THE EFFECTIVENESS OF AUDIOBOOKS IN LEARNING ENGLISH VOCABULARY USING GAME IN JUNIOR HIGH SCHOOL

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By

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of the people, except those cited in the quotation and references, as a scientific paper should.

Rangkasbitung, 20th of September 2025

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MOTTO

‘‘Education is a continuous process, and patience and persistence are the keys to achieving goals.’’

DEDICATION

Gratefully and thankfully, I dedicate this thesis to:

1. My eternal love, ALLAH SWT, who gives me the breath of life till this time and always protects me with all this Greatness.
2. My beloved parents, Mr. Maskur Marubi, and Mrs. Esih Kurniasih, thank you for your advice, affection, prayers, support, and always giving me encouragement in completing my studies and for financing and facilitating my education from childhood until now. Thank you also to my two younger siblings, Dzikri and Dzaki who always entertain and encourage me in completing my studies.
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useful and contribute to the English learning process, especially in vocabulary learning for Islamic Junior High School students in this digital era. Therefore, I really appreciate any criticism, ideas, and suggestions for improving this thesis.

Rangkasbitung, 20th of September 2025

The Writer,



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ABSTRACT

This study investigates the effectiveness of using audiobooks combined with game to improve English vocabulary mastery in junior high school students. A one-group pre-test and post-test pre-experimental design was employed. The research involved 30 eighth-grade students from an Islamic junior high school in Indonesia. Before the intervention, a pre-test was administered, revealing a low initial vocabulary mastery with an average score of 12.50. The treatment involved six sessions of vocabulary learning using audiobooks and interactive Wordwall games. The vocabulary taught during the treatment included nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections. Following the treatment, a post-test was conducted, and the average score significantly increased to 16.87. The Wilcoxon ranks test showed a statistically significant effect (Sig. 0.000 < 0.05), indicating that the null hypothesis was rejected and the alternative hypothesis was accepted. The results demonstrate that the combined use of audiobooks and game is a useful and effective medium for enhancing students' English vocabulary mastery. This method provides an interactive and engaging learning experience, improving student confidence and comprehension. This research contributes to the development of technology-based learning methods for foreign language education.

Keywords: audiobooks, *effectiveness*, *game*, *vocabulary* and *wordwall*

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

In the process of learning English, one of the most important aspects to master is vocabulary. Vocabulary really needs to be taught to students supports English language skills. Rahmah et al. (2023) revealed that vocabulary is a collection of words in a language which is the main capital for four language skills: reading, writing, listening and speaking. Vocabulary mastery is the main foundation in language skills, whether in speaking, listening, reading or writing. Without sufficient vocabulary, the ability to communicate in English will be very limited. Without vocabulary mastery, students will be hampered in reading, writing, speaking and listening skills. Teaching and developing vocabulary is one of the main focuses in every level of English education in Indonesia. Fauziningrum et al. (2023) stated that teaching vocabulary for junior high school is not easy because students of junior high schools are teenagers, so it is essential to introduce English, especially vocabulary.

In addition, vocabulary mastery also plays a crucial role because a good vocabulary allows students to communicate effectively and understand various texts in English. Noviyanti et al. (2023) stated that vocabulary in learning English is one of the most important components because it is the fundamental skill for mastering a language. A good vocabulary allows students to communicate effectively and understand various texts in English. Rahmah et al. (2023) stated that vocabulary has an important role in communication because it allows a person to

express opinions, ideas, feelings, and desires. Daud et al. (2025) also stated that vocabulary consists of words in a particular language that identify objects, actions, or ideas that convey information. Thus, vocabulary is an important foundation in the process of effective communication. This statement also shows that vocabulary has a key role in expressing one's ideas and emotions. Therefore, a good command of English vocabulary is very important for students to be able to communicate effectively and understand various texts in English. Having a strong vocabulary enables students to express their thoughts, emotions, and wants clearly, and also enhances their comprehension of diverse English written materials. In the context of English language learning, good vocabulary mastery can help students to improve their overall language skills, including reading, writing, listening and speaking. As stated by Rahmawati et al. (2025), a comprehensive vocabulary is crucial for mastering English, as it is the foundation for reading, listening, writing, and speaking.

However, despite the importance of English vocabulary mastery, many students still face challenges in mastering English vocabulary. Ryan et al. (2024) found that students experience difficulties in mastering English vocabulary, including difficulties in translating words or sentences, understanding word meanings, pronunciation, spelling, and recalling vocabulary. These challenges can include difficulty in understanding the meaning words, remembering new vocabulary, and using vocabulary in the right context. Susanto (2021) also found that several factors cause students' difficulties in obtaining vocabulary, including because the writing of vocabulary is entirely different from the spoken form in English, the number of

words that students must learn is large, and there are problems with sources of information regarding the vocabulary discussed. These difficulties are often compounded by factors such as lack of exposure to new words, ineffective learning strategies and lack of motivation. In addition, students lack vocabulary knowledge, grammatical understanding of vocabulary, and vocabulary pronunciation skills to master (Sadewi et al., 2024). Students may also face challenges in developing their overall language skills, including reading, writing, listening and speaking. Therefore, efforts need to be made to help students overcome these challenges and improve their English vocabulary learning.

In this context, the need for effective learning methods to improve English vocabulary learning becomes very important. Effective learning methods can help students overcome challenges in mastering vocabulary. One of the learning methods that can be used is the use of audiobooks combined with game. Audiobooks are audio recordings containing English text, which can help students understand the correct pronunciation of words and improve listening skills. According to Rizal et al. (2022), audiobooks are instructional designs that include structured classes and lessons. Audiobooks can be listened to anytime and anywhere. When listening to audiobooks, students encounter new words and words they know but are not familiar with. When encountering words on audio, students will know how to pronounce them correctly and hear them used in context. These lead to developing a more fluent understanding of words. Meanwhile, games are elements that can be used to make learning more interesting and interactive. According to Hafiza & Pratolo (2024) using educational games as a teaching

method is highly effective for non-native English speakers. Their research showed that different types of games, such as interactive games, role-playing, memory games, simulations, and strategy games, significantly enhance vocabulary learning, grammar understanding, and student engagement in English language learning. By combining audiobooks and game, students can gain a more through and effective learning experience. Audiobooks can help students understand the meaning of words and remember new vocabulary, while game can help students use vocabulary in the right context and increase learning motivation. The use of audiobooks and game in English vocabulary learning can help students overcome challenges in mastering vocabulary, such as difficulties in understanding word meanings, remembering new vocabulary, and using vocabulary in the right context. Thus, this learning method can improve students' English vocabulary learning and help them become more confident in using English.

Previous research has shown the potential of audio media in improving vocabulary acquisition. For example, research conducted by Gela et al. (2023) entitled "*Fostering Vocabulary Mastery Through an Audio Textbook at The Seventh Grader of SMP Negeri 7 Tarakan*'' found that students who were taught using audio textbooks showed a significant increase in vocabulary mastery compared to students who used conventional textbooks. This finding underscores the effectiveness of audio media in helping students acquire and understand new vocabulary. In addition, research on the use of games in vocabulary learning also provides promising evidence. Hidayah et al. (2023) in their study entitled "*The Implementation of Game Based Learning (GBL) Method to Improve EFL Students'*

Vocabulary Mastery" specifically evaluated the effectiveness of the Game-Based Learning (GBL) method in enhancing the vocabulary mastery of EFL students at SMPN Satu Atap 1 Katingan Hilir. Their findings indicated that the implementation of the GBL method was effective in improving the English vocabulary mastery of students. Thus, the studies that have been presented, including Gela et al. (2023) who highlighted the effectiveness of audio textbooks in improving vocabulary acquisition, and Hidayah et al. (2023) who demonstrated the positive impact of digital game-based learning on junior high school students' vocabulary, collectively provide a strong foundation for this study. These two studies, although examining the use of different media separately, indicate the significant potential of audio media and game elements in facilitating English vocabulary learning at the junior secondary level. This research further seeks to explore the synergy between these two approaches by examining the effectiveness of combining audiobooks and game in improving junior high school students' vocabulary learning.

