application. According to their website, *“Spotify application is a digital music service that gives you acess to millions of songs and podcasts.”*

One of the contents that exists on Spotify is podcast. Podcast is a material in form of video or audio. Definition of podcast is material that

⁴*Pedagogy and practice: teaching and learning secondary schools (leadership guide)*, (2004), p. 4

exists in internet in form of videos or audios which transferred to computer or portable player media whether it is for free or paid. There are many topics discussed in podcast. From the entertaining topics to learning topics. Spotify application provides podcasts with topic English vocabulary. This podcast can be use in classroom teaching and learning especially in vocabulary mastery aspects. By using podcast in their teaching learning process, teacher can explore more media that makes their class more fun. Also this podcast can help students to improve their vocabulary mastery because there are English vocabulary podcast that make them learning vocabulary easier.

Based on the background explained above, the researcher conducted this research and had done a pre-survey on March 02, 2023 at the eighth grade of MTs Darunnajah Sambikarto. The researcher conducted pre-survey by giving students of the eighth grade of MTs Darunnajah Sambikarto a vocabulary test in form of essay. Students should choose the right vocabularies to complete the sentence. The results of students test achievement could be seen in the table 1:

**Table 1;
The data of The Pre-survey score at Eight Grade of
MTS Darunnajah Sambikarto**

No	Grade	Frequency	Percentage	Criteria
1	>70	4	20%	Pass
2	<70	18	80%	Failed
	Total of Student	22 Students	100%	

The minimum mastery criteria (MMC) in this school is 70. As could be seen in the table above that only 4 students got score the mmc or passed the vocabulary test (20%). while the remaining 18 students still failed. From the

results above, it could be seen that students of the eighth grade of MTs Darunnajah Sambikarto vocabulary mastery still low. According to their English teacher, the students don't know a lot of English vocabulary and they still thinking that learning English is difficult. To overcome this problem researcher will conduct the research using Classroom Action Research (CAR) method entitled: "The Use of English Vocabulary Podcast on Spotify Application To Improve The Students' Vocabulary Mastery of the Eighth Grade of MTs Darunnajah Sambikarto" By this research, hopefully the students of the Eighth Grade of MTs Darunnajah Sambikarto can improve their vocabulary mastery.

B. Problem Identification

Based on the background study above, some problem can be identified as below:

A. The students have lack vocabulary mastery in English

B. The students think that learning English is difficult

C. Problem Limitation

Concerning on the background of study and the problem limitation above, the researcher takes the problem limitation for this research. This research will be focused on the students have lack vocabulary mastery in English and think learning English is difficult.

D. Problem Formulation

Based on the background of study and the problem limitation above, the researcher formulates the problem in this research as: "How can the use of

English vocabulary podcast on Spotify application improves the students' vocabulary mastery of the eighth grade of MTs Darunnajah Sambikarto?"

E. Objective and Benefit of the Study

1. The objective of the study

The objective of this study is to improve the students' vocabulary mastery in English lesson by using English vocabulary podcast on Spotify application.

2. Benefit of the study

In order to make this research is useful and have a good purpose so the researcher divided some of the benefits of the study in two parts, namely:

a. Theoretically

This research hopefully can give the insight for the students about vocabulary mastery and the importance of it in English lesson. Meanwhile, for the teacher it can be an idea for them to using English vocabulary podcast on Spotify application in teaching learning process.

b. Practically

1) For the students this research hopefully can help them to grow the interest on vocabulary mastery and help students to overcome the difficulties in vocabulary mastery.

2) For the teacher, the research hopefully can be useful and inspiring in the teaching learning process as it can be applied in daily routines.

3) For other researchers, hopefully this research will give brief advantages and guidance to conduct the same research.

F. Prior Research

The first prior research was conducted by Dewi Mayang Sari et al with title “ THE EFFECTIVENESS OF SPOTIFY APPLICATION TO TEACH LISTENING THROUGH SONG AT THE TENTH GRADE STUDENTS' OF SMA NEGERI 1 MOJOKERTO ACADEMIC YEAR 2021/2022" . This research focuses on to know further result about teaching listening skill using English songs.

This research is measuring the effectiveness of Spotify application to teach listening through English song teaching vocabulary mastery by using songs and this research use method pre-experimental research design.⁵ The similarity between this research with the first prior researched is in the use Spotify Application, but this research focuses on English vocabulary podcast on Spotify Application to improve students' vocabulary mastery and The different in first prior research is using method Pre-Experimental Research Design while this research using CAR Method.

The second prior research was conducted by Andriani, Erwin Akiband Amar Ma'ruf with title “THE USE OF SPOTIFY APPLICATION TO IMPROVE STUDENTS ABILITY IN LISTENING THROUGH ENGLISH SONG: A PRE-EXPERIMENTAL RESEARCH”. The research focuses on use Spotify Application as a tool to improve Students Ability in Listening

⁵ Dewi Mayan Sari, “The Effectiveness of Spotify Application to Teach Listening Trough English Song At the Tenth Grade Students' of SMA Negeri 1 Mojokerto Academic Year 2021/2022”, *Journal EduLingui* Vol 2 No.1, 2022, 13.

Through English Song.⁶ The similarity in this research with the second prior research is focused on Listening English song to identify what words the singer said and the meaning of the song with using Spotify Application but this research focuses on English vocabulary podcast on Spotify Application to improve students' vocabulary mastery and the difference between this research and the second prior research is method uses. The second prior research uses method pre-experimental designed using quantitative approach while in this research use method Classroom Action Research (CAR).

Moreover, the third prior research was conducted by Putri Anjani and Nazriani Lubis “TERTIARY STUDENTS' PERCEPTIONS ON SPOTIFY APPLICATION IN IMPROVING ENGLISH PRONUNCIATION”. The third prior research focuses to investigate three students' perceptions from different Universities in Indonesia on the use Spotify application in improving English pronunciation. The similarity between the third prior research and this research is using Spotify Application but the differences between this research and the third prior research is the focus and using method. This research use method Classroom Action Research (CAR) while the third prior research used method a qualitative approach with thematic analysis.⁷

⁶Andriani, et al, “The Use of Spotify Application To Improve Students Ability in Listening Through English Song”, *Journal of Computer Interaction in Education*, Volume 1 Issu 2, December 2018, 120.

⁷Putri Anjani and Nazriani Lubis, “Tertiary Students' Perceptions on Spotify Application in Improving English Pronunciation”, *Indonesian Journal of ELT and Applied Linguistics*, ISSN:2809-557X, Vol. 2 Issue, 1 January 2023, 3.

Based on the prior researched above, the first prior research, the second prior and the third prior research have similarity in using Spotify Application as a tool in improving teaching learning process. The first prior research is uses Spotify Application to Teach Listening Trough English Song, the second prior research used Spotify Application as a tool to improve Students Ability in Listening Through English Song but the third prior research use Spotify application in improving English pronunciation while this research focuses on English vocabulary podcast on Spotify Application to improve students' vocabulary mastery. This research will conduct the new kind of research related to the use of English vocabulary podcast on Spotify Application to improve the students' vocabulary mastery of the Eighth Grade of MTs Darunnajah Sambikarto.

Moreover, the novelty from this research is the use of Podcast on Spotify Application. There is not much research done use podcast in learning. There are some who did not know that Spotify application is not only provide songs and music but also other audio like podcast. Specifically, Spotify also provides English vocabulary podcast that can be use by teacher to teach English in class. The other novelty of this research is the object of research. From the prior research, the object used was listening and pronunciation while this research is the students' vocabulary mastery.

CHAPTER II

THEORETICAL REVIEW

A. Theory of Vocabulary Mastery

1. Definition of Vocabulary Mastery

Vocabulary roughly can be defined as the words that teacher teach in foreign language. Moreover, there are new items of vocabulary that maybe more than a single word such as: post office, step mother, father in law etc which consists of two or three words combined. There are also multi word with idioms such call it a day which the meaning of phrase can not be deduced. For that reasons it is more likely to call it vocabulary items rather than words.¹

Moreover, vocabulary consists of words that people understand and can listen to, speak, read and write actively. Snow and colleagues stated that people have four different vocabularies. They are listening, speaking, reading and writing vocabularies. Listening vocabulary developed first and then followed by speaking, reading and writing vocabulary. Each vocabulary expands through individual's life with the time and consistent in using it.²

Furthermore, Thornbury stated that in order to communicate well, people need to have large vocabulary. Mastering vocabulary is a main

¹ Penny Ur, *A Course In Language Teaching practice and theory*, (Cambridge: Cambridge University Press, 2009), 60.

² Karen Tankersley, *Literacy Strategies For Grades 4-12 (Reinforcing The Threads Of Reading)*, (USA: ASCD, 2005), 66.

aspects in language, and vocabulary appear in every aspect of language skill: listening, speaking, reading and writing. That is why it is important to learn and mastering vocabulary because vocabulary is one of first step in learning foreign language.³Meanwhile, Lynne⁴ stated that vocabulary mastery is about learning words. Vocabulary mastery is also about learning more about words and learning phrases or chunk, finding words inside them.

From the explanation above it can be understand that vocabulary mastery is the number of words that someone knows. The mastery term not only about recognize the meaning of words but precisely define as to know a word.

2. The Importance of Vocabulary Mastery

When someone wants to learn one language, they have to be able to speak in that language. For someone to be able to speak they need to remember as many as vocabulary they need or else they will not be able to convey what they want. According to linguist David Wilkins, he stated the importance of vocabulary learning by stated that someone who learns more about words and expressions will experience more improvement of language learning⁵.

³ Satuna Indah Wardani, "Improving Students' Vocabulary Mastery Using Word Mapping Strategy", OKARA, Vol. 1, 2015, 132.

⁴ Lynne Cameron, *Teaching Languages to Young Learners*, (Cambridge : Cambridge University Press, 2005), 72.

⁵ Scott Thornburry, *How to Teach Vocabulary*, (England : Pearson Education Limited, 2002), 20.

However, some of teachers not fully recognised about communicative advantage in developing an extensive vocabulary for students. For a long time, teaching approaches give priority of teaching English to grammatical structures rather than vocabulary. Because of focuses on grammatical structures, teacher end up teaching less vocabularies or words to their students.

Because of the role of vocabulary or words to English language learning is important. It is good for teacher to be more aware of vocabulary role in language learning so that they can give particular attention to teach their students about vocabulary and encourage them to memorize as many as possible words so that they can improve their English learning.

3. Learning Vocabulary

According to Walter, he stated that there are four stages of process in learning vocabulary⁶:

- a. Discrimination
- b. Understanding meaning
- c. Remembering
- d. Consolidation and extension of meaning

First stage of vocabulary learning process is discrimination. This is the basic first step and this step involves the ability to distinguish sounds and letters and ability to distinguish sounds and letters from similiar

⁶ Walter Grauberg, *The Elements of Foreign Language Teaching*, (England : Multilingual Matters Ltd), 15.

words when someone listening or reading to something. The failure to discriminate is a frequent source of error. Next stage is understanding meaning. This means to understand the concept of foreign word or phrase. This is often straightforward because word can be related to its referent of direct association or an equivalent word in English.

The third stage is remembering. When student have found out the meaning of a word, sometime they will forget about the word. But when someone want to learning vocabulary not only they have to recognize the word and know the meaning but they also need to struggle to remembering the word to improve their vocabulary mastery.

The last stage of vocabulary learning process is consolidation and extension of meaning. Learning new words is not instantaneous process. However, it seems that words absorbed slowly over time and gradually become fully integrated into student's personal vocabulary. It happened when student use words with sort of fluency. There are something student should pay attention to first is assured grasp of underlying concept of word. Second, to grow awareness of relations into which word enter with other word and the last is gradual progress from nebulousness to relative clarity.

4. Difficulties In Learning Vocabulary

For people who learn second language aside of their mother language will know that some vocabulary or word is easier to memorize

and learn than the others. There are some factors that make some vocabulary difficult than the others⁷:

a. Pronunciation

As the research showed that words which difficult to pronounce are more difficult to learn. Difficult vocabularies typically those that contain sounds which unfamiliar to some of group learners.

b. Spelling

Sound-spelling are likely to be the cause of errors. Both pronunciation and spelling can contribute to vocabulary learning difficulties.

c. Length and complexity

Long words more likely difficult to learn than the shorter one. The longer words is also difficult to remember. Also variable stress in polysyllabic words can be more difficult to learn. The example of this polysyllabic words are: necessary, necessarily and necessity.

d. Grammar

The other difficulties in learning vocabulary is grammar. Grammar that associated with the word sometimes makes English language learners difficult in memorize the words.⁸

e. Meaning

There is case when two words overlap in meaning. When this happen it is cause learners to be confuse. Words that has multiple

⁷*Ibid*, 27.

⁸*Ibid*, 28.

meanings also can be confusing such as words *since* and *still*. When knowing one meaning of the word they might be reluctant to accept another totally different meaning.

f. Range, Connotation and Idiomaticity

Words that can be used in a wide range contexts will perceived easy than their synonyms in a narrower range. Like people might know word *thin* rather than other words with similiar meaning such as *skinny*, *slim*, *slender*. The connotation of some words might make confusing. For example, in English *propaganda* have negative connotation but it simply mean *publicity*. The last, words that have idiomatic such as *make up your mind* will be more difficult than words with transparent meaning such as *decide* and *watch*.

B. Theory of Learning Media

1. Definition of Learning Media

Miarso stated that learning “media” is anything that can be used to convey messages as to stimulates students’ feelings, thoughts and attention. Media is something that encourage the learning process in class. Sulistyو define learning media as materials or tools that form in physical and non physical which used as intermediary delivery of messages from teacher to students. To facilitate students achievement of teaching goal.⁹

⁹ Fabio Testy Ariance et al, “The Use of Learning Media on Listening Skill in Teaching Indonesian to Speakers of Other Language (Tisol)”, *Lingua Didaktika* Vol. 11, No.1, 2017, 3.

Moreover, the word media came from Latin language which means intermediary. In education field, media meaning as introductory information from teacher to students. Musfiqon stated that learning media can use as intermediary between teachers and students in order to understand learning material effectively.

