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### THE EFFECT OF *ABA ENGLISH* APPLICATION ON THE STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADE OF MTs SWASTA AL KHOIR MANANTI PADANG LAWAS

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#### Abstract

The aim of this study is to answer the following questions: when they taught with the ABA English Application without the ABA English Application, the students' report cards in vocabulary mastery are better. The subjects in this study were 25 students of Class VIII-B MTs Swasta Al-Khoir Mananti Padang Lawas. The results revealed that: ABA English Application shows that in test implementation, particularly in vocabulary mastery, the use of applications in learning can produce good scores. It can be seen from the grades of the students. The assessment of test outcomes focuses on the learners' vocabulary mastery of the students. The assessment of test results is focused on students' vocabulary mastery in the learners. The normality and homogeneity test was used for the interpretation of the requirements test, while the t-test formula was used for data analysis. The authors continued after the data was analyzed; (1) The learning outcomes of students' understanding of new vocabulary using the ABA English application reached 80.24 and a standard deviation of 7.102. (2) The learning outcomes of students' understanding of new vocabulary obtained did not use the 68.4 application and the standard deviation of 6,244 t test values were 167.72 and  $t_{table}$  1.708. So, the ttest is higher than the  $t_{table}$ . So that, the alternative hypothesis ( $H_a$ ) proposed is accepted and zero ( $H_0$ ) is rejected. This means that both the use of the ABA English Application for student achievement in mastering new vocabulary based on the results of this study, the suggestion is that the ABA English application can be used as an alternative medium in learning to vocabulary mastery.

**Keywords:** ABA English Application, Vocabulary Mastery

#### INTRODUCTION

Vocabulary is one of the language components, such as in English and is based on a particular language. According to Thornbuy although without grammar there is very little to convey, without vocabulary one cannot convey anything.

Based on this statement the vocabulary must first check the other aspects of the language such as grammar, writing, and reading, speaking and listening. The more vocabulary students master, the better they will have conversations in their own language.

Depdiknas 2006 stated that junior high school students are expected to master 1500-5000 words to help them understand and use four language skills, such as writing, reading, speaking and listening. In fact, the vocabulary mastery of grade VIII students at MTs Al Khoir Mananti Padang Lawas is only around 200-300 words. This can be proven by interviews with English teachers and lists of students' vocabulary that they get in the teaching and learning process in class. Then the number of vocabulary mastered by students is only limited to vocabulary that is often used in student life, both at school, or in the daily environment.

So, the researcher concluded that the students' vocabulary was not yet developed. This is known when researchers have conversations with students. This situation reveals that the main problem with students' vocabulary mastery is still far from the expectations of students' vocabulary mastery in the eighth grade.

## **METHOD**

The kinds of this research is experimental research by Sugiyono design. In this study the writer gave an application to this subject, while the others were not given the application used in the previous class to determine whether there was an effect of using the application in both classes. "Experimental research which aims to determine there is no effect of the treatment applied to experimental subject.

## **RESULT AND DISCUSSION**

The findings of this research exist in the description of the data, Analysis Requirement Testing, Hypothesis Testing.

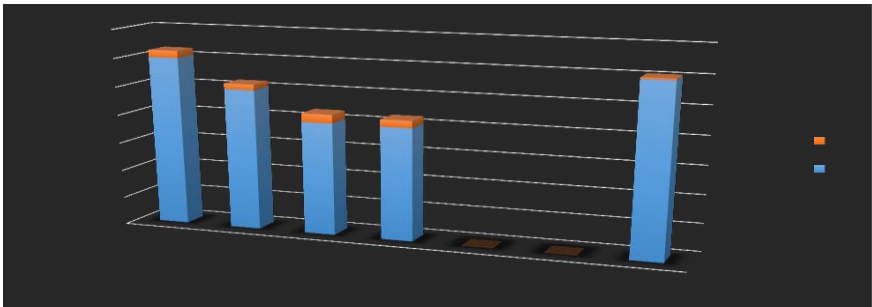
### **1. Description of the Data**

The research was conducted from September 8<sup>th</sup> 2020 to October 7<sup>th</sup> 2020. The researcher analyzed quantitative data. The data were obtained by giving tests to the experimental class and the control class after being given different treatments from the two classes. The subjects of this study were divided into two classes. They are the experimental class (VIII-B) and the control class (VIII-C).

Data of the students' vocabulary mastery was taken from the test result which has given to 50 students MTs Swasta Al-Khoir Mananti: 25 students from VIII-B as experiment class and 25 students from VIII-C as control class. Here the score that showed the result test for experiment class (VIII-B) which taught by using ABA English Application and control class (VIII-C) taught without ABA English Application.