With the author's personal experience as an English teacher at an Islamic boarding school in Indonesia, the author feels the difficulty of students in learning and remembering English vocabulary properly and correctly. Students can remember vocabulary more effectively by using audiobooks that are already available in English, because audiobooks make it easier for them to remember vocabulary and how to pronounce it properly and correctly, especially when the teacher does not tell them the correct pronunciation. Students become more active and enthusiastic when learning English using audiobooks because they can improve their ability to listen and pronounce English vocabulary and increase vocabulary

more effectively. When students have listened to and know how to pronounce vocabulary properly and correctly, and remember the spelling of each vocabulary well, the author wants to know how good the students' memory and understanding are in learning and mastering vocabulary with audiobooks using game. This method turned out to be successful in making students remember and be able to write vocabulary properly and correctly, also more active and engage in learning English vocabulary. This personal experience motivated the author to research the effectiveness of using audiobooks in learning English vocabulary using game in junior high schools. The author wants to know if this method can significantly help students improve their English vocabulary mastery. Thus, this research can contribute to the development of more effective and interesting English learning methods for students.

Based on the explanation above regarding vocabulary mastery, the use of audiobooks in learning English vocabulary can be enhanced through game that make students more active and enthusiastic when learning. According to Faizah & Gumiandari (2021), using audio and visual media to improve English vocabulary skills is stated to be more effective and allows children to think more creatively and easily visualize the material in their minds. Therefore, the researcher aimed to investigate the effectiveness of using audiobooks in vocabulary learning using game in junior high school.

1.2 Identification of the Problems

Based on the background of the study that has been described above, the identification of the problems are as follows:

1. Students still have difficulty in mastering English vocabulary.
2. Students have difficulty in understanding the meaning of words, remembering new vocabulary and using vocabulary in the right context.
3. Teachers still use conventional and less interesting English vocabulary learning methods.

1.3 Limitation of the Problems

Based on the identification of the problems set out in this study, it is limited to find the effectiveness of audiobooks in learning English vocabulary using game in junior high school.

1.4 Formulation of the Problems

Based on the problem limitation above, the researcher has formulated a problem statement that focuses on ‘‘Can the use of audiobooks combined with game significantly increase student’s mastery of English vocabulary?’’.

1.5 Objectives of the Study

The purpose of this study is to find out whether the use of audiobooks combined with game can significantly improve English vocabulary mastery in junior high school students.

1.6 Significance of the Study

This research has important significance for various parties, including:

1. **For Students**

   This study can help improve vocabulary learning through a more interactive and less boring way. Thus, students can improve their English skills and become more confident in using English.

2. **For Teachers**

   This research can provide an alternative learning method that is fun and effective for teaching English vocabulary. Thus, teachers can improve the quality of teaching and make learning more interactive and interesting for students.

3. **For Schools**

   This research can encourage the use of technological media in English language learning to improve the quality of education. Thus, schools can improve the quality of education and make learning more effective and efficient.

4. **For Future Researchers**

   This research can contribute to the study of technology-based learning media in teaching foreign languages, especially in learning vocabulary. This research can also be a reference and basis for further research related to audio media and games in language learning, and it also suggests that future researchers examine aspects not yet explored in this study. Thus, this

study can help increase knowledge and understanding of the effectiveness of the use of technological media in English language learning.

CHAPTER II

LITERATURE REVIEW

2.1 Vocabulary Learning Concepts

This chapter will explore three important aspects. First, it will discuss the definition of vocabulary and its importance as a foundation in English learning, serving as a link between the four main language skills (reading, writing, speaking, and listening). Second, it will explain the types of vocabulary based on functional categories, such as nouns and verbs, which help students use words accurately in sentences. Finally, it will analyze the vocabulary competency of junior high school students to provide a realistic picture of their level of mastery at that level of education. Overall, this chapter will present a comprehensive discussion, from basic concepts to their application in student contexts.

2.1.1 Definition of Vocabulary and Its Importance in English Learning

Vocabulary is a set of words or is part of a particular language. Ramadhani et al. (2022) stated that vocabulary is the language unit that expresses our language. Vocabulary also a system, simbol, language group that has meaning in expression, language specification, and knowledge. According to Afidah & Machfudi (2022), vocabulary is one of the linguistic components in learning English. The students must learn vocabulary as a first step, before they learn English skills. In learning English, vocabulary is used to connect the four language skills, namely writing, reading, speaking, and listening. Vocabulary will be very useful in conveying ideas. The students can easily understand simple English texts when they have a good command of vocabulary. Students can understand the

information or content of the text correctly when reading, and can communicate directly in English when speaking and listening using a strong understanding of vocabulary. This shows that vocabulary is all the words in something that is heard, spoken, read, and written that is known by an individual. Based on the description above, it can be concluded that vocabulary is the basis for learning English and is very important in learning a language.

Many students want to speak English, but they are lack in vocabularies mastery. Therefore, vocabulary is very important to learn as a basic learning in English and can be a motivation to be able to master a language well (Setiawan & Wiedarti, 2020). Good vocabulary allows students to communicate effectively and understand various types of texts. The existence of vocabulary in English is one of the requirements for being able to master English. If English language proficiency is improved by mastering vocabulary, it will affect students' language skills. Thus, vocabulary is an important component in learning English that cannot be ignored. According to Winarti (2023), a students' vocabulary mastery greatly affects language skills both in spoken and written. Vocabulary mastery is one of the factors that can improve a students' language skills. In addition, vocabulary mastery can also determine the quality of a students' language. Vocabulary is a tool used by students to convey information, messages, or opinions. Vocabulary mastery also allows students to improve their critical and analytical thinking skills, as well as expand their knowledge and insight. Therefore, vocabulary learning should be a priority in the English learning process.

2.1.2 Types of Vocabulary

Types of vocabulary and vocabulary learning strategies can be explored in depth once we have a solid understanding of the basic concept of vocabulary and its importance in learning English. According to Hatch & Brown (2001, p.250), types of vocabulary fundamentally refer to the classification of words based on their functional or grammatical categories, commonly known as "parts of speech." This statement explicitly identifies eight main types or categories of vocabulary:

1. Nouns: Refers to words that function to name people, places, things, or ideas, such as book, table, student.
2. Verbs: Words that express actions, events, or states, such as run, eat, sleep.
3. Adjectives: Words used to describe or attribute nouns or pronouns, such as beautiful, tall, happy.
4. Adverbs: Words that modify verbs, adjectives, or other adverbs, providing information about manner, time, place, or degree, such as quickly, very, always.
5. Pronouns: Words that function to replace nouns, avoiding repetition, such as I, she, they.
6. Prepositions: Words that indicate spatial, temporal, or other relationships between nouns/pronouns and other elements in a sentence, such as in, on, at.
7. Conjunctions: Words used to connect two words, phrases, clauses, or sentences, such as and, but, or.

8. Interjections: Words that express emotions or sudden exclamations, often standing alone, such as Wow!, Oh!, Hey!.

Understanding these "parts of speech" is crucial because it helps us analyze the structure and meaning of a sentence more deeply. As Hatch & Brown (2001, p.250) also emphasize vocabulary knowledge involves not only knowing the meaning of a word but also its grammatical category and how it functions in a sentence. This quote emphasizes that true vocabulary knowledge encompasses not only word definitions but also grammatical categories and their functions in sentences. Thus, familiarity with these different types of vocabulary enables learners to use words more accurately and effectively in a variety of communication contexts, thus significantly enriching their language skills.

2.1.3 Vocabulary Competence in Junior High School

Vocabulary competence in junior high school level is the ability of students to use diverse vocabulary functionally to communicate effectively in various texts and situations, not just memorizing lists of words. Based on *Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia (2022)* or the English Learning Outcomes (CP) Phase D from the Ministry of Education, Culture, Research, and Technology, vocabulary competency at the junior high school level (grades VII-IX) is not measured by memorizing a specific word list. Instead, this competency is integrated into the six core language skills: listening, speaking, reading, viewing, writing, and presenting.