Furthermore, Azikiwe stated that learning media covered whatever tools used by teachers to involve five senses. Learning media is a tool to carry information which designed to accomplish purpose of learning in every situation. Sudjana conveyed that learning media is teaching aid in methodology component that arranged by teacher to organize learning environment.¹⁰

From the definition stated by expert above, it can be understand that learning media that used in learning process is a tools used by teachers to carry information that teacher will convey to students and this tools used to accomplish teaching learning goals.

2. Purpose of Learning Media

The main purpose of using learning media in class is classified as three, such as¹¹:

- a. Learning media can help teacher in their job. If learning media used appropriately can help teacher overcome teacher's disadvantage in teaching learning process. Using learning media also increasing productivity of learning messages served. Because learning media

¹⁰*Ibid*, 28.

¹¹ Nuhung Ruis, *Instructional Media*, (Jakarta: Ministry of National Education, 2009), 3.

can speed up students understanding about material. Learning media helping students convey messages consistently.

- b. To help students that have lack experience with material. By using various types of media that choosen appropriately can help students to increase comprehension ability to material. Media can also stimulate students thinking ability. To generate cognitive, affective, and psychomotor. Media also helping to strengthen student's memorise ability and lastly can stimulate student's mental activities to understand learning material. The use of various learning media that choosen appropriately can help in fixing teaching learning process such as enhance the result that want to be achieve. The use of some media also can help teacher to achieve maximum results.

3. Learning Media Selection Criteria

When teacher want to choose learning media that they want to use in class, they have to pay attention to some criteria as below¹²:

- a. The accuracy with learning objectives which means learning media choosen based on learning purposes set.
- b. Media that can give support to content of learning materials. Learning materials which are facts, principles and concepts urgently require learning media.

¹² Jolly T. Holden, *An Instructional Media Selection Guide for Distance Learning*, (USA: US Distance Learning Association, 2008) ,18.

- c. The required media is easy to obtain or easy to made by teacher while teaching learning process. Graphic media usually easy to make and without expensive budget.
- d. Teacher skill in using the media. Whatever media needed the main condition is teacher is able to use it in teaching learning process. Advantage value needed is not in the media but from the impact of application. The importance thing is teacher is able to use media to increasing teaching quality.
- e. Availability of time to use the media so that media used by teacher can be useful for teacher in teaching learning process.
- f. Accordance to student's level of thinking. Teacher should choose media accordance to student's level of thinking so that students are able to understand message carried by media.
- g. The use of multimedia in teaching also can be profit to teaching learning process and can stimulate student's learning will.

4. Various Types of Learning Media

There are so many various types of learning media that teacher can use in the class. Various types of learning media can be seen as follows¹³:

- a. Drawing or graphic media

This media can be constructed and support the topic of teaching in class. Graphic media classified as visual media types which passing messages through visual symbols. Graphic used to

¹³ Nuhung Ruis, *Instructional Media*, (Jakarta: Ministry of National Education, 2009), 4.

pull students attention and also make learning material more clear. Graphic media also illustrate some facts or concept that can be easily forgotten if only explain by verbal.

Successful use of graphic media depend on the quality and effectiveness of visual material. To achieve it teacher should organize ideas that arise and then planning. Teacher should use visual element that can show visualization which students can understand and interest with. There are some types of graphic media such as: picture, sketch, diagram, scheme, cartoon, graphic and chart. The graphic media can be easily made by teacher themself.

b. Still pictures/ three dimensional media

This type of media can be shown into the real objects or event outside the class. This kind of media can appear as real stuff whether it is lives or dead. Can also appears as imitation stuff. When media used is the real thing, it can brought to class or teacher can brought their students to real place where the stuff belongs for example: tree, flower, rock, fruits, animals etc. If the stuff is hard to bring to class or students cannot visit where it belongs so teacher can bring the imitation of it or showing a still picture. Still picture is a record of copy of a real object or event.

c. Audio recording

Recording is a mode magnetic, on disc or on motion picture soundtrack. This is the reproduction of actual event of sound effect.

Audio recording may be used individually or displayed directly to audiences. This media only involve sense of hearing and manipulate sound element.

d. Video and television media

Video tape is a moving image on color or black and white produced from live action or from graphic presentation. Video is the storage of audio visual and their display on television type screen. Video media is a set of tools that could projected moving screen or picture. The combination of pictures and audio creates character that look like the real object.

e. Multimedia computer

Multimedia computer/CAI has wide characteristic. Multimedia computer is one unified system from hardware and software and other supporting equipment. This media has wide characteristic and limitation because it can use as audio media and visual media. Teacher can utilise computer in two models.

C. Teaching Vocabularies Using Podcast on Spotify Application

1. Definition of Spotify Application

Rapid technological developments provide music streaming services more complete and easily accessible from various platforms. One of them is Spotify application. Currently, the application that is trending and has the most users among various applications in Indonesia is Spotify.

The Spotify platform offers various conveniences in listening to audio digital, and can be accessed for free or for a paid.

Spotify is a music streaming service that founded in Sweden on 2006 and expanded across the Europe on 2008 and United States on 2011. Spotify is one of the top three music companies in United States along with Apple Music and Amazon Music. Together account for 70% of U.S. streaming music market. Spotify application does not produce original content. They shows content that is copyrighted through licensing deals with major media group like Universal Music Group and SONY Music entertainment. .

Spotify has been in development since 2006 by the team at Spotify AB, at Stockholm, Sweden. Daniel Ek, Martin Lorentzon and Maria Giovani are the founder of this company, the origin of the use of the name Spotify is from the word "spot" and "identify". The fact given on spotify, namely spotify has more of 75 million active users and around 20 million paid users in a month June 2015.¹⁴

2. Advantages and Disadvantages of Spotify Application

Furthermore, the Spotify Application has both advantages and disadvantages which are as follow¹⁵:

a. Advantages

- 1) It is easy to use

¹⁴ Jingting Li, "Analysis of The Trend of Spotify", BCP Business and Management Vol. 34 (2022), 919.

¹⁵ <https://www.techquintal.com/advantages-and-disadvantages-of-spotify/>

Spotify has goal to make this apps presence across the globe and its availability in 184 countries proof it. Moreover, Spotify application is straightforward to use that allowing users to start in just a few clicks or taps. If someone wants to use this application, they just need an internet connection to connect the application and input email adress to start listening the musics and other audio files. For someone who has Facebook account, they can use it to create Spotify account.

2) Spotify provides a tailored listening experience

Spotify feature of providing free access to content makes this apps became the leader in music industry. This based on many factors such as mood, theme, age and gender. Spotify itself curated more than 80 million tracks with 4 billion playlists for application users. This made the application has 406 million active users.

3) Available on multiple platforms

From iOS user to Android user, they can download Spotify application easily. Not only that, Spotify also available on Microsoft Windows and Apple macOS computer as well. It made this application downloader number exceeded 1 billion.

4) Spotify allows sharing music experiences

This application can register via Facebook and when someone connected Spotify via Facebook. They can share music

experience with everybody like family or friends. With only few clicks, people can share favorite track with anyone.

5) Gives access to massive music library

Spotify application provides free and also premium versions to users. It makes Spotify users get access to massive music libraries. From songs to podcasts, users can find anything they like and need. There are around 3,2 million podcasts available on Spotify.

b. Disadvantages

1) It is expensive

Spotify application has a free version with limited features. But to upgrading to premium version is expensive. This because premium version has excellent features available. For those who do not use this apps regularly might think it pricey.

2) Spotify shows advertisements

The free version of this application is supported by advertisements. For free users, they have to listen to audio advertisements between the songs. It can be frustrated for listener and the only solution for that is premium version.

3) It provides low sound quality to free users

Free users get advertisements and also get low sound quality. The max bitrate which free user can stream is 128kbps on dekstop and

160kbps on mobile. Meanwhile, the premium ver can stream at 320kbps on both.

4) Spotify requires an internet connection

Compared to other music streaming service, Spotify requires an internet connection all the time. Unless someone upgrade to premium ver and saving songs.

5) Not universally available

There are some countries where Spotify doesn't provide its service.

3. Definition of Podcast

Podcast refers to a material in form of video or audio. Definition of podcast is material that exists in internet in form of videos or audios which transferred to computer or portable player media whether it is for free or paid. There are some types of podcast such as general podcast that form as audio, made with audio tape with mp3 format. The next type of podcast is perfected podcast which used audio with adding some slides and pictures. This type of podcast usually used to presentation with narration or chapter. Format uses in this podcast are .mp4a or .mp4b or file like pdf. The last type is vodcast or videp podcast. This podcast made with camera recorder or video digital with format .mp4 or .mov.¹⁶

Moreover, podcast is a series of audio or video recordings. The word podcast refers to series of audio and video. Related to podcast, some

¹⁶ Devid Mendio Et Al, "Penyajian Konten Podcast Yang Berkualitas Pada Aplikasi Spotify (Studi Deskriptif Podcast "Plung")", IKON Jurnal Ilmu Komunikasi 2021, Vol. XXVI, No.3, ISSN: 1978-6972, 248-249.

people might be confuse about how to differ between normal audio and video files with podcast. This case is simple but also a bit complicated. Podcast episode is an audio file which people can subscribe to and this done through a technology.¹⁷

4. Teaching Vocabularies Using Podcast on Spotify Application

In order to communicate well, people need to have large vocabulary. Mastering vocabulary is a main aspects in language, and vocabulary appear in every aspect of language skill: listening, speaking, reading and writing. That is why it is important to learn and mastering vocabulary because vocabulary.¹⁸ But there are some problems that teacher found while teaching their students to improve their vocabulary mastery.

One of media that teacher can use to improve their student's English vocabulary mastery is podcast. Podcast can be use as a way to gain student's attention in practicing their vocabulary mastery. Using podcast to teach students about vocabularies can help them to gain their vocabulary mastery. While listen to the podcast about English vocabularies, students can follow it and practicing their vocabulary. The use of podcast in teaching English vocabulary will enable students to develop themself.¹⁹

Moreover, one of applications that known as an application to listening music/songs and so many audio files such as podcast and also used by millions of people in the world is Spotify. Spotify is a music

¹⁷ Colin Gray, *How To Podcast A Simple Guide: Everything You Need To Reach Your Audience*, (UK: Wild Trails Media Publishing, 2013), 13.

¹⁸ Satuna Indah Wardani, "Improving Students' Vocabulary Mastery", 132.

¹⁹ Muhammad Sofian Hadi, "The Use Of Song In Teaching English For Junior High School Student", *english language in focus (ELIF)*, 1 (2), 108.

digital service that serve millions of songs and other audio files. People can easily found song or audio that they want to listen. As time progresses, teacher can easily utilize all things around them and use it to improve their teaching skill in class. Spotify can be use to teaching students in class because Spotify has so many type of audio in them that can be choose easily accordance to students need. By using Spotify, it can help teacher to teach their students about vocabularies and gain students' vocabulary mastery.

CHAPTER III

RESEARCH METHODOLOGY

A. Type of Research

This research using Classroom Action Research (CAR) as the research methodology. Action research is a method to improve and modify working system in class. Teacher is able to study the problem in class scientifically. Kemmis stated that classroom action research is a form of self reflective inquiry taken by participants in a social. Meanwhile, McNeill stated that classroom action research is a term that refer to practical way of looking to someone's own work.

Classroom action research is a research method uses in teaching learning class in order to fix the process of learning and to improve teaching process to be more effective. This research first developed in 1946 by Kurt Lewin. Kurt Lewin introduce four steps in classroom action research namely, planning, action, observation and reflection. Furthermore, the idea of using action research to improve learning process started by Stephen Corey in 1953.¹

¹Yogesh Kumar Singh, *Fundamental of Research Methodology And Statistics*, (New Delhi: New Age International Limited Publishers, 2006), 261.

B. Operational Variable

Variable of research define as everything that has been determined by researcher to be studied. Variable is everything that produce the information about some topics that being study to get the conclusion.² The variables of this research were Spotify application as media and students vocabulary mastery as the skill that being study. Based on this, researcher explain the operational variables as follows:

1. Independent Variable

This variable, independent variable was symbolized with [X]. This variable was the variable that give effect to the result of study. This variable also known as the treatment in study. Meanwhile, independent variable of this research is Spotify application that uses as a media and the treatment to this research.

2. Dependent Variable

This variable, dependent variable was symbolized with [Y] is the opposite of independent variable. This variable is the thing that being observe and study in this research. Also this variable used to measure the effect of independent variable. Dependent variable of this research is students vocabulary mastery.

²Alwiyah, Toto Thinakone Louangdy & Aulia Yolandari, "Relation of Relationship Between Research Theory and Variable with Management Case Study" ATM Vol 2, No. 1, e-ISSN: 2622-6804, 2018, 71.

C. Setting

This research will take place and conduct at MTs Darunnajah Sambikarto. The research method is classroom action research (CAR).

D. Subject of Study

Subject of this research are the eighth grade students of Mts Darunnajah Sambikarto. The eighth grade students of MTs Darunnajah Sambikarto consists of 6 male students and 16 female students with total 22 students in this class. Moreover, the object of this research is students vocabulary mastery. This class was chosen because students in this class has lowest vocabulary mastery according to their English teacher. In classroom action research, researcher needs collaborator. The collaborator in this research is English teacher of the eighth grade students of MTs Darunnajah Sambikarto named Miftahul Fajar, S.Pd.

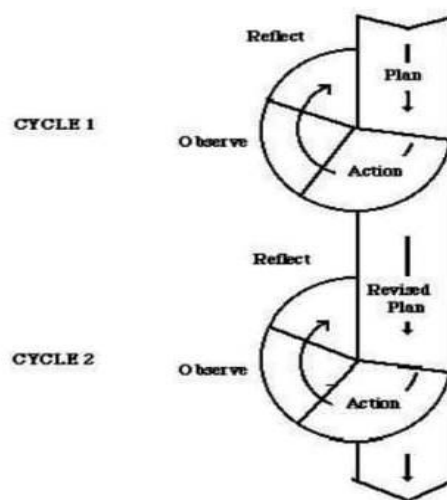
E. Action Plan

This research will use classroom action research method. The research will conducted in order to improve students' vocabulary mastery of the eighth grade students of MTs Darunnajah Sambikarto using English vocabulary podcast on Spotify application. The classroom action research will conducted by using two types of test which are pre-test and post-test. Pre-test will be given before the treatment. This test used to find out students' vocabulary mastery before the treatment given to them. After find out the result of students' vocabulary mastery, researcher will give post test. This test given to students after the treatment given. The treatment here is learning vocabularies

using english vocabulary podcast on Spotify application. This test used to find out the students' vocabulary mastery result after the treatment given.