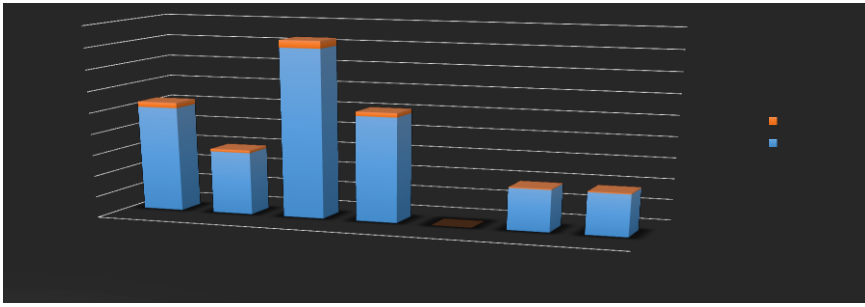
a. The Students' Mastery in Vocabulary Taught by Using ABA English Application

After analyzing the data through statistical descriptions, it was found that students who were taught using the ABA English application obtained a score range of 70 to 100, the mean post-test was 80.24, the post-test standard deviation was 7.102, the lowest post-test score was 70 and the highest score is 95.



**Figure 1. The Histogram of the Experimental Class**

The Students' Mastery in Vocabulary Taught without ABA English Application After analyzing the data through statistical descriptions, the results showed that students who were taught without the ABA English Application obtained a score range of 70 to 100, mean post-test 68.4, standard deviation post-test 6.244, the lowest post-test score was 60 and the highest score was 85.



**Figure 2. The Histogram of the Control Class**

2. Analysis Requirement Testing

The researcher explained in this operation about vocabulary. The researcher asks students to name some of the vocabulary they know and use on a daily basis, so that they can understand new words. The purpose of this activity is to measure students' vocabulary skills.

After implementing the test, the student's vocabulary results assessment test. From the results of calculating the mean, variant, standard deviation, the mean standard error of the students' vocabulary mastering scores are used as follows:

The normality test was used to assess whether or not the data are normal, and the findings of the normality test are listed below as follows. The results, it can be seen that  $L_o = \text{significant } 0.629$  and  $L_t = 0.1772$ . It can be concluded that the data distribution is normal. So, it can be concluded that the data on student' vocabulary mastery is Normal.

The homogeneity testing was used to assess whether or not the data are homogeneous, and the findings of the homogeneity testing are listed below as follows. The results, it can be seen that  $F_{obs} = 9.36$  compared to  $F_{table}$  is determined to be real  $\alpha = 0.05$  and the same numerator  $dk = N-1 = 25-1$  which has a numerator of 24, the denominator  $df = n-1$  ( $25-1 = 24$ ). Then  $F_{table}$  can be calculated  $F(0.05) = 1.679$ . So  $F_{obs} < F_{table}$  or ( $9.36 < 1.679$ ) so it can be concluded that the variant is homogeneous.

The results of this research hypothesis can be seen from the table below: From the above calculations it can be seen that  $t_{obs} = 167.72$  and  $t_{table} = 1.708$ ,  $t_{obs} > t_{table}$ . This means that the hypothesis is accepted at a significant level of 0.05. The meaning of this result is that students taught using the ABA English application are better than those without the ABA English application. After the scores were calculated, I found that in his study the  $t_{obs}$  were higher than the  $t_{table}$ . This can be seen as follows:

$t_{obs} > t_{table} (\alpha = 0.05)$  with  $df$  25

$167.72 > 1,708$

The results above indicate that the alternative hypothesis ( $H_o$ ) is rejected.

From the description above, the research shows that the effect of using ABA in English on vocabulary mastery of student achievement is better for teaching those who teach without ABA in English applications. Student grades improve and students are more enthusiastic about understanding new words. Student motivation changed after the researcher used the ABA English application. The ABA English application shows

a simple concept that allows students to understand new vocabulary and relate their knowledge to the text.

The Students who are more interested in the ABA English application and students also actively ask questions and provide opinions. Most of the students were able to improve their grades. The results above, the ABA English application can affect students' understanding of new vocabulary. In the control class, researchers found problems when researchers worked on the same material but without application, students did not understand the vocabulary they had just learned and made them unable to understand the text, not knowing what they were reading. But there was a little problem playing the game in the experimental class, it was about timing. Time is not enough, researchers and students lose track of time when using the ABA English application. Finally, students who are taught using the ABA English application get higher achievement than students who teach without the ABA English application.

## **CONCLUSION**

After conducting experimental research with the post-test results of the eighth grade students of MTs Swasta Al-Khoir Mananti Padang Lawas, the researcher found that students who were taught with the ABA English application got higher results than students taught without the ABA English application. This can prove that the value obtained from the experimental class is higher than the control class. The post- test results of both the experimental class and the control class were carried out after the treatment. Based on these data, it can show that there is an English ABA application that is better not to use the English ABA application in learning different vocabulary mastery between the experimental class and the control class. Researchers found a significant effect with tcount and ttable tests to determine whether the use of ABA English was effective on students' vocabulary mastery. The conclusion of this total chapter can be interpreted that the mastery of new vocabulary students who are better taught by using the ABA English application does not use the ABA English application, especially for eighth grade students of MTs Swasta Al-Khoir Mananti Padang Lawas.

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