The curriculum aims to enable students to use an increasingly diverse vocabulary effectively in a variety of spoken, written, and visual texts. This includes the ability to understand the main ideas and details of both familiar and unfamiliar texts, as well as to produce structured texts with appropriate vocabulary. Although there is no mandatory word list, research shows that the expected target is mastery of the first 2,000 most frequently used words. Thus, vocabulary mastery at the junior high school level focuses more on students' functional abilities to interact and communicate effectively in everyday life and in the school environment.

2.2 Audiobooks in Language Learning

Audiobooks come from two English words - audio and book. Thus, the definition of an audiobook is a book made in the form of sound. Audiobooks are recordings of books or other works that are read aloud by a voice actor. According to Nafisah & Budiarso (2022), audiobooks are books that are read in audio form allowing readers can hear them. Audiobooks allow students to listen to a recording of a book's text, rather than reading the text of the book. According to Rizkia et al. (2024), the presence of audiobooks was first used to facilitate learning by the blind. Blind people who have visual limitations can be helped by audio in the form of voice recordings that read the contents of the book. Then the presence of audiobooks continued to grow and attracted many users. Audiobook users will get the learning experience to read by audible voice recordings. The audiobook is audio recording will be the same as what is written in the book. Audiobooks are a profitable choice for students learning foreign languages. The implementation of

audiobooks in the classroom has shown positive results, especially in improving students' language skills (Sari et al., 2023). Therefore, audiobooks can be the right choice as an alternative foreign language learning medium for students.

The English textbook used by the researchers for English learning is the Asta New Frontiers 2 Student Book. This textbook is specifically designed for students at the A1 Elementary level, in accordance with the Common European Framework of Reference for Languages (CEFR) framework. Written by Thomas Hood and Gareth Powell, the copyright for this book has been held by Compass Publishing since 2019. For its distribution in Indonesia, this book is published locally by *PT. Asta Ilmu Sukses*. As a "Student Book", the main objective of this book is to equip students with a strong basic foundation of English, covering aspects of grammar, vocabulary, and the development of four main skills: speaking, listening, reading, and writing. With an attractive design and visuals that are likely rich in illustrations, this book is useful as the main learning material in class or for independent learning, helping students build English proficiency from a beginner level and preparing them for higher levels. This book is part of the "New Frontiers" series, which shows a continuous and directed learning structure. *Asta New Frontiers 2 Student Book* has gone through several reprints, with the latest printing in 2024, indicating its consistent demand and relevance as an effective English learning resource.

Effective English vocabulary learning requires a strong multisensory approach, which is why the combination of the Asta New Frontiers 2 Student Book with audiobooks is so relevant. Designed for A1 Elementary students, the Asta New Frontiers 2 Student Book provides essential visual and structural foundations. With

written text, supporting images, and exercises in the book, students can see the spelling of new vocabulary, understand its meaning in the context of sentences, and master related grammatical structures. This provides a solid foundation for understanding and applying vocabulary in writing. However, vocabulary learning is not complete without the auditory aspect, and this is where audiobooks come in. As the definition suggests, audiobooks are recordings of books read aloud, allowing learners to hear the exact same text as the book. When students use audiobooks together with Asta New Frontiers 2, they can simultaneously see new words and hear accurate pronunciation from speakers, ensuring they internalize the correct phonetics and intonation. This combined learning experience is very effective for improving memory and comprehension, as information is received through two primary sensory channels (visual and audio), strengthening the connection between the written form and the sound of the word. This combination also significantly improves active vocabulary learning. Rizkia et al. (2024) stated that audiobooks play an active role in encouraging students to learn more easily. Using audiobooks can be an alternative learning medium for language learning. Therefore, audiobooks are a suitable alternative for learning a foreign language. Nurrahman et al. (2023) showed that the use of audiobooks is effective in teaching listening skills, as evidenced by a significant improvement between students who used audiobooks in listening lessons and those who did not. This suggests that audiobooks can help students improve their comprehension and recognition of new English vocabulary in the context of conversations or other audio materials. With audiobooks, students can practice pronunciation repeatedly, imitating the audio model to achieve

accuracy. This is essential for developing fluent and confident speaking skills. Furthermore, the listening skills trained through audiobooks will help students recognize newly learned vocabulary in conversations or other audio materials. Thus, Asta New Frontiers 2 Student Book provides structured and visual vocabulary materials, while the audiobook complements it with the essential audio dimension, creating an immersive and productive learning environment for students to master comprehensive English vocabulary, as shown in the example below:

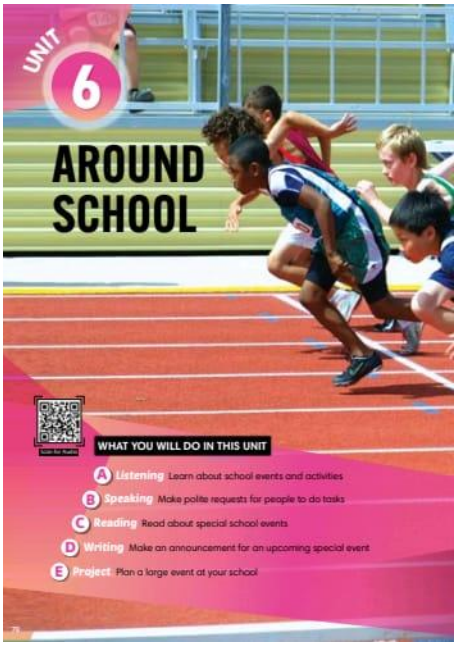


Figure 2.1 Home Page Unit

Figure 2.1 Home Page units effectively illustrate how the Asta New Frontiers 2 Student Book facilitates multisensory vocabulary learning through the integration of QR codes. These codes are strategically placed at the beginning of each chapter of the book, often accompanied by clear instructions such as “Scan for Audio” indicating their function as a direct gateway to relevant audio materials. The process of use is described simply: students or teachers simply point their smartphone

camera at the QR code, which then automatically opens a link to the audio content of the chapter. This seamless integration allows learners to immediately transition from seeing new vocabulary in written form to hearing its accurate pronunciation and intonation from a native speaker. This direct access to the audio component significantly enhances the multisensory learning experience, strengthening the connection between the written form and the sound of the word, thus aiding memorization and comprehension. Additionally, in the context of a boarding school environment where students' direct access to smartphones may be limited, this QR code system allows teachers to easily play audio in class for the entire class, or provide opportunities for students to access the material independently during permitted times, such as during visits or when they are at home, ensuring they receive consistent exposure to correct linguistic models outside of structured lesson hours.



Figure 2.2 Vocabulary Activity

In addition to audio access via QR codes, the book also systematically presents vocabulary activities on each page after the beginning of the chapter. For example, Figure 2.2 Vocabulary Activity shows how new vocabulary is introduced and practiced. The material taught in this type of activity focuses on recognizing and understanding keywords relevant to the chapter topic or skill to be practiced, as seen in the vocabulary list about verbs. In this activity, students are instructed to listen and number the words mentioned, directly training their listening and accuracy. The vocabulary is presented clearly in a list, accompanied by supporting images that help students visually grasp their meaning. Examples of words taught include: buy, fix, return, deliver, and others. This approach ensures that students not only see the spelling of new words but also hear their correct pronunciation, understand their meaning through visual context, and actively practice recognizing them. Thus, this vocabulary activity serves as an important bridge connecting word mastery with practical application in language learning.