This research will conducted in two cycles. To observing students learning process and students' activities in class. This research cycles can be seen in picture below:

Picture 1; Cyclical Action Research by Kemmis and McTaggart



In each cycle there are four level or steps. The explanation of each steps in cycle I and II can be seen as follows:

1. Planning

The first step in applying classroom action research is planning. Planning is a step where researcher observe the situation and condition in teaching-learning process to get an information about students' vocabulary mastery and learning activities. In this step, researcher get the information from collaborator and also ask for an advice. After get the information, researcher will prepared all the stuff needed to start the research. There are several activities needed in planning step such as:

- G.** Researcher will prepare the lesson planning to apply in class.
- H.** Researcher will search and prepare material of teaching and media using in this research : spotify apps and prepares some english vocabulary podcast.
- I.** Researcher will make observation sheet
- J.** Researcher will prepare students attendance list
- K.** Researcher will prepare the test that includes, pre test, post test I and II, and questiona also the key answers.

2. Action

The second steps in applying classroom action research is action. After make an observation about situation in class ,discussed it with collaborator and prepared everything accordingly. The next steps is to apply the preparation into an action. All stuffs like lesson planning, materials, media, tests will be used in the action steps.

Here are the steps on applying action teaching English vocabulary using English vocabulary podcast on Spotify:

- C.** Teacher entered the class
- D.** Teacher give greeting
- E.** Teacher checking students' attendance list
- F.** Before started the learning activity, teacher asked students condition and shared some story to lighten students' mood.
- G.** Teacher wrote some vocabularies in whiteboard with the meaning.
- H.** Teacher played english vocabulary podcast on Spotify with speakers.

- I.** Teacher repeated the podcast and asked students to follow by reading vocabularies in whiteboard.
- J.** Teacher gave the example of sentence using the vocabularies they read and heard.
- K.** Teacher gave conclusion about today lessons.
- L.** Teacher close the class.

3. Observing

The third steps is observing. After applying all the preparations in the class. The next thing researcher should do is observing the activities. Researcher should observes learning process and students activities to see the increasing in students vocabulary mastery. This steps used to analyze the results of the action given to students. In this steps, researcher will noted students activities in teaching learning process.

4. Reflecting

The last steps in classroom action research is reflecting, At this last steps, researcher will saw, observe and calculate the results of the research and how the impact of the implementation of english vocabulary podcast on Spotify apps at students vocabulary mastery. The reflection means analyze and then get the conclusion based on the data from the research whether it needs correction. From reflecting, researcher will able to find the mistakes and then fix it in the next cycle.

F. Data Collection Technique

this research using four types of data collection technique. This four types of data collection technique will be used to collect the data for the research. The explanation of data collection techniques can be seen as follows:

4) Test

Test is term used to measure someone's skill or ability. In this research, researcher uses two types of test. The first one is pre test. Pre test is the test given to students or subject of research before the treatment given to them. The purpose of pre test is to find out students vocabulary mastery at eighth grade of MTs Darunnajah Sambikarto before the use of Spotify application, to get the first score before the treatment.

The second test is post test. This post test was given to students to measure and find out the result of students vocabulary mastery after the implementation of treatment (Spotify application). By using the post test in cycle I and II, researcher can observe and compare students vocabulary mastery before treatment and also in cycle I and II.

5) Observation

According to Brown³, is a procedure to record students verbal and also non verbal behaviour. The observation done secretly so the students did not recognize it. The purpose of doing it secretly to measure their

³H. Douglas Brown, *Language Assessment Principle and Classroom Practices*, (New York: Longman, 2004), 3.

activities without their consciousness so that the results will be natural. The observation includes students' activities in the teaching learning process. The researcher uses an observation sheet to record and note students' activities during class while implementing Spotify apps as media in teaching vocabularies. To observe the responses of students using Spotify apps, whether this media is able to improve students' vocabulary mastery.

6) Documentation

The next data collection method used in this research is documentation. Documentation is all data or sources that exist and can be used in this research. Documentation that is used in this research is documentation that relates and can provide information and knowledge accordingly. It is used to support theory in research. Documentation is obtained from books, e-books, journals, etc. Other documentation from the setting place MTs Darunnajah Sambikarto includes school backgrounds, profiles, teachers and staff, and students' study results, etc. It is used to build the material in this research.

7) Field Notes

Method that is used to observe students' activities in class is field notes. Then notes also can improve information from other sources like documents or interviews. The main purpose of field notes is to record and note students at eighth grade of MTs Darunnajah Sambikarto activities in the teaching learning process.

G. Data Collection Instrument

Instrument is a tool used to collect information, and calculating data in this research to find the results and conclusion of this research. This research uses three kind of instruments which are observation sheets, documentation and test. Observation sheets uses to observe students learning activity in class during teaching learning process. Meanwhile, documentation uses to present the general data about research location such as history of the school, list of teacher and staff and total of students at research location etc. Last, test is used to measures and calculate the result of students learning and whether they pass minimum criteria or not.

H. Data Analysis Technique

To analyze the data collected from research. There is pattern that uses to calculate the average score from students pre test score and post test score.

The pattern as follows:

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

Explanation:

M = Mean or Average Score

$\sum x$ = Total Product of Score

N = Number of Score

Meanwhile, to count students of the eighth grade of MTs Darunnajah Sambikarto percentage of passing the Minimum Mastery Criteria (MMC) in

each cycle uses the pattern as follows:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency

N = Total Number of Students

I. Indicator of Success

To be able to see the increasing in students vocabulary mastery, researcher will analyze the test results and calculate the average score from pre test and post test. Moreover, this research will be said success if 70% of total students at eighth grade of MTs Darunnajah Sambikarto can get the minimum mastery criteria in English that is 70. After researcher can get to this criteria then the cycle will be stopped and count as successful.

CHAPTER IV

RESULT OF RESEARCH

A. Research Setting Place

L. Profile of MTs Darunnajah Sambikarto

At first MTs Darunnajah Sambikarto was an Islamic boarding school that founded in 1992 at Sambikarto village. This Islamic boarding school led by K.H. Abdul Ghofar S.Pd.I and K.H. Sahlan Abdullah. The two of them established Islamic Boarding School to make a place for learning and gaining religious knowledge where at that moment the people at village did not understand religion well. In July 1st, 2009, Darunnajah Islamic Boarding School foundation established madrasah that based on Islamic educational institution. The madrasah is a Junior High School named Madrasah Tsanawiyah. The madrasah name was MTs Darunnajah Sambikarto that take place at Sambikarto village, East Lampung.

At the beginning of the new students acceptance for 2009/2010 academic years. MTs Darunnajah Sambikarto got 23 students. At this moment, MTs building was built. For seventh grade learning activities, the class took place at Islamic Boarding School hall building. Seventh grade only has one class. When they continued to eighth grade, learning activities transferred to MTs main building. The headmaster of MTs Darunnajah Sambikarto was Mr. Mukidin, S.Pd.I who in charge until

2015. In 2016, the headmaster changed to Mr. Suparno, S.Pd,I and still go until 2021.

Currently, there are 173 students that studying in this school. there are 20 subject teachers that active in teaching learning activities at MTs Darunnajah Sambikarto. MTs Darunnajah Sambikarto located at East Lampung. this school was built on a land with width 5,688 m². The location of this school was strategic because it is close to main road. The distance between MTs Darunnajah and Sekampung sub-district goverment sector is about 6 to 7 km.

M. Vision and Mission of MTs Darunnajah Sambikarto East Lampung Sekampung

a. The vision of MTs Darunnajah Sambikarto

Realization of Madrasah Tsanawiyah that are populist and superior in achievement based on faith and piety and give benefit to other people.

b. The mission of MTs Darunnajah Sambikarto

There are several mission of MTs Darunnajah Sambikarto that can be seen as follows:

- 1) Carry out religious activities to increase the faith and piety of the member of schools.
- 2) Provides opportunities for teachers' skills so that they can work professionally.
- 3) Complete school facilities and infrastructures to create an effective and efficient teaching and learning process in class.

- 4) Carry out an comfortable and enjoyable teaching and learning process to increase students' motivation in class.
- 5) Organize activities that students are interested to provide life skills.
- 6) Creates a harmonious work situations to make a compact intelligent and dynamic teamwork.
- 7) Creates participatory management by involves member of school and committes.

N. Teacher profile at MTs Darunnajah Sambikarto East Lampung

The data list of teachers, employees of MTs Darunnajah Sambikarto East Lampung and their position can be seen in table as below:

**Table 2;
The data of teachers, employees of MTs Darunnajah Sambikarto**

No	Name	Position
1	Suparno, S.Pd.I	School headmaster
2	Ikhsanudin, S.d.I	Head of administration
3	Ali Khoiruddin, S.Pd.	Vice curriculum
4	Muhammad Toha, S.Pd.I	Vice public relations
5	Musofa, S.Pd.I	Vice sarpras
6	M. Misbahul Munir, M.Pd.	Vice students affairs
7	Mukidin, S.Pd.I	School treasurer
8	Solikin, S.Pd.I	Teacher
9	Sri Wahyuni, S.Pd.I	Teacher
10	Isnaini, S.Pd.I	Teacher

11	Yulianti, S.Pd.I	Teacher
12	Aisyah, S.Pd.I	Teacher
13	Sri Suwarni, S.Ag	Teacher
14	Yuliana, S.Pd.	Teacher
15	Miftahul Fajar, S.Pd.	Teacher
16	Nur Khoiriyah, S.Pd.	Teacher
17	Siti Nuraeni, S.Pd.	Teacher
18	Arif Zainuri, S.Pd.	Teacher
19	Fikri Mustofa	Teacher
20	Muhammad Rizqi Muzakki	Staff

O. Students at MTs Darunnajah Sambikarto East Lampung Data

The table list of total students at MTs Darunnajah Sambikarto East Lampung can be seen as below:

Table 3;
The data of total students at MTs Darunnajah Sambikarto

Class	Total Students
VII A	26 students
VII B	22 students
VII C	26 students
VIII A	27 students
VIII B	26 students
IX A	23 students

IX B	20 students
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B. Research Results

This research implemented classroom action research (CAR) method that implemented by using two cycles. The media used as an action in this research is English vocabulary podcast on Spotify application. This English vocabulary podcast used to improve students' vocabulary mastery of the eighth grade of MTs Darunnajah Sambikarto. The explanation of research results will be explained as follows:

1. Pre Test Result

Pre test was done to find out about the eighth grade of MTs Darunnajah Sambikarto condition. It is also to find out about their vocabulary mastery. Before give treatment writer gave them pre test to find out their vocabulary mastery. Pre test was conducted on November, 29th 2023. The researcher told to the eighth grade of MTs Darunnajah Sambikarto students that researcher would conduct a research in their class to find out about vocabulary mastery.

At first, researcher gave them material and write the list of English vocabularies in whiteboard. Researcher read the vocabularies while students listen to. After listen to the vocabularies spoken, students asked to follow the researcher to read the vocabularies together. It was done several times before researcher gave them pre test in form of multiple choice consists of ten questions. After finished the pre test, researcher told the

eighth grade of MTs Darunnajah Sambikarto students to submitted the result. After collected all pre test results from students, researcher processing all the data and the result can be seen on the following table:

Table 4;
The data of pre test results of the eighth grade of MTs Darunnajah Sambikarto

No	Name	Score	Explanation
1.	AZ	70	Pass
2.	ANN	70	Pass
3.	AV	60	Fail
4.	AF	70	Pass
5.	AFU	50	Fail
6.	AR	40	Fail
7.	BNZ	60	Fail
8.	DR	70	Pass
9.	DAN	50	Fail
10.	FF	80	Pass
11.	FR	50	Fail
12.	FAS	70	Pass
13.	MAK	60	Fail
14.	MHG	80	Pass
15.	MMA	70	Pass
16.	NNS	60	Fail
17.	NNA	70	Pass

18.	REA	70	Pass
19.	SSS	60	Fail
20.	SAG	50	Fail
21.	SWSN	60	Pass
22.	YKA	50	Fail
Total score		1370	
Average score		63	
Percentage		46%	

Based on the data showed on table above, it was known that there were 10 students who passed the test with the percentage of 46% among 22 students in class. The rest of students (12 students) was not able to get minimum mastery criteria in this school which is 70. From the result of pre test it was known also that the average score of this class is 63 with total score 1380.

From this result it could be known that the result is not satisfied and was not reach the indicator of success yet. This is the reason that this research will be continued with implementation of cycle with action of using english vocabulary podcast on spotify application to improve the students' vocabulary mastery.

2. Cycle I Result

a. Planning

At planning phase, researcher prepared many stuffs that would be used in teaching processs along with collaborator. Researcher prepared lesson plan that would be used in class. Researcher also prepared English vocabulary podcast on Spotify application to play in class as an action when teaching learning process happened in cycle I. Researcher also prepared the media and stuff to use the vocabulary podcast on Spotify application which were laptop, speaker and the list of vocabularies that could be read together. Furthermore, researcher prepared post test I to give to the students.

b. Action

Next is action phase. The action phase of cycle I held on two meetings. One meetings used for learning process while the last meeting used to do post test I. The first meeting was held on December 01th, 2023 and second meeting was held on December 04th, 2023. This meeting was followed by 22 students of eight grade of mts darunnajah sambikarto. The meeting started with greeting to students. After that, researcher asked students to pray together before learning activities started and checking their attendance list.