2.3 Interactive Game in Language Learning

Modern English language learning increasingly recognizes the importance of creating a dynamic, engaging, and learner-centered learning environment, especially to enhance motivation and engagement. In this context, the use of interactive games has emerged as a highly effective teaching strategy in second language acquisition. According to Huang (2023), digital game-based learning is viewed as an instrumental and motivational subsystem that provides an interactive learning context, enhances learner satisfaction, and promotes English proficiency if utilized in an appropriate manner. Interactive games in language learning are

activities that involve active participation of learners, encouraging them to use the target language in a fun and non-pressurizing context (Nga, 2023). This approach can significantly reduce learning anxiety, improve memory retention, and develop various language skills holistically (Hidayah et al., 2023). Interactive games offer a variety of benefits in vocabulary acquisition and other language skill development. For example, word-based games such as Pictionary, Scrabble, or Hangman can effectively improve vocabulary mastery, spelling, and critical thinking skills (Salim et al., 2024). Meanwhile, games that focus on interaction and comprehension of instructions, such as Simon Says or Guess the Picture, have been shown to be beneficial in developing students' listening and speaking skills. These games create a natural context for language use, allowing students to practice and apply their knowledge in relevant and meaningful situations. Studies have also shown that digital game-based learning has the potential for young people to improve their English language learning and generate further educational methods.

In this study, the researcher specifically integrated Wordwall as one of the main interactive game media to facilitate English vocabulary learning. Wordwall is an online platform that allows teachers to create various types of customizable games and quizzes, including the word-based and interaction-based game categories mentioned above. The selection of Wordwall was based on its ability to provide an interactive and motivating learning environment, in line with the research objective of improving vocabulary (Alfiah et al., 2024). Wordwall's flexibility in creating activities tailored to the learning material and ability level of students makes it a highly relevant tool for facilitating English vocabulary learning through an

engaging and interactive game approach. To provide a clearer picture of the Wordwall platform and implementation, three supporting images are presented.



Figure 2.3 The Initial View of the Wordwall Website.

Figure 2.3 shows the initial view of the Wordwall website. This image introduces the main interface of the platform, with the "Wordwall" logo and the "Create activity" option prominently displayed, emphasizing that Wordwall is an easily accessible web-based digital tool for teachers to directly design and customize their interactive learning materials.

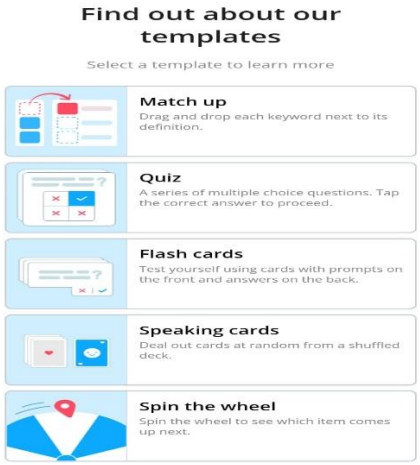


Figure 2.4 The Various Interactive Game Templates Available on the Wordwall Platform.

Figure 2.4 shows the various interactive game templates available on the Wordwall platform. This view represents the flexibility and richness of Wordwall features, allowing researchers or teachers to choose and customize game types such as “Match up,” “Quiz,” “Flash cards,” or “Spin the wheel” according to the material and vocabulary learning objectives. The existence of this variety of templates is crucial to maintain students’ interest and engagement, prevent boredom, and cater to various learning styles.

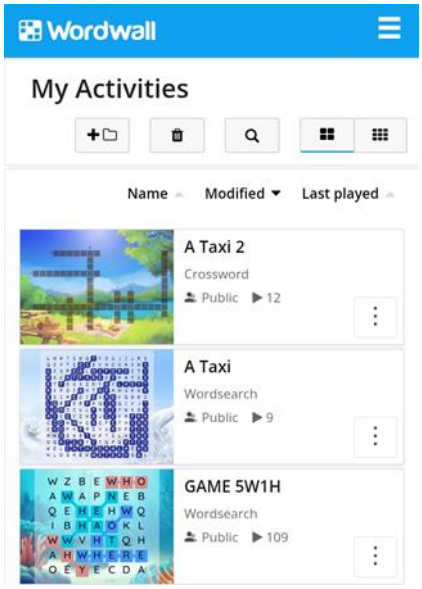


Figure 2.5 A Visualization of the Implementation Process in the Classroom.

Figure 2.5 presents a concrete visualization of the implementation process in the classroom, an example of a Wordwall game that has been created by researchers for English language learning with students in the classroom. Thus, the integration of Wordwall in English vocabulary learning not only aims to utilize the inherent potential of interactive games in creating a more dynamic, fun, and motivating

learning environment for students. Moreover, this approach is specifically designed to effectively improve students' vocabulary mastery through active participation and meaningful learning experiences, unlike conventional learning methods which may be less engaging.

2.4 Review of Relevant Studies

Recent research has shown a growing interest in exploring effective methodologies for English language learning. In particular, many studies have investigated the factors that influence vocabulary development among English language learners. This Review of relevant research section will outline relevant research on the use of audiobooks and games in English language learning, which provides the foundation for the current study, ‘‘The Effectiveness of Audiobooks in Learning English Vocabulary Using Games in Junior High School’’. The research covered the following research areas:

The first relevant study, Gela et al. (2023) conducted research entitled "*Fostering Vocabulary Mastery Through an Audio Textbook at The Seventh Grader of SMP Negeri 7 Tarakan*" which is relevant to the current study because it directly investigates the effectiveness of audio textbooks in vocabulary mastery among seventh-grade junior high school students. This study aims to determine whether there is a difference in vocabulary skills of seventh-grade students at SMP Negeri 7 Tarakan when taught using audio textbooks as a learning medium compared to traditional media. This study used a quasi-experimental design, involving an experimental group (grades VII-6, 32 students) who used audio textbooks and a control group (grades VII-1, 31 students) who were taught conventionally. Data

collection was carried out through pre-tests and post-tests and data analysis was carried out using descriptive analysis and inferential analysis. The research findings showed that audio textbooks significantly improved students' vocabulary mastery, with higher post-test scores in the experimental group. Audio textbooks were considered easy to understand, effective, and made the learning atmosphere more enjoyable.

The second relevant study conducted by Amelia et al. (2023) entitled ‘‘*The Effect of Vocabulary Mastery of Junior High School Students Using Wordwall Web*’’ which is relevant to the current research focus on the use of digital devices for vocabulary mastery. This study was motivated by the increasing interest in the use of digital devices and applications to improve online education. This study observed a junior high school student and found that the student had difficulty answering in English. To address this, the researchers implemented Wordwall Web as a vocabulary learning tool. This study used a quasi-experimental design, this design aimed to compare learning outcomes between the group given treatment (the use of Wordwall Web) and the group without treatment. Data were collected through pre-tests, post-tests, treatment sessions, and surveys to assess students' progress and perceptions of Wordwall. Statistical analysis was conducted to compare pre-test and post-test scores to determine whether there was a significant increase after using Wordwall Web. These findings indicate that Wordwall Web can be an effective tool to improve junior high school students' vocabulary mastery.

The third relevant study, Nurrahman et al. (2023) entitled "*The Effectiveness of Using Audio Books in Teaching Listening Skills of Eighth-Grade Students*" is

relevant to the use of audiobooks in this study, albeit with a different focus. This study aims to determine whether teaching listening skills using audiobooks has a significant effect. This study used a true experimental design. The study population was 90 grade X students of SMP Muhammadiyah 1 Palembang, with a sample of 60 students divided into an experimental group and a control group. Data were collected through pre-tests and post-tests, then analyzed using inferential statistics, specifically the independent sample t-test. The research findings indicate that teaching listening skills using audiobooks helps students improve their listening skills. The average post-test score of the experimental group (77.17) was higher than that of the control group (64.47). The t-test results showed a significance value of 0.001 (less than 0.05) which means the null hypothesis is rejected and the alternative hypothesis is accepted, so it is concluded that there is a significant difference in the listening skills of students taught using audiobooks.

The fourth relevant study, Sugiyono et al. (2024) examined "*The Effect of Using Word Wall Media On The Students' Vocabulary Mastery*" which is relevant to this research because it investigates the influence of word wall, on junior high school students' vocabulary mastery. The aim is to determine whether there is a significant effect of using word wall media on students' vocabulary mastery. This study uses a quantitative experimental method with a One Group Pre-test and Post-test pre-experimental design. Data collection was carried out through pre-tests and post-tests on a sample of 30 eighth-grade students at Daarul Firdaus Islamic Junior High School. Furthermore, data analysis uses descriptive statistics and inferential statistics by comparing the average pre-test and post-test scores. The results of the

study showed a significant increase in the average post-test score (86.5) compared to the pre-test (57.33), and the t-test showed that the calculated t-value (8.133) was greater than the t-table (1.701) which showed that the word wall media had a positive and significant effect of 70.2% on students' mastery of English vocabulary.

The fifth relevant study Damra et al. (2025) explored "*The Influence of Audiobooks on the Development of English as a Foreign Language Learners' Reading Fluency in Jordan"* which is relevant to the use of audiobooks in this study, although with a different focus. This study aimed to investigate the impact of audiobook use on seventh-grade students' English reading fluency, specifically on aspects of accuracy, automaticity, and prosody. The research method used was a quasi-experimental study with a pretest-posttest design involving 60 students. One group used audiobooks, while the control group used traditional teaching methods. Data were collected using reading tests and observation cards, then analyzed using MANCOVA. The results showed that audiobook use had a significant positive impact on improving students' reading fluency. The group using audiobooks showed greater improvement in aspects of automaticity, accuracy, and prosody than the control group.

All of these studies have similarities and significant differences when compared to this study. The clear similarity lies in the goal of improving English language learning, particularly vocabulary, and the use of technology and innovative learning methods to achieve this goal. All previous studies aimed to improve students' English skills, particularly vocabulary. Three previous studies (Gela et al. (2023); Nurrahman et al. (2023); Damra et al. (2025)) also used audiobooks as a learning

medium to improve students' English skills, and two previous studies (Amelia et al. (2023); Sugiyono et al. (2024)) also used game-based learning as a learning method to improve students' English skills. What fundamentally distinguishes this study is its investigation of the combined effectiveness of using audiobooks and games as a single integrated intervention in improving English vocabulary mastery. This study not only explores the benefits of each component independently but specifically aims to understand how this dual-modality intervention can work synergistically to optimize vocabulary mastery at the junior high school level, an area that has not been comprehensively explored in the existing literature.

2.5 Theoretical Framework

The theoretical foundations and underlying ideas that guided the research design and interpretation of its findings are described in a theoretical framework for experimental research. Based on ideas in game-based learning, educational technology, and English vocabulary learning, the framework suggests relationships between instructional interventions and assessed learning outcomes. This study investigates the effectiveness of using audiobooks combined with games as a method for improving English vocabulary mastery among junior high school students. The primary focus is on assessing the impact of this medium. Vocabulary mastery will be assessed through pre- and post-tests, designed by the researchers, based on Hatch & Brown's (2001) vocabulary theory. Data collected from these tests will be statistically analyzed using descriptive and inferential statistics. Finally, the statistical significance of the results will be evaluated to draw conclusions about the effectiveness of the audiobook-and-game-based intervention

on students' vocabulary learning. The theoretical framework for this study is presented below.

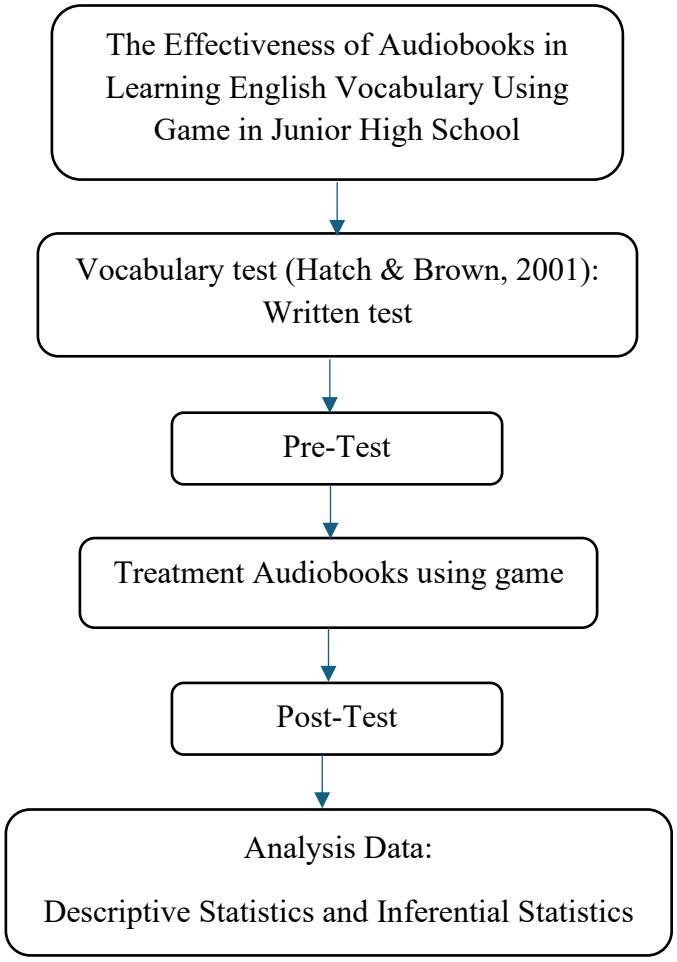


Figure 2.6 Theoretical Framework of the Study

2.6 Hypothesis

A hypothesis is a crucial part of research and needs to be formulated from the outset, as it is a specific prediction regarding the research outcome to be tested. Creswell & Creswell (2023, p.286) emphasizes that a hypothesis is not merely a guess, but rather an empirically testable statement. This means that a hypothesis must be measurable, observable, and either proven or refuted through data

collection and statistical analysis. In a quantitative study, especially one that aims to test for impact or difference, there are two main types of hypotheses that are always formulated: the alternative hypothesis (H_1) and the null hypothesis (H_0). These two hypotheses are opposites and form the basis for statistical testing.

1. Alternative Hypothesis (H_1): There is a significant difference in English vocabulary mastery of students who learn using audiobooks with game.
2. Null Hypothesis (H_0): There is no significant difference in English vocabulary mastery of students who learn using audiobooks with game.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study used a quantitative pre-experimental design with one pre-test and post-test group. This design was chosen because this study aims to determine the effectiveness of audiobooks in improving junior high school students' English vocabulary. This study adopted a quantitative approach because it aims to measure the effectiveness of the intervention and test the hypothesis statistically, in line with Creswell's view which stated that quantitative research focuses on testing objective theories through numerical measurement of variables (Creswell, 2018, p.4). Furthermore, one-group pre-test - post-test design type pre-experimental design was chosen in this study. According to Creswell (2018, p.166–167), pre-experimental design is characterized by the application of treatment (intervention) to one group without randomization or a comparison control group. Notationally, this design is described as O_1 X O_2, where O_1 represents the pre-test measurement or initial observation, X is the intervention or treatment given - the use of audiobooks and game in vocabulary learning, and O_2 is the post-test measurement after the intervention.

In this study, the used of audiobooks with game, especially Wordwall in learning English vocabulary serves as an independent variable, because this is an intervention given to students. Meanwhile, the dependent variable is a variable that is measured and assumed to be affected by changes in the independent variable, so

that it becomes an observed result or effect. In this context, students' mastery of English vocabulary is the dependent variable that will be measured to see its impact.

3.2 Population and Sample

In quantitative research, a population is the entire object or subject that has certain characteristics set by the researcher to be studied. While a sample is a portion of the population chosen to represent the entire population. The sample must have characteristics that are representative of the population so that the research results can be generalized.

3.2.1 Population

Population is a fundamental frame of reference in quantitative research. According to Sugiyono (2013, p.80) population is a generalization area consisting of objects or subjects that have certain qualities and characteristics that are determined by researchers to be studied and then conclusions drawn. In this study, the population is focus to all students of grade VIII in junior high school, which consists of 120 students. This population was chosen because grade VIII students are an age group that is relevant to the Junior High School level and are at a crucial phase in developing English vocabulary mastery.