After finished checking their presence, the researcher started the teaching activities. The researcher explained to them what is vocaburies and played English vocabulary podcast on Spotify

application. Students listened to podcast carefully. The writer played the podcast. After listening to podcast on Spotify application, the researcher gave them the list of English vocabularies they listened before. The researcher read it and then followed by students and then discussed the meaning together. The last meeting for cycle I held on December 04th, 2023. This meeting used to do post test I. Researcher gave them post test I in form of multiple choice consisted of 10 questions. The students answered and the researcher collected the answers. After processing the answers given, the result of post test I as the following:

Table 5;
The data of post test I results of the eighth grade of MTs Darunnajah Sambikarto

No	Name	Score	Explanation
1.	AZ	80	Pass
2.	ANN	70	Pass
3.	AV	70	Pass
4.	AF	80	Pass
5.	AFU	60	Fail
6.	AR	50	Fail
7.	BNZ	70	Pass
8.	DR	70	Pass
9.	DAN	50	Fail
10.	FF	80	Pass

11.	FR	50	Fail
12.	FAS	70	Pass
13.	MAK	60	Fail
14.	MHG	80	Pass
15.	MMA	70	Pass
16.	NNS	70	Pass
17.	NNA	70	Pass
18.	REA	70	Pass
19.	SSS	60	Fail
20.	SAG	60	Fail
21.	SWSN	70	Pass
22.	YKA	50	Fail
Total score		1460	
Average score		67	
Percentage		64%	

From the data that was shown in table above, it could be conclude that there were an improvement on students' vocabulary mastery. This was shown by improvement of students score from pre test to post test I. In pre test students total score was 1370 and it improved in cycle I into 1460. The other improvement was the average score from pre test to post test I. In pre test average score of the eighth grade class was 63 and improved into 67 in cycle I.

The improvement could also be seen from how much students who got mmc. In pre test there were 10 students who get mmc among 22 students and it improved in cycle I, where 14 students got mmc. This was showed improvement of students' vocabulary mastery. But the result has not achieved the research aim/goal yet.

c. Observing

The next phase was observing. In this phase, researcher and collaborator observed students' activities while the teaching learning process happened. In cycle I, researcher explained about English vocabulary and gave the example to students. When the treatment that was English vocabulary podcast on Spotify application begin. Students activities also being observed. After done observing students' activities in cycle I, researcher with collaborator processing the data and here is the result:

Table 6;
Table of students the eighth grade of MTs Darunnajah
Sambikarto activities in cycle I

No	Name	Students' activities			
		1	2	3	4
1.	AZ	4	4	3	4
2.	ANN	3	3	4	3
3.	AV	3	3	4	3
4.	AF	4	4	4	3
5.	AFU	2	2	2	2

6.	AR	2	2	3	2
7.	BNZ	3	2	3	2
8.	DR	3	3	3	3
9.	DAN	2	1	1	1
10.	FF	4	3	3	3
11.	FR	2	1	2	1
12.	FAS	3	2	2	2
13.	MAK	3	2	3	2
14.	MHG	3	4	3	3
15.	MMA	4	3	4	3
16.	NNS	3	3	3	3
17.	NNA	3	2	2	2
18.	REA	3	3	3	3
19.	SSS	3	2	3	2
20.	SAG	3	3	2	3
21.	SWSN	3	2	3	1
22.	YKA	2	1	2	1
Total		65	55	62	52
Percentage		73%	62%	70%	59%

From the table, it was showing that from four students' activities categories (students' attention to class, asking teacher, asking friends and respons to teacher's question). Two categories has

satisfied results that was students' attention to class with total of score 65 and percentage 73% and asking friends about material with total score 62 and percentage 70%. Meanwhile, the two other activities result has not satisfied with asking teacher activities total of score 55 and percentage 62% and respons to teacher's question total score was 52 with percentage 59%. This two activities has not reach aim of research 70%. Therefore, this research continued to cycle II.

d. Reflecting

After done implementing three phase/step. The last phase was reflecting of cycle I. In this phase, researcher reflected the results of research from the data that gathered through research. The researcher collected the data and processing the result to find conclusion of research in this cycle. After processing the data, the researcher find out that the research has not reach the goal of indicator of success. In this cycle, there were 14 students who got mmc among 22 students (64%). While the goal of this research was 70% of students in class were able to got mmc. Therefore, the research would continue to next cycle II.

3. Cycle II Result

After finished reflecting the result of cycle I of this research. The researcher decided to do cycle II because the result has not reach the goal of indicator of success of this research yet. That is why researcher

continued this research to cycle II to fixed some problem in cycle I. The result of cycle II would be explained as follows:

a. Planning

After finished cycle I, the researcher continued to cycle II of this research. The implementation of cycle II will focused to fixed some problems that happened in cycle I. In cycle I, students forgot some words and the meaning because the researcher only played the podcast two times. Therefore, in this cycle, the researcher would play the podcast more and increased the volume because in cycle I, students who sat behind could not hear clearly the word spoken in podcast.

As before, the researcher prepared many stuffs that would used in teaching processs along with collaborator. The researcher prepared lesson plan that would be used in class. The researcher also prepared English vocabulary podcast on Spotify application to played in class as an action when teaching learning process happened in cycle II. The researcher also prepared the media and stuff to use the vocabulary podcast on Spotify application which were laptop, speaker and the list of vocabularies that could be read together. Moreover, researcher prepared post test II to give to the students.

b. Action

Next phase was action. The action phase of cycle II held on two meetings. One meetings used for learning process while the last

meeting used to do post test II. The first meeting was held on December 06th, 2023 and second meeting was held on December 08th, 2023. This meeting was followed by 22 students of the eighth grade of MTs Darunnajah Sambikarto. The meeting started with greeting to students. After that, researcher asked students to pray together before learning activities started and checking their attendance list.

After finished checking their presence, the researcher started the teaching activities. The researcher explained to them what is vocabularies and played English vocabulary podcast on Spotify application. Students listened to podcast carefully. The researcher played the podcast for many times. After listening to podcast on Spotify application, the researcher gave them the list of English vocabularies they listened before. The researcher read it and then followed by students and then discussed the meaning and how to use the word in sentence together.

The last meeting for cycle II held on December 08th, 2023. This meeting used to do post test II. Researcher gave them post test II in form of multiple choice consisted of 10 questions. The students answered and the researcher collected the answer. After processing the answers given, the result of post test II is as follows:

Table 7;
The data of post test II results of the eighth grade of MTs Darunnajah Sambikarto

No	Name	Score	Explanation
1.	AZ	90	Pass
2.	ANN	70	Pass
3.	AV	80	Pass
4.	AF	80	Pass
5.	AFU	60	Fail
6.	AR	70	Pass
7.	BNZ	70	Pass
8.	DR	80	Pass
9.	DAN	60	Fail
10.	FF	90	Pass
11.	FR	60	Fail
12.	FAS	70	Pass
13.	MAK	70	Pass
14.	MHG	80	Pass
15.	MMA	70	Pass
16.	NNS	70	Pass
17.	NNA	70	Pass
18.	REA	70	Pass
19.	SSS	60	Fail
20.	SAG	70	Pass

21.	SWSN	80	Pass
22.	YKA	60	Fail
Total score		1580	
Average score		72	
Percentage		77%	

From the data that was shown in table above, it could be conclude that there were an improvement on students' vocabulary mastery from cycle I to cycle II. This was shown by improvement of students score from post test I to post test II. In post test I students total score was 1460 and it improved in cycle II into 1580. The other improvement could be seen in the average score from post test I to post test II. In post test I average score of the eighth grade class of MTs Darunnajah Sambikarto was 67 and it was improved into 72 in cycle II.

The other improvement could also be seen from how much students who got mmc. In post test I there were 14 students who got mmc among 22 students and it improved in cycle II. In cycle II there were 17 students who got mmc. This was surely showed improvement of students' vocabulary mastery. This result also able to achieve the indicator success of this research which 70% students were able to get mmc. From this conclusion, this research was able to prove that using English vocabulary podcast on Spotify application could help students to improve their vocabulary mastery.

c. Observing

The next phase in cycle II is observing. In this phase, researcher and collaborator observed students' activities while the teaching learning process happened. In cycle II, researcher explain about English vocabulary and gave the example to students. When the treatment English vocabulary podcast on Spotify application begin. Students activities also being observed. After done observing students' activities in cycle II, researcher with collaborator processing the data and here was the result:

Table 8;
Table of students the eighth grade of MTs Darunnajah
Sambikarto activities in cycle I

No	Name	Students' activities			
		1	2	3	4
1.	AZ	4	4	3	4
2.	ANN	3	3	4	3
3.	AV	4	4	4	3
4.	AF	4	4	4	4
5.	AFU	3	3	3	3
6.	AR	3	3	3	3
7.	BNZ	4	3	3	3
8.	DR	4	4	3	3
9.	DAN	3	3	3	2
10.	FF	4	4	3	3

11.	FR	3	3	3	3
12.	FAS	3	3	3	2
13.	MAK	4	3	3	3
14.	MHG	4	4	3	3
15.	MMA	4	3	4	3
16.	NNS	4	3	3	3
17.	NNA	4	3	3	3
18.	REA	4	3	3	3
19.	SSS	3	3	3	3
20.	SAG	4	3	3	3
21.	SWSN	4	3	3	2
22.	YKA	3	3	3	3
Total		80	72	70	65
Percentage		91%	82%	80%	74%

From the table, it was showing that from four students' activities categories (students' attention to class, asking teacher, asking friends and respons to teacher's question). All of categories has satisfied results. the result was students' attention to class with total of score 80 and percentage 91%, asking teacher about material with total score 72 and percentage 82%. furthermore, asking friends total of score 70 with percentage 80% and respons to teacher's question total score was 65 with percentage 74%. based on the result of students' activities in

cycle II. the results showed that all of activities has reach 70% percentage which indicated that this research was succeeded.

d. Reflecting

After done implementing three phase/step. The last phase was reflecting of cycle II. In this phase, researcher reflected the results of research from the data that gathered through research. Researcher collected the data and processing the result to find conclusion of research in this cycle. After processing the data, researcher find out that the research has reach the goal of indicator of success where in cycle II there were 17 students who got mmc among 22 students (77%). While the goal of this research was 70% of students in class were able to get mmc. Therefore, the conclusion of this research was that this research was able to prove that using English vocabulary podcast on Spotify application can help students to improve their vocabulary mastery.

C. Discussion

When teaching vocabulary to the eighth grade students of MTs Darunnajah Sambikarto based on pre survey that the researcher did. The researcher found some problems, there were two problems. The first was students the eighth grade of MTs Darunnajah Sambikarto have lack vocabulary mastery in English. The second was students thought that learning English is difficult.

Therefore, they have difficulties in understanding the meaning and how to implement words in English. They also have low motivation because they think English is difficult. Researcher used English vocabulary podcast on Spotify application to improve students' vocabulary mastery. The researcher used this media because it could help attract students attention and by repeating it students became familiar with the words. The explanation of research result could be seen as follows:

1. Students vocabulary mastery on pre test

On pre test, the average score of students the eighth grade of MTs Darunnajah Sambikarto before the treatment was 63. This was the result of students vocabulary mastery before the writer use English vocabulary podcast on Spotify app as a media in teaching learning process. Furthermore, the total of students who got MMC from this pre test was 10 students out of 22 students in class with percentage 46%.

2. Students vocabulary mastery improvement on post test I

On post test I, after doing the treatment using English vocabulary podcast on Spotify app in teaching learning process. The data that researcher got from post test I result shown that there were improvement from pre test. From average score in pre test 63 and improved to 67 in post test I. Other improvement was from the total of students who got MMC. In pre test there are 10 students who got MMC and it was improved in post test I where there are 14 students who got MMC. From this result showed there

were improvement but the research still continue because the result has not reach the indicator of success yet.

3. Students vocabulary mastery improvement on post test II

On post test II, the average score of students the eighth grade of MTs Darunnajah Sambikarto was 72. This showed an improvement compared to post test I average. Meanwhile, total of students who got MMC in post test II was 17 students out of 22 students in class with percentage 77% students in class got MMC or passed the test given to them. The rest of students who were not able to got MMC is 5 students. Research on cycle II was able to reach the aim of CAR where 70% students can get MMC in class.

4. Comparison of result of each cycle

To make it easy to saw the improvement of the eighth grade of MTs Darunnajah Sambikarto vocabulary mastery using English vocabulary podcast on Spotify application, here was the table comparison of students' vocabulary mastery results from every cycle:

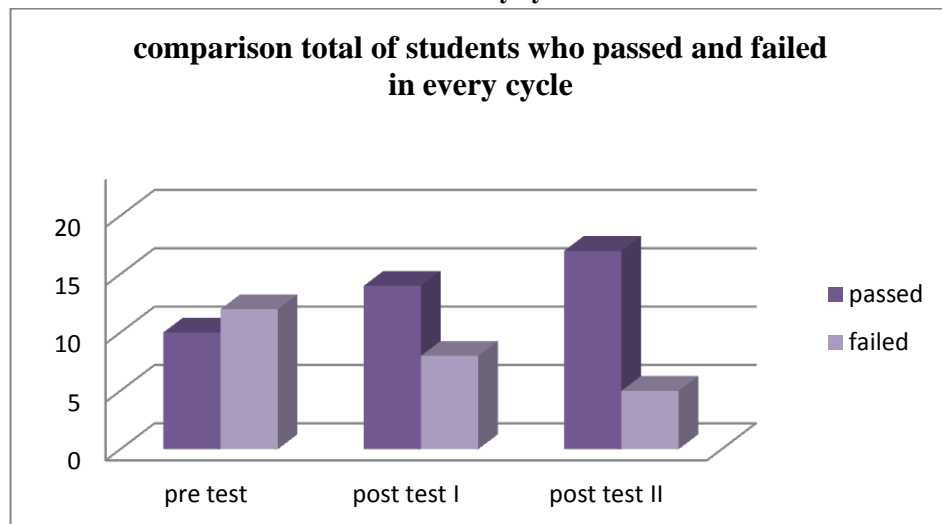
Table 9;
Table of students the eighth grade of MTs DarunnajahSambikarto
vocabulary mastery results of every cycle

No	Name	Pre test	Post test I	Post test II
1.	AZ	70	80	90
2.	ANN	70	70	70
3.	AV	60	70	80
4.	AF	70	80	80

5.	AFU	50	60	60
6.	AR	40	50	70
7.	BNZ	60	70	70
8.	DR	70	70	80
9.	DAN	50	50	60
10.	FF	80	80	90
11.	FR	50	50	60
12.	FAS	70	70	70
13.	MAK	60	60	70
14.	MHG	80	80	80
15.	MMA	70	70	70
16.	NNS	60	70	70
17.	NNA	70	70	70
18.	REA	70	70	70
19.	SSS	60	60	60
20.	SAG	50	60	70
21.	SWSN	60	70	80
22.	YKA	50	50	60
Higher Score		80	80	90
Lower Score		40	50	60
Average Score		63	67	72

Here was the figure of students' vocabulary mastery results from every cycle:

figure 1;
comparison total of students who passed and failed
in every cycle



5. Students learning activities results using english vocabulary podcast on spotify application

The comparison of students learning activities results using English vocabulary podcast on Spotify application could be seen on table below:

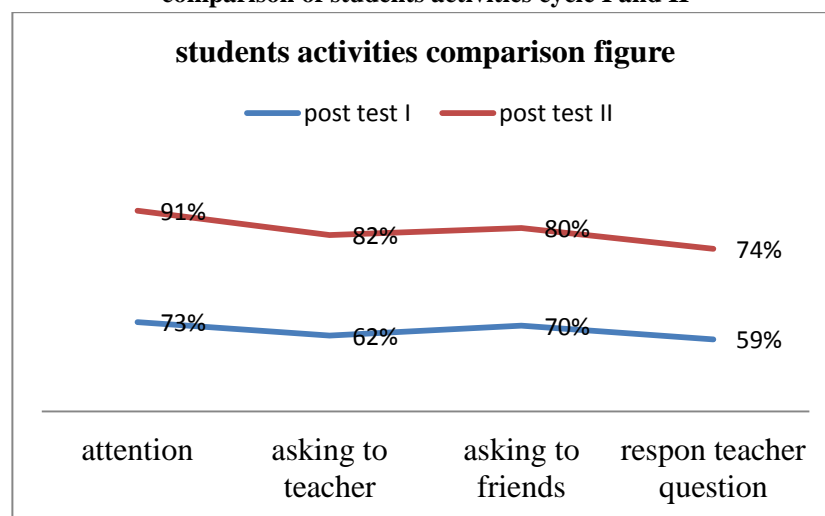
Table 10;
Table of students the eighth grade of MTs Darunnajah Sambikarto
activities comparison of every cycle

No	Indicator	Cycle I		Cycle II	
		Total	Percentage	Total	Percentage
1	Students give attention to teacher's explanation/class	65	73%	80	91%
2	Students asking question to teacher	55	62%	72	82%
3	Students asking about	62	70%	70	80%

	material to their friends				
4	Students respon/answer to teacher's question	52	59%	65	74%

The graphic or figure of students learning activities results using English vocabulary podcast on Spotify application could be seen on figure below:

figure 2;
comparison of students activities cycle I and II



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based to results of this research that conducted on two cycles, researcher would describe the conclusion of the use of english vocabulary podcast on spotify application to improve the students' vocabulary mastery at eight grade of MTs darunnajah sambikarto. The results is the use of English vocabulary podcast on Spotify application can improve the students' vocabulary mastery.

This improvement could be seen from the progress in every cycle. It can be seen from the students score achievement in every cycle. In pre test students who got mmc was 10 students (46%) that improved in cycle I where students who got mmc was 14 students (64%). Result improved again in cycle II where students who got MMC was 17 students (77%). From this data, the research was success because it was able to reach indicator of success

In addition, the use of English vocabulary podcast on Spotify application can improve the students' vocabulary mastery of the eight grade of MTs Darunnajah Sambikarto. This could be seen from the result of post test II with percentage 77% and able to reach the goal of CAR.

B. Suggestion

Based on the research, researcher can deliver some suggestion to improve the teaching learning more:

1. For teacher

Teacher hopefully can pay more attention to students lack of ability. Teacher also need to pay attention to students' vocabulary mastery because it is basic of learning english. Furthermore, teacher should prepare more creative and entertaining media to attract students attention so they can enjoy learning in class.

2. For students

Students hopefully can be more active in class with their friends also their teacher. Students need to improve their vocabulary mastery.

3. For headmaster

To support and give facility to teacher and their students to improve the teaching learning environment.

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APPENDICES

RENCANA PROGRAM PEMBELAJARAN

(RPP) Pre Test

Sekolah	:	MTs Darunnajah Sambikarto
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII/II
Materi	:	Vocabulary
Hari/Tanggal	:	
Alokasi Waktu	:	1x60 menit

A. Tujuan Pembelajaran

Setelah mengikuti pembelajaran bahasa Inggris vocabulary dengan menggunakan metode ceramah, peserta didik diharapkan dapat memahami dan menghafal kosa kata bahasa Inggris dengan baik. Mengenali kata dalam bahasa Inggris beserta artinya dan menggunakannya dalam kalimat.

B. Metode Pembelajaran dan Sumber Belajar

- Metode Pembelajaran Ceramah (menurut Mu'awanah³⁰ metode pembelajaran ceramah yakni bentuk penyajian bahan pengajaran menggunakan penerangan serta lisan guru menggunakan alat peraga seperti gambar. peran siswa dalam metode ini adalah mendengarkan dengan seksama)
- Buku tulis, pulpen/pensil, internet, spidol, papan tulis dan lembar soal

C. Langkah Pembelajaran

Kegiatan Pendahuluan (10 menit)
<ul style="list-style-type: none">guru membuka kegiatan pembelajaran dengan mengucapkan salamguru dan siswa membaca doa bersamaguru menanyakan kabar dan mengecek kehadiran siswaguru menjelaskan tujuan dari pembelajaran pada hari ituguru memberikan motivasi serta apersepsi
Kegiatan Inti (40 menit)

³⁰ Mu'awanah, *Strategi Pembelajaran Cetak 1*, (Kediri: STAIN Kediri Press, 2011),

<ul style="list-style-type: none"> ▪ guru mempersiapkan alat-alat untuk memulai pembelajaran ▪ setelah menyiapkan semua alat yang dibutuhkan, guru menuliskan kosa kata yang akan dipelajari hari itu ▪ siswa menyimak dan mengikuti guru untuk membaca dan memahami kosa kata yang ada di papan tulis ▪ Setelah selesai membaca dan mengikuti guru mengucapkan kosa kata, guru menghapus kosa kata yang ada di papan tulis ▪ setelah itu guru memberikan soal dan siswa menjawabnya ▪ setelah menjawab pertanyaan, siswa diminta untuk mengumpulkan hasil pekerjaan mereka
Kegiatan Penutup (10 menit)
<p>P. guru dan siswa menyampaikan kesimpulan pelajaran pada hari itu</p> <p>Q. guru memberikan apresiasi kepada siswa untuk pelajaran pada hari itu</p> <p>R. guru menutup pertemuan hari itu dan mengucapkan salam</p>

D. Penilaian

Penilaian sikap : observasi dalam proses pembelajaran

penilaian keterampilan : mengartikan dan memahami kata dalam bahasa Inggris

E. Instrumen Soal

A. Choose the correct answers from a,b,c or d!

C. My mom could not **sleep** last night because she drank too much coffee.

The antonym of the bold word is...

- a. shower
- b. awake
- c. play
- d. swim

D. Duhak : where are you go lukman?

Lukman : I want go to....football.

- a. swim
- b. walking
- c. playing
- d. jump

E. We will go to swimming pool to tomorrow.

- a. fly
- b. swim
- c. slide

d. run

- F. Math teacher ask us to do the and collect it tomorrow.
- a. parent
 - b. question
 - c. homework
 - d. answer
- G. I saw the birds in the sky.
- a. fly
 - b. walk
 - c. run
 - d. jump
- H. Sarah likes to play with her sisters in bedroom.
- a. toy
 - b. doll
 - c. clothes
 - d. speaker
- I. Daniel thinks that his is too short for his legs.
- a. clothes
 - b. tshirt
 - c. skirt
 - d. pants
- J. My little brother can not eat the meatball because it is too
- a. sweet
 - b. delicious
 - c. yummy
 - d. spicy
- K. my friend showed me that she took when we hang out together.
- a. word
 - b. pictures
 - c. images
 - d. creature
- L. My father laptop screen resolution is too and hurts my eyes.
- a. light
 - b. dark
 - c. bright
 - d. blur

B. Match each word given below to its antonym!

1.	Allow	6. Decrease
2.	Join	3. Throw
3.	Bitter	4. Insult
4.	Compliment	e. Split
5.	Dark	f. Forbid
6.	Increase	g. Forget
7.	Remind	h. Leave
8.	Take	k. Sweet
9.	Receive	l. Light
10.	Wait	m. Refuse

Penilaian soal:

$$\frac{\text{Tugas I} + \text{Tugas II}}{2} = \text{Nilai siswa}$$

Metro, 07 November 2023

Mengetahui
Guru,

Peneliti,



Miftahul Fajar, S. Pd



Nurul Kurnianingsih
NPM. 1801071042

Key Answers Pre-test

A. Multiple choice

1. B.
2. C.
3. B.
4. C.
5. A.
6. B.
7. D.
8. D.
9. B.
10. C.

B. Match each word

1. E. Forbid
2. D. Split
3. H. Sweet
4. C. Insult
5. I. Light
6. A. Decrease
7. F. Forget
8. B. Throw
9. J. Refuse
10. G. Leave

Name : ARMAVALE

Class : VIII b

60

A. Choose the correct answers from a,b,c or d!

1. My mom could not **sleep** last night because she drank too much coffee.
The antonym of the bold word is...
 - a. shower
 - b. awake
 - c. play
 - d. swim
2. Duhak : where are you go lukman?
Lukman : I want go to....football.
 - a. swim
 - b. walking
 - c. playing
 - d. jump
3. We will go to swimming pool to tomorrow.
 - a. fly
 - b. swim
 - c. slide
 - d. run
4. Math teacher ask us to do the and collect it tomorrow.
 - a. parent
 - b. question
 - c. homework
 - d. answer
5. I saw the birds in the sky.
 - a. fly
 - b. walk
 - c. run
 - d. jump
6. Sarah likes to play with her sisters in bedroom.
 - a. toy
 - b. doll
 - c. clothes
 - d. speaker
7. Daniel thinks that his is too short for his legs.
 - a. clothes

- b. tshirt
 c. skirt
~~d.~~ pants
8. My little brother can not eat the meatball because it is too
 a. sweet
 b. delicious
~~c.~~ yummy
 d. spicy
9. my friend showed me that she took when we hang out together.
 a. word
~~b.~~ pictures
 c. images
 d. creature
10. My father laptop screen resolution is too and hurts my eyes.
 a. light
 b. dark
 c. bright
~~d.~~ blur

B. Match each word given below to its antonym!

1. Allow	D	a. Decrease
2. Join	E	b. Throw
3. Bitter	H	c. Insult
4. Compliment	F	d. Split
5. Dark	I	e. Forbid
6. Increase	A	f. Forget
7. Remind	C	g. Leave
8. Take	B	h. Sweet
9. Receive	J	i. Light
10. Wait	G	j. Refuse

Name : Aditya Purnama

Class : 3 B

40

A. Choose the correct answers from a,b,c or d!

1. My mom could not **sleep** last night because she drank too much coffee.
The antonym of the bold word is...
 - a. shower
 - b. awake
 - c. play
 - d. swim
2. Duhak : where are you go lukman?
Lukman : I want go to....football.
 - a. swim
 - b. walking
 - c. playing
 - d. jump
3. We will go to swimming pool to tomorrow.
 - a. fly
 - b. swim
 - c. slide
 - d. run
4. Math teacher ask us to do the and collect it tomorrow.
 - a. parent
 - b. question
 - c. homework
 - d. answer
5. I saw the birds in the sky.
 - a. fly
 - b. walk
 - c. run
 - d. jump
6. Sarah likes to play with her sisters in bedroom.
 - a. toy
 - b. doll
 - c. clothes
 - d. speaker
7. Daniel thinks that his is too short for his legs.
 - a. clothes

- b. tshirt
 - c. skirt
 - ~~A~~ pants
8. My little brother can not eat the meatball because it is too
- a. sweet
 - b. delicious
 - ~~A~~ yummy
 - d. spicy
9. my friend showed me that she took when we hang out together.
- ~~A~~ word
 - b. pictures
 - c. images
 - d. creature
10. My father laptop screen resolution is too and hurts my eyes.
- a. light
 - ~~B~~ dark
 - c. bright
 - d. blur

B. Match each word given below to its antonym!

1.	Allow	H	a. Decrease
2.	Join	D	b. Throw
3.	Bitter	C	c. Insult
4.	Compliment	E	d. Split
5.	Dark	I	e. Forbid
6.	Increase	A	f. Forget
7.	Remind	J	g. Leave
8.	Take	F	h. Sweet
9.	Receive	B	i. Light
10.	Wait	G	j. Refuse

Name : Nabila Niscana S.

Class : 8.b.

(60)

A. Choose the correct answers from a,b,c or d!

1. My mom could not **sleep** last night because she drank too much coffee.
The antonym of the bold word is...
 - a. shower
 - b. awake
 - c. play
 - d. swim
2. Duhak : where are you go lukman?
Lukman : I want go to....football.
 - a. swim
 - b. walking
 - c. playing
 - d. jump
3. We will go to swimming pool to tomorrow.
 - a. fly
 - b. swim
 - c. slide
 - d. run
4. Math teacher ask us to do the and collect it tomorrow.
 - a. parent
 - b. question
 - c. homework
 - d. answer
5. I saw the birds in the sky.
 - a. fly
 - b. walk
 - c. run
 - d. jump
6. Sarah likes to play with her sisters in bedroom.
 - a. toy
 - b. doll
 - c. clothes
 - d. speaker
7. Daniel thinks that his is too short for his legs.
 - a. clothes

- b. tshirt
 c. skirt
~~x~~ pants
8. My little brother can not eat the meatball because it is too
 a. sweet
 b. delicious
~~x~~ yummy
 d. spicy
9. my friend showed me that she took when we hang out together.
~~x~~ word
 b. pictures
 c. images
 d. creature
10. My father laptop screen resolution is too and hurts my eyes.
~~x~~ light
 b. dark
~~x~~ bright
 d. blur

B. Match each word given below to its antonym!

1.	Allow	C	a. Decrease
2.	Join	D	b. Throw
3.	Bitter	H	c. Insult
4.	Compliment	B	d. Split
5.	Dark	J	e. Forbid
6.	Increase	A	f. Forget
7.	Remind	F	g. Leave
8.	Take	J	h. Sweet
9.	Receive	E	i. Light
10.	Wait	G	j. Refuse

RENCANA PROGRAM PEMBELAJARAN

(RPP) Post Test I

Sekolah	:	MTS Darunnajah Sambikarto
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII/II
Materi	:	Vocabulary
Hari/Tanggal	:	
Alokasi Waktu	:	1x60 menit

A. Tujuan Pembelajaran

Setelah mengikuti pembelajaran bahasa inggris vocabulary dengan menggunakan media english vocabulary podcast on Spotify, peserta didik diharapkan dapat memahami dan menghafal kosa kata bahasa Inggris dengan lebih baik. Mengenali kata dalam bahasa Inggris beserta artinya dan menggunakannya dalam kalimat.