3.2.2 Sample

The used of samples in research is a common practice due to various practical reasons, such as time, cost, and manpower constraints to study all elements of the population. Creswell (2018, p.155) emphasizes that the selection of participants from the population must be done in such a way that they can

represent the population, which ultimately allows the researcher to make generalizable inferences about the population. The population of eight grade students was divided into several parallel classes, and to ensure the efficiency and ease of implementing the intervention, the cluster sampling method will be used. One class of grade VIII, consisting of 30 students, will be randomly selected to be the sample of this study. This approach aimed to ensure that the findings regarding the effectiveness of audiobooks in learning English vocabulary using game can be generalized to the entire population of eighth grade students.

3.3 Data Collection Techniques

In this study, the technique used was an experiment with a one-group pretest-posttest design. This method is intended to measure the effectiveness of audiobooks combined with game in improving English vocabulary. Through this approach, researchers can observe students' vocabulary mastery before and after the intervention. The instrument used and the procedures for ensuring data validity and reliability will be described in the following section.

3.3.1 Instrument

The data collection used in this study is a test of vocabulary. According to Creswell (2018, p.250), a research instrument is a tool or procedure used to measure certain variables in a study. A test is one example of a research instrument used to measure the abilities, knowledge, or skills of a person or group in a particular field. Creswell (2018, p.250) also emphasized the

importance of developing valid and reliable research instruments to ensure that the data collected is accurate and reliable.

In this study, a multiple-choice test consisting of 30 questions was used. This test was designed to measure students' English vocabular mastery before and after the intervention in the form of using audiobooks with game. The selection of the multiple-choice form was based on several considerations. First, multiple-choice tests allow for objective and efficient assessment, and are easy to analyze statistically. Second, this format is widely used in language learning research because it is able to assess vocabulary comprehension comprehensively in a relatively short time.

3.3.2 Validity

Validity is a measure of the accuracy and precision of an instrument in measuring what it should measure. According to Creswell & Creswell (2023, p.297) validity in quantitative research refers to whether one can draw meaningful and useful inferences from scores on particular instruments. In this study, researcher used item validity to test the validity of the instrument by analyzing the correlation between item scores and the total score of the instrument, so that it can be determined whether the items are valid and can be used to measure the research variables accurately. Then, the correlation calculation results (correlation coefficient) will be obtained which serves as a reference for the level of validity of an item in determining the feasibility of the research instrument. The feasibility of a research instrument item is measured by looking at the level of significance of the correlation results (Widodo et al., 2023,

p.87). Researcher used item validity to test the validity of the instrument, namely by analyzing the correlation between the item score and the total score of the instrument using the Point Biserial Correlation formula; If the item has a score of 1 and 0 only, the Biserial Correlation Coefficient can be used. The following is the formula for the Biserial Correlation Coefficient:

$$\gamma_{pbi} = \frac{M_p - M_t}{S_t}\sqrt{\frac{p}{q}}$$

Description:

γ_{pbi} = biserial correlation coefficient

M_p = average score of correct answers

M_t = average total score

S_t = standard deviation of the total score

p = proportion of respondents who answered correctly

q = proportion of respondents who answered incorrectly (1-p)

Table 3.1 Determining Criteria for Point Biserial Correlation

Value	Interpretation
$0.40 \leq r < 1.00$	Good
$0.30 \leq r < 0.40$	Acceptable and should be improved
$0.20 \leq r < 0.30$	Improved
$0.00 \leq r < 0.20$	Rejected

3.3.3 Reliability

Reliability indicates the extent to which measurement results are reliable and consistent in measuring the target being measured. According to Creswell &

Creswell (2023, p.294) reliability refers to the internal constancy of instrument scores (i.e., are the item responses consistent across constructs), stability of scores over time (test-retest correlations), and consistency in test administration and scoring.

In conducting reliability tests, there are several testing techniques to produce a reliability coefficient as a reference for determining the level of data reliability. High reliability is indicated by rxx value approaching 1. In general, a reliability value will be considered quite satisfactory if it meets rxx ≥ 0.700. In this study, researcher used Kuder Richardson (KR) 20 to test the reliability of the research instrument. KR-20 is a method commonly used to measure the reliability of instruments that have items with dichotomous scores (true/false, yes/no, etc.). Using KR-20, researcher can determine the level of reliability of the research instrument and ensure that the resulting data is reliable and consistent. The following is the Kuder Richardson (KR) 20 formula: (Soesana et al., 2023, p.94)

$$r_i = \frac{k}{(k-1)} \left\{ \frac{s_t^2 \sum p_i q_i}{s_t^2} \right\}$$

$$p_i = \frac{\text{Number of subjects with score 1}}{N}$$

$$q_i = 1 - p_i, s_t^2 = \text{Total Variance}$$

Description:

R_i = reliability coefficient

k = number of items

p_i = proportion of subjects who answered correctly

Table 3.2 Interpretation of Correlation Coefficient

Coefficient Interval	Level of Relationship
0,00 – 0,199	Very Low
0,20 – 0,399	Low
0,40 – 0,599	Currently
0,60 – 0,799	Strong
0,80 – 1,00	Very strong

3.3.4 Pre-Test

In this study, researcher used a pre-test to measure students' vocabulary mastery before receiving treatment. A pre-test is an initial measurement of a dependent variable conducted on a single group of research subjects before they receive treatment (Creswell & Creswell, 2023, p.211). The pre-test is the initial stage in this study, serving as a measure to determine students' initial level of English vocabulary mastery. This test was administered to students before the treatment began. The goal was to obtain baseline data that would serve as a comparison to measure the success of the intervention. The instrument used in the pre-test was a multiple-choice test consisting of 30 questions on parts of speech (nouns, verbs, adverbs, adjectives, pronouns, prepositions, conjunctions, and interjections), as well as the instrument used in the post-test, which was specifically designed by the researcher to measure students' vocabulary mastery. By conducting a pre-test, researcher could ensure that any increase in scores at the end of the study was truly due to the treatment, not to the students' already high initial abilities.

3.3.5 Treatment

After the pre-test was conducted, the researcher administered six times treatment to the students. Treatment is the core of this study. The treatment given is then implemented. Creswell & Creswell (2023, p.46) defines treatment as a specific intervention, program, or treatment given by researcher to a group of subjects with the aim of measuring its effect on the outcome or dependent variable. Audiobooks combined with game are used in the English vocabulary learning process in the classroom. This media acts as an independent variable assumed to influence students' vocabulary mastery. During the treatment period, students will be taught new vocabulary through audiobooks, which allow them to hear correct pronunciation and intonation. Afterward, their vocabulary mastery will be reinforced and evaluated through various interactive game, specifically using the Wordwall platform, which is designed to make the learning process more dynamic, fun, and motivating. The researcher will observe this learning process to ensure the treatment is running according to the research plan.

3.3.6 Post-Test

After completing the treatment, the researcher conducted a post-test as the final stage of data measurement. According to Creswell & Creswell (2023, p.211), a post-test is a final measurement or assessment of the dependent variable conducted on research subjects after students receive treatment. This test is given to students after the entire series of treatments have been completed. The goal is to measure students' mastery of English vocabulary after they receive the intervention. The instrument used in the post-test is the same test as the pre-test,

namely a multiple-choice test consisting of 30 questions. By comparing the results of the post-test scores with the pre-test scores, the researcher can statistically analyze to determine whether there is a significant increase in students' vocabulary mastery. The results of this comparison will provide empirical evidence to answer the research hypothesis regarding the effectiveness of using audiobooks and game in vocabulary learning.

3.3.7 Field Note

In addition to quantitative data obtained from test results, this study also used field notes as a supporting instrument. Field notes are notes made by researcher about what happens in the field during the research process and can include notes about observations relevant to the research (Sugiyono, 2013, p.25). The purpose of using field notes is to provide in-depth and contextual descriptions of the research process, particularly during the treatment phase. These field notes document the researcher's direct observations of classroom dynamics, student interactions with learning media (audiobooks and game), student participation levels, and non-verbal responses. By recording these details, the researcher can obtain a more holistic picture of the treatment's effectiveness. Field notes can be a valuable source of data for identifying possible external factors or technical constraints that may have influenced the results, such as learning interruptions or problems with the Wordwall platform. Thus, field notes not only complement the quantitative data but also serve as a tool to strengthen the research's internal validity by providing a rich and authentic context for each numerical data obtained.