B. Metode Pembelajaran dan Sumber Belajar

- Metode Pembelajaran Resitasi
- Buku tulis, pulpen/pensil, internet, Spotify apps, laptop, speaker dan lembar soal

C. Langkah Pembelajaran

Kegiatan Pendahuluan (10 menit)
<ul style="list-style-type: none">▪ guru membuka kegiatan pembelajaran dengan mengucapkan salam▪ guru dan siswa membaca doa bersama▪ guru menanyakan kabar dan mengecek kehadiran siswa▪ guru menjelaskan tujuan dari pembelajaran pada hari itu▪ guru memberikan motivasi serta apersepsi
Kegiatan Inti (40 menit)
<ul style="list-style-type: none">▪ guru mempersiapkan alat-alat untuk memulai pembelajaran▪ setelah menyiapkan semua alat yang dibutuhkan, guru memutar english vocabulary podcast yang ada pada aplikasi Spotify▪ siswa menyimak dan memperhatikan english vocabulary podcast yang diputarkan oleh guru▪ guru memutar kembali selama beberapa kali english vocabulary

<p>podcast agar siswa dapat lebih mudah memahami dan menghafal</p> <ul style="list-style-type: none"> ▪ Setelah selesai memutar english vocabulary podcast, guru meminta siswa untuk menuliskan kata dan arti yang mereka dengar dari podcast ▪ setelah itu guru memberikan soal dan siswa menjawabnya ▪ setelah menjawab pertanyaan, siswa diminta untuk mengumpulkan hasil pekerjaan mereka
Kegiatan Penutup (10 menit)
<p>S. guru dan siswa menyampaikan kesimpulan pelajaran pada hari itu</p> <p>T. guru memberikan apresiasi kepada siswa untuk pelajaran pada hari itu</p> <p>U. guru menutup pertemuan hari itu dan mengucapkan salam</p>

D. Penilaian

Penilaian sikap : observasi dalam proses pembelajaran

penilaian keterampilan : mengartikan memahami kata dalam bahasa Inggris

E. Instrumen Soal

A. Choose the correct answers from a,b,c or d!

1. Diva have to run because she almost **late** to work.
The antonym of the bold word is...
 - a. walk
 - b. ray
 - c. relay
 - d. on time
2. Our teacher always asked us to pray before **start** the lesson.
The synonym of the bold word is...
 - a. first
 - b. will
 - c. begin
 - d. show
3. My father likes to about so many stories to their children.
 - a. seen
 - b. talk
 - c. sleep
 - d. run
4. Roni his pen that fall to the floor.
 - a. takes
 - b. throw
 - c. touch
 - d. break

5. I dont know why my brother likes to how to play games.
 - a. run
 - b. learn
 - c. touch
 - d. speak
6. I like to diary about my life.
 - a. write
 - b. read
 - c. hear
 - d. see
7. Because of Covid-19, My father have to from home.
 - a. teach
 - b. make
 - c. work
 - d. learn
8. My grandmother always me chocolate if I visited her.
 - a. take
 - b. speak
 - c. give
 - d. listen
9. Ruri likes to novel in her backyard.
 - a. read
 - b. write
 - c. speak
 - d. listen
10. Kevin unwell today so he can not attend school.
 - a. takes
 - b. feels
 - c. gives
 - d. throws

B. Match each word given below to its antonym!

1.	Bitter	a. Split
2.	Remember	b. Refuse
3.	Join	c. Sweet
4.	Wait	d. Throw

5.	Take	e. Insult
6.	Receive	f. Light
7.	Allow	g. Decrease
8.	Compliment	h. Forget
9.	Dark	i. Forbid
10.	Increase	j. Leave

Penilaian soal:

$\frac{Tugas I + Tugas II}{2}$ Nilai siswa

Metro, 07 November 2023

Mengetahui
Guru,



Miftahul Fajar, S. Pd

Peneliti,



Nurul Kurnianingsih
NPM. 1801071042

Post Test I Spotify Podcast Vocabularies List

No.	Vocab	Translation
1.	Ask	Meminta
2.	Become	Menjadi
3.	Begin	Mulai
4.	Call	Memanggil
5.	Can	Bisa
6.	Come	Datang
7.	Do	Melakukan
8.	Feel	Merasa
9.	Find	Menemukan
10.	Get	Mendapatkan
11.	Give	Memberikan
12.	Go	Pergi
13.	Have	Memiliki
14.	Hear	Mendengar
15.	Help	Membantu
16.	Keep	Menjaga
17.	Know	Mengetahui
18.	Leave	Meninggalkan
19.	Let	Membiarkan
20.	Like	Menyukai
21.	Live	Hidup
22.	Look	Melihat
23.	Make	Membuat
24.	May	Mungkin
25.	Mean	Berarti
26.	Might	Mungkin
27.	Move	Pindah
28.	Need	Butuh
29.	Play	Bermain
30.	Place	Meletakkan
31.	Run	Berlari
32.	Say	Mengatakan
33.	See	Melihat
34.	Seen	Terlihat
35.	Should	Harus
36.	Show	Menunjukkan
37.	Start	Mulai
38.	Take	Mengambil
39.	Talk	Berbicara
40.	Tell	Mengatakan

41.	Think	Berfikir
42.	Try	Mencoba
43.	Turn	Berbelok
44.	Use	Menggunakan
45.	Want	Menginginkan
46.	Will	Akan
47.	Work	Bekerja
48.	Would	Akan
49.	Write	Menulis
50.	Learn	Belajar
51.	Change	Berubah
52.	Lead	Memimpin
53.	Understand	Memahami
54.	Watch	Menonton
55.	Follow	Mengikuti
56.	Stop	Berhenti
57.	Speak	Berbicara
58.	Read	Membaca
59.	Allow	Mengizinkan
60.	Add	Menambahkan
61.	Spent	Menghabiskan
62.	Grow	Menumbuhkan
63.	Open	Membuka
64.	Close	Menutup
65.	Walk	Berjalan
66.	Win	Menang
67.	Offer	Menawarkan
68.	Love	Mencintai
69.	Consider	Mempertimbangkan
70.	Appear	Muncul
71.	Buy	Membeli
72.	Wait	Menunggu
73.	Serve	Melayani
74.	Sent	Mengirimkan
75.	Build	Membangun
76.	Fall	Jatuh
77.	Cut	Memotong
78.	Reach	Mencapai
79.	Raise	mengangkat
80.	Pass	Melewati
81.	Sell	Menjual
82.	Report	Melaporkan
83.	Decide	Memutuskan
84.	Pull	Menarik

85.	Return	Mengembalikan
86	Explain	Menjelaskan
87.	Hope	Berharap
88.	Develope	Mengembangkan
89.	Drive	Mengendarai
90.	Break	Mematahkan
91.	Destroy	Menghancurkan
92.	Receive	Menerima
93.	Join	Bergabung
94.	Agree	Setuju
95.	Wear	Mengenakan
96.	End	mengakhiri

Key Answers Post-test I

A. Multiple Choice

1. D.
2. C.
3. B.
4. A.
5. B.
6. A.
7. C.
8. C.
9. A.
10. B.

B. Match each word

1. C. Sweet
2. H. Forget
3. A. Split
4. J. Leave
5. D. Throw
6. B. Refuse
7. I. Forbid
8. E. Insult
9. F. Light
10. G. Decrease

Name : ROMAL HARY

Class : VIII b :

70

A. Choose the correct answers from a,b,c or d!

1. Diva have to run because she almost **late** to work.
The antonym of the bold word is...
 - a. walk
 - b. ray
 - c. relay
 - d. on time
2. Our teacher always asked us to pray before **start** the lesson.
The synonym of the bold word is...
 - a. first
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 - c. begin
 - d. show
3. My father likes to about so many stories to their children.
 - a. seen
 - b. talk
 - c. sleep
 - d. run
4. Roni his pen that fall to the floor.
 - a. takes
 - b. throw
 - c. touch
 - d. break
5. I dont know why my brother likes to how to play games.
 - a. run
 - b. learn
 - c. touch
 - d. speak
6. I like to diary about my life.
 - a. write
 - b. read
 - c. hear
 - d. see
7. Because of Covid-19, My father have to from home.
 - a. teach
 - b. make

- ~~c~~/work
d. learn
8. My grandmother always me chocolate if I visited her.
a. take
b. speak
~~c~~/give
d. listen
9. Ruri likes to novel in her backyard.
a. read
~~b~~/write
c. speak
d. listen
10. Kevin unwell today so he can not attend school.
a. takes
b. feels
~~c~~/gives
d. throws

B. Match each word given below to its antonym!

1.	Bitter	H	a. Split
2.	Remember	C	b. Refuse
3.	Join	E	c. Sweet
4.	Wait	J	d. Throw
5.	Take	D	e. Insult
6.	Receive	B	f. Light
7.	Allow	I	g. Decrease
8.	Compliment	A.	h. Forget
9.	Dark	F	i. Forbid
10.	Increase	G	j. Leave

Name : Aulya Pizzabani

Class : B b

50

A. Choose the correct answers from a,b,c or d!

1. Diva have to run because she almost **late** to work.
The antonym of the bold word is...
 - a. walk
 - b. ray
 - c. relay
 - d. on time
2. Our teacher always asked us to pray before **start** the lesson.
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 - a. seen
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 - c. sleep
 - d. run
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 - a. takes
 - b. throw
 - c. touch
 - d. break
5. I dont know why my brother likes to how to play games.
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 - c. touch
 - d. speak
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 - a. write
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 - c. hear
 - d. see
7. Because of Covid-19, My father have to from home.
 - a. teach
 - b. make

- c. work
d. learn
8. My grandmother always me chocolate if I visited her.
 take
 speak
 give
 listen
9. Ruri likes to novel in her backyard.
 read
 write
 speak
 listen
10. Kevin unwell today so he can not attend school.
 takes
 feels
 gives
 throws

B. Match each word given below to its antonym!

1.	Bitter	A	a. Split
2.	Remember	H	b. Refuse
3.	Join	B	c. Sweet
4.	Wait	J	d. Throw
5.	Take	d	e. Insult
6.	Receive	i	f. Light
7.	Allow	E	g. Decrease
8.	Compliment	C	h. Forget
9.	Dark	F	i. Forbid
10.	Increase	G	j. Leave

Name : Haleva Herma S

Class : 8. b

70

A. Choose the correct answers from a,b,c or d!

1. Diva have to run because she almost **late** to work.
The antonym of the bold word is...
 - a. walk
 - b. ray
 - c. relay
 - d. on time
2. Our teacher always asked us to pray before **start** the lesson.
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 - a. first
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 - c. sleep
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 - b. throw
 - c. touch
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 - a. run
 - b. learn
 - c. touch
 - d. speak
6. I like to diary about my life.
 - a. write
 - b. read
 - c. hear
 - d. see
7. Because of Covid-19, My father have to from home.
 - a. teach
 - b. make

- c. work
d. learn
8. My grandmother always me chocolate if I visited her.
a. take
b. speak
~~x~~ give
d. listen
9. Ruri likes to novel in her backyard.
~~x~~ read
b. write
c. speak
d. listen
10. Kevin unwell today so he can not attend school.
a. takes
b. feels
~~x~~ gives
d. throws

B. Match each word given below to its antonym!

1.	Bitter	C	a. Split
2.	Remember	H	b. Refuse
3.	Join	A	c. Sweet
4.	Wait	J	d. Throw
5.	Take	B	e. Insult
6.	Receive	E	f. Light
7.	Allow	i	g. Decrease
8.	Compliment	D	h. Forget
9.	Dark	F	i. Forbid
10.	Increase	G	j. Leave

RENCANA PROGRAM PEMBELAJARAN

(RPP) Post Test II

Sekolah	:	MTS Darunnajah Sambikarto
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII/II
Materi	:	Vocabulary
Hari/Tanggal	:	
Alokasi Waktu	:	1x60 menit

A. Tujuan Pembelajaran

Setelah mengikuti pembelajaran bahasa inggris vocabulary dengan menggunakan media english vocabulary podcast on Spotify, peserta didik diharapkan dapat memahami dan menghafal kosa kata bahasa Inggris dengan lebih baik. Mengenali kata dalam bahasa Inggris beserta artinya dan menggunakannya dalam kalimat.

B. Metode Pembelajaran dan Sumber Belajar

- Metode Pembelajaran Resitasi
- Buku tulis, pulpen/pensil, internet, Spotify apps, laptop, speaker dan lembar soal

C. Langkah Pembelajaran

Kegiatan Pendahuluan (10 menit)
<ul style="list-style-type: none">▪ guru membuka kegiatan pembelajaran dengan mengucapkan salam▪ guru dan siswa membaca doa bersama▪ guru menanyakan kabar dan mengecek kehadiran siswa▪ guru menjelaskan tujuan dari pembelajaran pada hari itu▪ guru memberikan motivasi serta apersepsi
Kegiatan Inti (40 menit)
<ul style="list-style-type: none">▪ guru mempersiapkan alat-alat untuk memulai pembelajaran▪ setelah menyiapkan semua alat yang dibutuhkan, guru memutar english vocabulary podcast yang ada pada aplikasi Spotify▪ siswa menyimak dan memperhatikan english vocabulary podcast yang diputarkan oleh guru▪ guru memutar kembali selama beberapa kali english vocabulary

<p>podcast agar siswa dapat lebih mudah memahami dan menghafal</p> <ul style="list-style-type: none"> ▪ Setelah selesai memutar english vocabulary podcast, guru meminta siswa untuk menuliskan kata dan arti yang mereka dengar dari podcast ▪ setelah itu guru memberikan soal dan siswa menjawabnya ▪ setelah menjawab pertanyaan, siswa diminta untuk mengumpulkan hasil pekerjaan mereka
Kegiatan Penutup (10 menit)
<p>V. guru dan siswa menyampaikan kesimpulan pelajaran pada hari itu W. guru memberikan apresiasi kepada siswa untuk pelajaran pada hari itu X. guru menutup pertemuan hari itu dan mengucapkan salam</p>

D. Penilaian

Penilaian sikap : observasi dalam proses pembelajaran
penilaian keterampilan : mengartikan memahami kata dalam bahasa Inggris

E. Instrumen Soal

A. Choose the correct answers from a,b,c or d!

1. My brother too much junk food that made him chubby.
 - a. drink
 - b. eat
 - c. dream
 - d. sleep
2. My friend and I decided to at park.
 - a. late
 - b. ray
 - c. bye
 - d. meet
3. My mother on the new couch.
 - a. sit
 - b. stand
 - c. sleep
 - d. lay
4. Teacher asked Tono to up in front of the class.
 - a. walk
 - b. lay
 - c. stand
 - d. sit
5. We have to go to school because we have to **study**.