3.4 Data Analysis Technique

Every research study requires analysis to find the truth or facts as a result of the research. Analysis is conducted through collected data. To complete a research study that can be accounted for, a researcher must conduct data analysis, which is the most crucial part of the research. According to Creswell & Creswell (2023, p.2) data Analysis is a carefully planned method for outlining a plan for processing and analyzing quantitative data. In conducting quantitative data analysis, researchers can use various statistical formulas to obtain accurate research results. Data analysis techniques in quantitative research consist of two types: descriptive statistical analysis and inferential statistical analysis.

3.4.1 Descriptive Statistic

Descriptive statistics is a data analysis method that aimed to accurately describe and illustrate collected data and focuses on presenting the data. According to Sugiyono (2013, p.147), descriptive statistics are statistics used to analyze data by describing or depicting the collected data as it is, without the intention of drawing general conclusions or generalizing. Soesana et al. (2023, p.102) mention several commonly used descriptive statistical measures, namely:

1. Mean

The mean is the average value of a group of values, obtained by dividing the total values or scores by the number of observations. The average value is obtained using the formula:

$$M_e = \frac{\sum \quad x}{n}$$

Description:

M_e = Mean or average value

$\sum x$ = Total number of values (scores)

n = Number of data or samples

2. Median

The median is the value in the middle of a grouped set of data, arranged sequentially from smallest to largest. Generally, the formula below is used to find the median.

$$M_d = b + p\left(\frac{\frac{1}{2}n - F}{f}\right)$$

Description:

M_d = Median

b = Lower limit of the median class

p = Length of the interval class

F = Total frequency before the median class

f = Frequency of the median class

n = Number of data or samples

3. Mode

The mode is the value or score that appears most frequently in a set of values. The mode does not have to be present in every group of values, and sometimes there are one or more modes within a group of values. This depends on the data obtained during the research and is not a significant factor influencing the research analysis. To find the mode, use the following formula:

$$M_o = b + p\left(\frac{b_1}{b_1 + b_2}\right)$$

Description:

M_o = Mode or mode

b = Limit of the highest frequency interval class

b_1 = Frequency of the highest interval class minus the frequency of the previous interval class

b_2 = Frequency of the highest interval class minus the frequency of the next interval class

4. Standard Deviation

Standard deviation is a tool used in frequency analysis to describe the variability or standard deviation of data, whether negative or positive. The standard deviation for more than one frequency can be found using the formula:

$$SD = \sqrt{\frac{\Sigma \quad fx^2}{n}})$$

Description:

SD = Standard Deviation

$\sum fx^2$ = Sum of all deviations after being raised to the power

n = Number of data or samples

3.4.2 Inferential Statistic

Inferential statistics is a statistical technique used to analyze sample data and apply the results to a population. According to Sugiyono (2013, p.159), Inferential statistics are called probability statistics because the conclusions drawn for a population based on sample data are based on probability. Inferential statistics can be divided into two main parts:

1) **Statistical Assumption Test**

   a. Normality Test:

   The normality test is a type of classical assumption test that aimed to determine how data was distributed in a group or population. There are several test methods that can be used to test for normality. For example, a numerical normality test is the Shapiro-Wilk test, which requires interval or ratio data scales. Normality test practices based on numbers can be done manually and using SPSS software. Normality test conditions based on numbers using SPSS; Based on Widodo et al. (2023, p.116) are:

   - If the Sig. value is <0.05, the distribution is not normal.
   - If the Sig. value is ≥0.05, the data is normally distributed.

The researcher used the Shapiro-Wilk test because the number of samples studied was less than 100. The Shapiro-Wilk test statistic, denoted by W, is calculated as follows:

$$W = \frac{\left(\sum_{i=1}^{k} a_i (X_{n-i+1} - X_i)\right)^2}{\sum_{i=1}^{n} (X_i - \bar{X})^2}$$

Description:

W: Shapiro-Wilk Statistics.

X_i: The i-th data after being sorted from smallest to largest.

$\bar{X}$: The average (mean) of the sample data.

a_i: The coefficient is obtained from a special Shapiro-Wilk coefficient table. This coefficient depends on the sample size (n). The value of k is n/2 if n is even, or (n−1)/2 if n is odd.

$(X_{n-i+1} - X_i)$: The difference between the symmetrical data values from both ends of the sorted data.

b. Homogeneity Test

The homogeneity test is a statistical procedure used to test whether the variances across multiple sample groups are equal. According to Creswell & Creswell (2023, p.217) the homogeneity test is a statistical test used to determine whether the variance of two or more groups of research data is the same or homogeneous. Homogeneity tests can be calculated using various methods, and in this study, the researchers used the Levene test. The calculation of the homogeneity test with the Levene test was carried

out using SPSS software. The way to interpret the Levene test is: if the Levene Statistic value is > 0.05, then it can be said that the data variation is homogeneous.

2) Hypothesis Test

This study used non parametric test using Wilcoxon ranks test for hypothesis testing method. According to Creswell & Creswell (2023, p.286) hypothesis is a prediction about a specific event or relationship between variables. However, even using the same individual, the researcher still obtains two types of sample data: data from pretest and posttest. The hypothesis for this case can be written as follows:

$$H_0 = \mu_1 - \mu_2 = 0 \; atau \; \mu_1 = \mu_2$$
$$H_a = \mu_1 - \mu_2 \neq 0 \; atau \; \mu_1 \neq \mu_2$$

H_0 (Null Hypothesis) states that there is no significant difference between pretest and posttest score in English vocabulary mastery. Mathematically, this is denoted as μ1 = μ2, which means the average scores of both pretest and posttest are the same. Meanwhile, H_1 (Alternative Hypothesis) states that there is a significant difference between pretest and posttest score in English vocabulary mastery. Mathematically, this is denoted as μ1 = μ2, which means the average scores of both groups are not the same. Ha means the actual difference between the two averages is not equal to zero.

$$z = \frac{T - \frac{1}{4}n(n+1)}{\sqrt{\frac{1}{24}n(n+1)(2n+1)}}$$

Description:

Z = The Z-statistic calculated from the sample data.

T = The smaller of the two sum of ranks (the sum of positive ranks or the sum of negative ranks).

n = The number of pairs of observations.

To prove the researcher's assumptions of those hypotheses, the result of t-test calculation will be tested with condition as follow:

1. If $t_{hit} > t_{table}$, or the significance is lower than 0.05 in significance degree 5%, then the Null Hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. It means there is a significant effect of students' English vocabulary mastery after students are taught through audiobooks and game at junior high school.
2. If $t_{hit} < t_{table}$, or the significance is higher than 0.05 in significance degree 5% then, Null Hypothesis (Ho) is accepted and alternative hypothesis (Ha) is rejected. It means there is no significant effect of students' English vocabulary mastery after students are taught through audiobooks and game at junior high school.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

4.1 Research Findings

Before the treatment in the study was carried out, the questions that would be given to students were first tested for validity and reliability, namely 30 multiple-choice questions of English vocabulary about parts of speech, including nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions and interjections. The purpose of giving these 30 multiple-choice questions was to be used in the English vocabulary mastery test for students. These 30 questions were tested on class 8 B students consist of 30 students who were used as a feasibility test in addition to the sample. The following table shows validity value calculated using SPSS 30.