The synonym the bold word is...

- a. teach
 - b. learning
 - c. school
 - d. course
6. I have to grandpa every Sunday with my family.
- a. visit
 - b. come
 - c. gone
 - d. absent
7. Teacher asked us to our holyday experience.
- a. write
 - b. read
 - c. hear
 - d. see
8. My mother told me to out the trash from trash can.
- a. pull
 - b. put
 - c. take
 - d. out
9. My sister likes to me a story before sleep.
- a. read
 - b. write
 - c. speak
 - d. listen
10. My father asked us to to Qur'an recital.
- a. write
 - b. speak
 - c. read
 - d. listen

B. Match each word given below to its antonym!

1.	Wait	a. Decrease
2.	Compliment	b. Take
3.	Bitter	c. Insult
4.	Dark	d. Split

5.	Increase	e. Forbid
6.	Remember	f. Forget
7.	Receive	g. Leave
8.	Throw	h. Sweet
9.	Join	i. Light
10.	Allow	j . Refuse

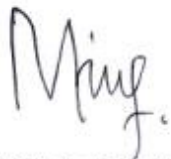
Penilaian soal:

$$\frac{\text{Tugas I} + \text{Tugas II}}{2} = \text{Nilai siswa}$$

Metro, 07 November 2023

Mengetahui
Guru,

Peneliti,



Miftahul Fajar, S. Pd



Nurul Kurnianingsih
NPM. 1801071042

Post Test II Spotify Podcast Vocabularies List

No	Vocab	Translation
1.	Introduce	Memperkenalkan
2.	Feel	Merasa
3.	Speak	Berbicara
4.	Listen	Mendengarkan
5.	Smile	Tersenyum
6.	Tell	Mengatakan
7.	Laugh	Tertawa
8.	Sleep	Tidur
9.	Dream	Bermimpi
10.	Invite	Mengundang
11.	Visit	Mengunjungi
12.	Meet	Bertemu
13.	Eat	Makan
14.	Drink	Minum
15.	Bring	Membawa
16.	Follow	Mengikuti
17.	Take	Mengambil
18.	Make	Membuat
19.	Sit	Duduk
20.	Stand	Berdiri
21.	Run	Berlari
22.	Walk	Berjalan
23.	Wait	Menunggu
24.	Work	Bekerja
25.	Watch	Menonton
26.	Teach	Mengajar
27.	Read	Membaca
28.	Write	Menulis
29.	Study	Belajar
30.	Put	Meletakkan
31.	Prepare	Mempersiapkan
32.	Explain	Menjelaskan
33.	Describe	Menggambarkan
34.	Think	Berfikir
35.	Advice	Menasehati
36.	Attend	Menghadiri
37.	Persuade	Membujuk
38.	Buy	Membeli
39.	Sell	Menjual
40.	Pay	Membayar

41.	Borrow	Meminjam
42.	Lend	Meminjamkan
43.	Decide	Memutuskan
44.	Go	Pergi
45.	Come	Datang
46.	Receive	Menerima
47.	Refuse	Menolak
48.	Choose	Memilih
49.	Hope	Mengharapkan
50.	Remind	Mengingatkan

Key Answers Post-test II

A. Multiple Choice

1. B.
2. D.
3. A.
4. C.
5. B.
6. A.
7. A.
8. C.
9. A.
10. D.

B. Match each word

1. G. Leave
2. C. Insult
3. H. Sweet
4. I. Light
5. A. Decrease
6. F. Forget
7. J. Refuse
8. B. Take
9. D. Split
10. E. Forbid

Name : ~~h~~ ~~amal~~ ~~vav~~ ~~ky~~

Class : ~~vii~~ ~~b~~



A. Choose the correct answers from a,b,c or d!

1. My brother too much junk food that made him chubby.
a. drink
 b. eat
c. dream
d. sleep
2. My friend and I decided to at park.
a. late
b. ray
c. bye
 d. meet
3. My mother on the new couch.
 a. sit
b. stand
c. sleep
d. lay
4. Teacher asked Tono to up in front of the class.
a. walk
b. lay
 c. stand
d. sit
5. We have to go to school because we have to **study**.
The synonym the bold word is...
a. teach
 b. learning
c. school
d. course
6. I have to grandpa every Sunday with my family.
a. visit
 b. come
c. gone
d. absent
7. Teacher asked us to our holyday experience.
 a. write
b. read

- c. hear
d. see
8. My mother told me to out the trash from trash can.
a. pull
8. put
c. take
d. out
9. My sister likes to me a story before sleep.
9. read
b. write
c. speak
d. listen
10. My father asked us to to Qur'an recital.
a. write
b. speak
c. read
10. listen

B. Match each word given below to its antonym!

1.	Wait	G	a. Decrease
2.	Compliment	e	b. Take
3.	Bitter	h	c. Insult
4.	Dark	i	d. Split
5.	Increase	A	e. Forbid
6.	Remember	b	f. Forget
7.	Receive	j	g. Leave
8.	Throw	F	h. Sweet
9.	Join	d	i. Light
10.	Allow	e	j. Refuse

Name : Aulya Pircantani

Class : 8.1

70

A. Choose the correct answers from a,b,c or d!

1. My brother too much junk food that made him chubby.
a. drink
 eat
c. dream
d. sleep
2. My friend and I decided to at park.
a. late
b. ray
c. bye
 meet
3. My mother on the new couch.
a. sit
b. stand
 sleep
d. lay
4. Teacher asked Tono to up in front of the class.
a. walk
b. lay
 stand
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5. We have to go to school because we have to **study**.
The synonym the bold word is...
a. teach
 learning
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d. course
6. I have to grandpa every Sunday with my family.
a. visit
 come
c. gone
d. absent
7. Teacher asked us to our holyday experience.
 write
b. read

- c. hear
d. see
8. My mother told me to out the trash from trash can.
a. pull
~~X~~ put
c. take
d. out
9. My sister likes to me a story before sleep.
~~X~~ read
b. write
c. speak
d. listen
10. My father asked us to to Qur'an recital.
a. write
b. speak
c. read
~~X~~ listen

B. Match each word given below to its antonym!

1.	Wait	B	a. Decrease
2.	Compliment	J	b. Take
3.	Bitter	H	c. Insult
4.	Dark	i	d. Split
5.	Increase	A	e. Forbid
6.	Remember	F	f. Forget
7.	Receive	D	g. Leave
8.	Throw	b	h. Sweet
9.	Join	C	i. Light
10.	Allow	e	j. Refuse

Name : Nabila Nisrina ^s

Class : 8 b

70

A. Choose the correct answers from a,b,c or d!

1. My brother too much junk food that made him chubby.
 - a. drink
 - b. eat
 - c. dream
 - d. sleep
2. My friend and I decided to at park.
 - a. late
 - b. ray
 - c. bye
 - d. meet
3. My mother on the new couch.
 - a. sit
 - b. stand
 - c. sleep
 - d. lay
4. Teacher asked Tono to up in front of the class.
 - a. walk
 - b. lay
 - c. stand
 - d. sit
5. We have to go to school because we have to **study**.
The synonym the bold word is...
 - a. teach
 - b. learning
 - c. school
 - d. course
6. I have to grandpa every Sunday with my family.
 - a. visit
 - b. come
 - c. gone
 - d. absent
7. Teacher asked us to our holiday experience.
 - a. write
 - b. read

- c. hear
d. see
8. My mother told me to out the trash from trash can.
 pull
 b. put
 c. take
 d. out
9. My sister likes to me a story before sleep.
 read
 b. write
 c. speak
 d. listen
10. My father asked us to to Qur'an recital.
 a. write
 b. speak
 read
 d. listen

B. Match each word given below to its antonym!

1.	Wait	G	a. Decrease
2.	Compliment	J	b. Take
3.	Bitter	H	c. Insult
4.	Dark	L	d. Split
5.	Increase	A	e. Forbid
6.	Remember	F	f. Forget
7.	Receive	C	g. Leave
8.	Throw	B	h. Sweet
9.	Join	D	i. Light
10.	Allow	E	j. Refuse

**MADRASAH TSANAWIYAH DARUN NAJAH
SAMBIKARTO KECAMATAN SEKAMPUNG
KABUPATEN LAMPUNG TIMUR**

Jln. Raya Sambikarto Bumi Agung Sambikarto Kec. Sekampung Lam-Tim

DAFTAR HADIR

No	Nama	Pre test	Post test I		Post test II	
		29/11/23	01/12/23	04/12/23	06/12/23	08/12/23
1.	Afiya Zulfa	✓	✓	✓	✓	✓
2.	Ahmad Ngainun Najib	✓	✓	✓	✓	✓
3.	Aqmal Vauzy	✓	✓	✓	✓	✓
4.	Ali Furqon	✓	✓	✓	✓	✓
5.	Alqiyanis Fuadah	✓	✓	✓	✓	✓
6.	Aulya Rizcautami	✓	✓	✓	✓	✓
7.	Binti Naimatul Zahra	✓	✓	✓	✓	✓
8.	Dyah Rohayati	✓	✓	✓	✓	✓
9.	Dzakwan Athif Nurzaky	✓	✓	✓	✓	✓
10.	Fatimatul Fauzia	✓	✓	✓	✓	✓
11.	Fauziah Riswari	✓	✓	✓	✓	✓
12.	Febta Arif Saputra	✓	✓	✓	✓	✓
13.	M.Azzam Kholiful	✓	✓	✓	✓	✓


	Muzadid	✓	✓	✓	✓	✓
14.	Muhammad Hasanudin Ghofar	✓	✓	✓	✓	✓
15.	Muhammad Mahfud Anwar	✓	✓	✓	✓	✓
16.	Nabila Nisrina Syafik	✓	✓	✓	✓	✓
17.	Nila Nurilmi Arrijby	✓	✓	✓	✓	✓
18.	Rey Erlando Abdi	✓	✓	✓	✓	✓
19.	Saskiya Syifa Salsabila	✓	✓	✓	✓	✓
20.	Setyo Abdi Gustie	✓	✓	✓	✓	✓
21.	Sri Warih Stya Ningrum	✓	✓	✓	✓	✓
22.	Yusuf Kian Ahmat	✓	✓	✓	✓	✓

Metro, 08 December 2023

Mengetahui
Guru,


Miftahul Fajar, S. Pd

Peneliti,


Nurul Kurnianingsih
NPM. 1801071042

FIELD NOTE
[POST TEST I]

1.1 Table Of Students Activity In Class

No.	Name	Indicator			
		1	2	3	4
1.	AZ	4	4	3	4
2.	ANN	3	3	4	3
3.	AV	3	3	4	3
4.	AF	4	4	4	3
5.	AFU	2	2	2	2
6.	AR	2	2	3	2
7.	BNZ	3	2	3	2
8.	DR	3	3	3	3
9.	DAN	2	1	1	1
10.	FF	4	3	3	3
11.	FR	2	1	2	1
12.	FAS	3	2	2	2
13.	MAK	3	2	3	2
14.	MHG	3	4	3	3
15.	MMA	4	3	4	3
16.	NNS	3	3	3	3
17.	NNA	3	2	2	2
18.	REA	3	3	3	3

19.	SSS	3	2	3	2
20.	SAG	3	3	2	3
21.	SWSN	3	2	3	1
22.	YKA	2	1	2	1

1.2 Indicator Description

1. Students give attention to teacher's explanation/class
2. Students asking question to teacher
3. Students asking about material to their friends
4. Students respons/answer to teacher's question

1.3 Score Criteria

1. very well = 4
2. well = 3
3. good =
4. enough = 1

FIELD NOTE
[POST TEST II]

1.3 Table Of Students Activity In Class

No.	Name	Indicator			
		1	2	3	4
1.	AZ	4	4	3	4
2.	ANN	3	3	4	3
3.	AV	4	4	4	3
4.	AF	4	4	4	4
5.	AFU	3	3	3	3
6.	AR	3	3	3	3
7.	BNZ	4	3	3	3
8.	DR	4	4	3	3
9.	DAN	3	3	3	2
10.	FF	4	4	3	3
11.	FR	3	3	3	3
12.	FAS	3	3	3	2
13.	MAK	4	3	3	3
14.	MHG	4	4	3	3
15.	MMA	4	3	4	3
16.	NNS	4	3	3	3
17.	NNA	4	3	3	3
18.	REA	4	3	3	3

19.	SSS	3	3	3	3
20.	SAG	4	3	3	3
21.	SWSN	4	3	3	2
22.	YKA	3	3	3	3

1.4 Indicator Description

1. Students give attention to teacher's explanation/class
2. Students asking question to teacher
3. Students asking about material to their friends
4. Students respons/answer to teacher's question

1.3 Score Criteria

1. very well = 4
2. well = 3
3. good =
4. enough = 1

1. Facilities And Infrastructure of MTs Darunnajah Sambikarto East Lampung Data

- 8) condition of MTs Darunnajah Sambikarto East Lampung school building
 MTs Darunnajah Sambikarto East Lampung Sekampung building was built on a large land that can be used to develop the infrastructure of school but it has not done yet. the detail of land area width can be seen as below:

1) Land width

Table 4;
The data of MTs Darunnajah Sambikarto land width

No	Ownership	Land area (m ²) according to certificate		
		Certificated	Not certificated	Total
1	Owned	5.688M ²	-	5.688M ²
2	Rented/borrowed	-	-	-

2) Land used

Table 5;
The data of MTs Darunnajah Sambikarto land used

No	Used	Land area (m ²) according to certificate		
		Certificated	Not certificated	Total
1	Building	1122	-	1122
2	Field	150	-	150

c. MTs Darunnajah Sambikarto East Lampung infrastructure condition

Table 6;
The data of MTs Darunnajah Sambikarto infrastructure condition

No	Infrastructure	Detail
1	Classroom	7 rooms
2	Library	1 room
3	Laboratory of MIPA room	1 room
4	Principal's room	1 room
5	Teacher's room	1 room
6	Administration room	1 room
7	Vice curriculum room	1 room
8	Treasurer room	1 room
9	Students affair room	1 room
10	UKS room	1 room
11	Organization room	1 room
12	Warehouse	2 rooms
13	Toilet	2 rooms
14	Sirculation room	1 room
15	Sports field	1 field
16	Staff room	1 room

**2. Condition Of Learning Facilities And Media Stuff at MTs
Darunnajah Sambikarto East Lampung**

**Table 7;
The data of MTs Darunnajah Sambikarto learning facilities condition**

No	Learning facilities and media	Detail
1	Teacher's tables	20 pcs
2	Teacher's chairs	25 pcs
3	Student's tables	120 pcs
4	Student's chairs	220 pcs
5	Cupboard	20 pcs
6	Whiteboard	10 pcs
7	Clock	10 pcs
8	Computer	3 units
9	Projector	1 unit
10	Speaker	1 unit
11	Mic	1 unit
12	Wall magazine	1 unit



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-1329/In.28/J/TL.01/03/2023
Lampiran :-
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
Kepala Sekolah MTS DARUNNAJAH
SAMBIKARTO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **NURUL KURNIANINGSIH**
NPM : 1801071042
Semester : 10 (Sepuluh)
Jurusan : Tadris Bahasa Inggris
Judul : THE USE OF SPOTIFY APPLICATION TO INCREASE
STUDENTS VOCABULARY MASTERY AT EIGHTH GRADE
OF MTS DRUNNAJAH SAMBIKARTO

untuk melakukan prasurvey di MTS DARUNNAJAH SAMBIKARTO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 22 Maret 2023
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004



YAYASAN PONDOK PESANTREN DARUN NAJAH
MADRASAH TSANAWIYAH DARUN NAJAH
SAMBIKARTO KECAMATAN SEKAMPUNG
KABUPATEN LAMPUNG TIMUR
NSM/NPSN:121218070082/10816805

Sekretariat: Jl. Haya Sambikarto Bumi Agung Kecamatan Sekampung Kabupaten Lampung Timur Kode Pos: 34182

Nomor : **442.009.A/MTsDN/SBK/60/III/2023** Sambikarto, 27 Maret 2023
Lampiran : -
Perihal : Balasan Pra Survey

Kepada Yth,
Rektor IAIN Metro
Di_ Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh

Salam silaturahmi kami sampaikan semoga segala aktifitas yang kita lakukan mendapatkan ridho dari Allah SWT, Amin.

Berdasarkan surat dari Lembaga Pendidikan Institut Agama Islam Negeri (IAIN) Metro dengan Nomor : B-1329/ln.28/J/TL.01/03/2023 perihal Izin Prasurvey, maka dengan ini kami memberikan izin kepada :

NAMA : **NURUL KURNIANINGSIH**
NPM : 1801071042
SEMESTER : 10 (Sepuluh)
FAKULTAS : Tarbiyah dan Ilmu Keguruan
JURUSAN : Tadris Bahasa Inggris
JUDUL SKRIPSI : **"THE USE OF SPOTIFY APPLICATION TO INCREASE STUDENTS VOCABULARY MASTERY AT EIGHT GRADE OF MTS DARUN NAJAH SAMBIKARTO"**

Untuk dapat melaksanakan pra survey dalam rangka penyusunan proposal di MTs Darun Najah Sambikarto .

Demikian surat izin ini kami buat dan agar dapat digunakan sebagaimana mestinya.

Wallahulmuafiq illa Aqwamitthoriq,

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Mengetahui,

Kepala MTs Darun Najah
Sambikarto


SUPARNO, S.Pd.I





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Kl. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-5393/ln.28.1/JJ/TL.00/11/2023
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Trisna Dinillah Harya (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **NURUL KURNIANINGSIH**
NPM : 1801071042
Semester : 11 (Sebelas)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : THE USE OF ENGLISH VOCABULARY PODCAST ON SPOTIFY APPLICATION TO IMPROVE THE STUDENTS VOCABULARY MASTERY AT THE EIGHT GRADE OF MTS DARUNNAJAH SAMBIKARTO

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 23 November 2023

Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006

Dokumen ini telah ditandatangani secara elektronik. Untuk memastikan keasliannya, silahkan scan QRCode dan pastikan diarahkan ke alamat <https://sismik.metrouniv.ac.id/v2/cek-suratbimbingan.php?npm=1801071042>. Token = 1801071042



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-5512/In.28/D.1/TL.00/11/2023
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MTS DARUNNAJAH
SAMBIKARTO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-5513/In.28/D.1/TL.01/11/2023,
tanggal 29 November 2023 atas nama saudara:

Nama : **NURUL KURNIANINGSIH**
NPM : 1801071042
Semester : 11 (Sebelas)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA MTS DARUNNAJAH SAMBIKARTO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS DARUNNAJAH SAMBIKARTO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF ENGLISH VOCABULARY PODCAST ON SPOTIFY APPLICATION TO IMPROVE THE STUDENTS VOCABULARY MASTERY AT EIGHT GRADE OF MTS DARUNNAJAH SAMBIKARTO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 29 November 2023
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



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SURAT TUGAS

Nomor: B-5515/In.28/D.1/IL.01/11/2023

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : NURUL KURNIANINGSIH
NPM : 1801071042
Semester : 11 (Sebelas)
Jurusan : Tadris Bahasa Inggris

Untuk : 1. Mengadakan observasi/survey di MTS DARUNNAJAH SAMBIKARTO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul THE USE OF ENGLISH VOCABULARY PODCAST ON SPOTIFY APPLICATION TO IMPROVE THE STUDENTS VOCABULARY MASTERY AT EIGHT GRADE OF MTS DARUNNAJAH SAMBIKARTO.

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.



Dikeluarkan di : Metro
Pada Tanggal : 29 November 2023

Wakil Dekan Akademik dan Kelembagaan,



Dra. Isu Fatmahan MA
NIP 19670531 199303 2 003



YAYASAN PONDOK PESANTREN DARUN NAJAH
MADRASAH TSANAWIYAH DARUN NAJAH
SAMBIKARTO KECAMATAN SEKAMPUNG
KABUPATEN LAMPUNG TIMUR
NSM/NPSN:121218070082/10816805

Sekretariat: Jl. Raya Sambikarto Bumi Agung Kecamatan Sekampung Kabupaten Lampung Timur Kode Pos: 34182

Nomor : **442.012.A/MTsDN/SBK/60/XII/2023** Sambikarto, 6 Desember 2023
Lampiran : -
Perihal : Balasan Izin Research

Kepada Yth,

Rektor IAIN Metro

Di_ Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh

Salam silaturahmi kami sampaikan semoga segala aktifitas yang kita lakukan mendapatkan ridho dari Allah SWT, Amin.

Berdasarkan surat dari Lembaga Pendidikan Institut Agama Islam Negeri (IAIN) Metro dengan Nomor : B-5513/In.28/D.1/TL.01/11/2023 perihal Izin Research, maka dengan ini kami memberikan izin kepada :

NAMA	: NURUL KURNIANINGSIH
NPM	: 1801071042
SEMESTER	: 11 (Sebelas)
FAKULTAS	: Tarbiyah dan Ilmu Keguruan
JURUSAN	: Tadris Bahasa Inggris
JUDUL SKRIPSI	: "THE USE OF ENGLISH VOCABOLARY PODCAST ON SPOTIFY APPLICATION TO IMPROVE THE STUDENTS VOCABOLARY MASTERY AT EIGHT GRADE OF MTS DARUN NAJAH SAMBIKARTO"

Untuk dapat melaksanakan Resaarch dalam rangka penyusunan Skripsi di MTs Darun Najah Sambikarto .

Demikian surat izin ini kami buat dan agar dapat digunakan sebagaimana mestinya.

Wallahulmuafiq illa Aqwamitthoriq,
Wassalamu'alaikum Warahmatullahi Wabarakatuh

Mengetahui,
Kepala MTs Darun Najah
Sambikarto

SUPARNO, S.Pd.I



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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UNIT PERPUSTAKAAN
NPP: 1807062F0000001

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SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1467/In.28/S/U.1/OT.01/12/2023

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

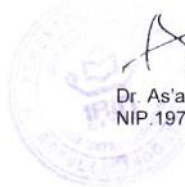
Nama : Nurul Kurnianingsih
NPM : 1801071042
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 1801071042

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 15 Desember 2023
Kepala Perpustakaan



As'ad

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002



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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Prodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Nurul Kurnianingsih

NPM : 1801071042

Prodi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 19 Desember 2023

Ketua Jurusan TBI



Dr. Much Deiniatur, M.Pd.BI
NIP.19880308 201503 1 006



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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : NURUL KURNIA NINGSIH
NPM : 1801070069

Jurusan : TBI
Semester : X

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1.	Senin 20/3-2023	✓	Acc ch. I	
	Jumat 31/3-23.	✓	Revisi ch. II	
	Senin 22/5-23	✓	Acc ch. II	

Mengetahui
Ketua Jurusan TBI

Andjanta, M.Pd
NIP.198711022015031004

Dosen Pembimbing

Trisna Dinillah Harya, M.Pd
NIP.198305112009122004



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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA FAKULTAS
TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Nurul Kurnianingsih

Jurusan : TBI

Npm : 1801071042

Semester : X

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda tangan dosen
	16/2023 /06	✓	Acc ch. (1) -	

Mengetahui

Ketua jurusan TBI



Andianto, M.Pd

NIP: 198711022015031004

Dosen Pembimbing

Trisna Dinillah Harya, M.Pd

NIP: 198305112009122004



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IAIN METRO

Nama : Nurul Kurnianingsih

Jurusan : TBI

Npm : 1801071042

Semester : XI


No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda tangan dosen
	Selasa 5/23 /10	✓	Revise IPD to vocabulary Test.	
	Selasa 7/11 - 23	✓	Acc IPD	

Mengetahui

Ketua jurusan TBI


Anchanto, M.Pd
NIP: 198711022015031004

Dosen Pembimbing


Trisna Dinillah Harya, M.Pd
NIP: 198305112009122004



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www.tarbiyah.metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Nurul Kurnianingsih

Jurusan : TBI

NPM :1801071042


Semester :XI

No	Hari / Tanggal	Pembimbing	Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I		
1	Senin 18/12-2019	✓	Ae Munawaroh	

Mengetahui,
Ketua Jurusan TBI

Dr. Much Deiniatur, M.Pd.BI
NIP. 198803082015031006

Dosen Pembimbing I,


Trisna Dinillah Harya, M.Pd
NIP. 198305112009122004

THE USE OF ENGLISH
VOCABULARY PODCAST ON
SPOTIFY APPLICATION TO
IMPROVE THE STUDENTS'
VOCABULARY MASTERY AT
EIGHT GRADE OF MTS
DARUNNAJAH SAMBIKARTO

by IAIN METRO

Submission date: 18-Dec-2023 10:14AM (UTC-0300)

Submission ID: 2262200082

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Metro, 18 Desember 2023

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Source : research at MTS Darunnajah Sambikarto on 29 November, December 1, 4, 6 & 8, 2023

CURRICULUM VITAE



Nurul Kurnianingsih born on Donomulyo, March 23th, 1999. She was a daughter of Mr. Masruri and Mrs. Mesringah. She also has a sibling name Nurdiansyah. Her education history was she was finish her formal education from TK on 2004 until 2005. Continued to elementary school SDN 3 Donomulyo on 2005 until 2011. Then continue her education to junior high school at MTs Darunnajah Sambikarto on 2011 until 2014 and finished her senior high school at MA Ma'arif NU 5 Sekampung on 2014 until 2017. Her last formal education was at IAIN Metro started from 2018. Her hobby is hiking with her friend. She has a dream to become a teacher who can teaches her students not only material but also to become a good person.



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PENUNJUKAN TIM UJIAN SKRIPSI

Nomor: P- 6005/ln.28/J/PP.00.9/12/ 2022

Nama / NPM : NURUL KURNIANINGSIH / 1801071042
Jurusan : Tadris Bahasa Inggris
Ruang Ujian : Gd. Pasca Lt. 1B
Judul Skripsi : THE USE OF ENGLISH VOCABULARY PODCAST ON SPOTIFY APPLICATION TO IMPROVE THE STUDENTS' VOCABULARY MASTERY AT EIGHT GRADE OF MTS DARUNNAJAH SAMBIKARTO

Hari / Tanggal	Waktu	Ketua / Moderator	Penguji	Sekretaris	Petugas
Rabu, 27 Desember 2023	08.00-10.00 WIB	Trisna Dinillah Harya, M. Pd	1. Dr. Umi Yawisah, M. Hum 2. Linda Septiyana, M. Pd	Lenny Setyana, M. Pd	-

ALOKASI WAKTU		ASPEK YANG DIUJI/PENILAIAN	
Ketua	Maks. 30 Menit	Ketua	Penampilan dan Pembelaan, Ketekunan Dalam Proses Bimbingan
Penguji 1	Maks. 50 Menit	Penguji 1	Metode, Relevansi & Penguasaan Materi, Penampilan Dalam Ujian dan Pembelaan
Penguji 2	Maks. 40 Menit	Penguji 2	Penguasaan Materi, Penampilan Dalam Ujian dan Pembelaan



Metro, 26 Desember 2023
Ketua Jurusan TBI

Dr. Mughni Deiniatur, M.Pd.BI
NIP. 198803082015031006

Tembusan disampaikan Kepada Yth:

1. Kasubbag. Umum
2. Mahasiswa Tbs. (Papan Pengumuman)