Table 4.1 Results of the Validity Test

Item-Total Statistics		
Number of Question	**Corrected Item-Total Correlation**	**Interpretation**
Question 1	0,481	Valid
Question 2	0,376	Valid
Question 3	0,598	Valid
Question 4	0,649	Valid
Question 5	0,291	Invalid
Question 6	0,562	Valid
Question 7	0,642	Valid
Question 8	0,360	Valid
Question 9	0,601	Valid
Question 10	0,579	Valid
Question 11	0,642	Valid
Question 12	0,577	Valid
Question 13	0,168	Invalid
Question 14	0,234	Invalid

Question 15	0,306	Invalid
Question 16	0,206	Invalid
Question 17	0,293	Invalid
Question 18	0,452	Valid
Question 19	0,591	Valid
Question 20	0,589	Valid
Question 21	0,498	Valid
Question 22	0,236	Invalid
Question 23	0,536	Valid
Question 24	0,242	Invalid
Question 25	0,386	Valid
Question 26	0,473	Valid
Question 27	0,503	Valid
Question 28	0,577	Valid
Question 29	0,344	Invalid
Question 30	0,534	Valid

Source : SPSS 30 output (Researcher's Data 2025)

The results show that questions 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 18, 19, 20, 21, 23, 25, 26, 27, 28, and 30 are valid, because the corrected item-total correlation is higher than the r-table value of 0.349 and the questions 5, 13, 14, 15, 16, 17, 22, 24, and 29 are unvalid, because the corrected item-total correlation is lower than the r-table value of 0.349. In total there are 21 valid questions and 9 invalid questions. The researcher decided to complete the valid questions for use in the pre-test and post-test. Therefore, 20 questions, including questions 1, 3, 4, 6, 7, 8, 9, 10, 11, 12, 18, 19, 20, 21, 23, 25, 26, 27, 28, and 30 would be used in the pre-test and post-test, while 10 questions including questions 2, 5, 13, 14, 15, 16, 17, 22, 24, and 29 would be eliminated.

After the validity procedure was tested, the reliability of the valid test was evaluated. A reliability score greater than 0.60 indicates that the item has a fairly strong level of reliability. Conversely, a reliability score less than 0.60 indicates a

lower level of reliability. The thirty items were considered reliable if the Cronbach's Alpha value was greater than 0.60. The reliability scores calculated using SPSS 30 are shown in Table 4.2 below.

Table 4.2 Results of the Reliability Test

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0,896	0,898	30

Source : SPSS 30 output (Researcher's Data 2025)

Based on the reliability calculation results explained above, the result is 0.896, which is higher than 0.60, indicating that the all questions are very strong reliable.

4.1.1 Pre-Test

The pre-test is the first assessment used to determine students' initial abilities before receiving treatment. The pre-test was conducted on Friday, September 5, 2025, in class 8 A. A total of 30 students participated in the pre-test. The result of pre-test were described in Appendix 5. Pre-test data were used in SPSS 30 to calculate the mean, median, mode, standard deviation, minimum, and maximum, as shown in table 4.3 below.

Table 4.3 Descriptive Statistic of Pre-Test

Statistics		
PRETEST		
N	Valid	30
	Missing	0
Mean		12,50
Median		13,00
Mode		13,00
Std. Deviation		1,52564
Minimum		9,00
Maximum		15,00
Sum		375,00

Source : SPSS 30 output (Researcher's Data 2025)

The table 4.3 showed the students' total pre-test score was 375,00, with a mean of 12,50. The highest pre-test score was 15.00 from a maximum score of 20.00 and the lowest was 9.00 from a minimum score of 0.00. The pre-test data results were classified as follows.

Table 4.4 Student's Pre-Test Score Percentage

Score		Frequency	Percent
Valid	9.00	1	3,3 %
	10.00	3	10 %
	11.00	2	6,7 %
	12.00	8	26,7 %
	13.00	9	30 %
	14.00	4	13,3 %
	15.00	3	10 %
	Total	30	100 %

Source: Researcher's data 2025

Based on the data in Table 4.4, the researcher found that one student with a percentage of 3.3% had the lowest valid score, and three students with a percentage of 10% had the highest valid score. Based on the pre-test score data listed above, almost all students' English vocabulary mastery skills were still relatively low. The following is a figure that corresponds to the data in Table 4.4, where the pre-test is the valid data value and the frequency is the number of participants who obtained the valid data value.

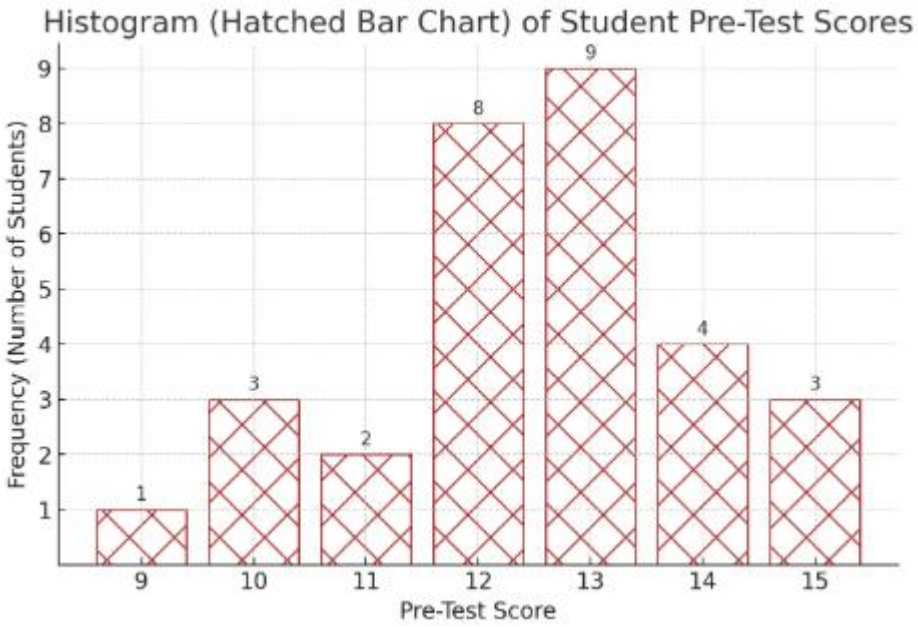


Figure 4.1 Histogram of Pre-Test Score

4.1.2 Treatment

This study used a pre-experiment, using one group for treatment in English vocabulary learning using audiobooks and game (wordwall). This treatment aimed to help students master English vocabulary. The researcher administered this treatment in the classroom as an English teacher, in 8th-grade junior high school. The treatment was conducted over six sessions:

1. **The First Treatment**

   The first treatment was conducted on Saturday, September 6, 2025. In the first treatment, the researcher used audiobooks in learning English vocabulary. The first session was held at 09.00 am, the teacher entered the class, greeted the students, asked how the students were, invited students to pray together before the lesson began by saying Basmalah together and

checking student attendance. Then the teacher started the lesson by telling students the material to be studied, namely learning English vocabulary about nouns and verbs. The teacher asked students to look at the vocabulary in the book, then listen to the audiobook according to the vocabulary taught, namely nouns and verbs. There were ten new vocabulary words each about nouns and verbs. After students listened to the audiobooks about vocabulary, students were asked to interpret the vocabulary. The teacher walked around and helped students if there were difficulties, and asked students whether they had understood or not. After finishing listening to vocabulary with audiobooks and interpreting the vocabulary, the teacher wanted to ensure students' understanding of noun and verb vocabulary by using a wordwall game that uses anagrams. Students were asked to guess and sort random words into one correct vocabulary. After everyone was finished, the teacher checked the students' game answers and rewarded them for answering correctly. The first treatment resulted in students learning vocabulary about nouns and verbs through audiobooks and wordwall game, namely anagrams.

2. The Second Treatment

The second treatment was conducted on Saturday, September 6, 2025. In the second treatment, the researcher used audiobooks in learning English vocabulary. The second session was conducted at 09.40 a.m, the teacher continued the lesson by telling students the material to be studied, namely learning English vocabulary about adjectives and adverbs. The

teacher asked students to look at the vocabulary in the book, then listen to the audiobook according to the vocabulary taught, namely adjectives and adverbs. There are ten new vocabulary words each about adjectives and adverbs. After students listened to the audiobooks about vocabulary, students were asked to interpret the vocabulary. The teacher walked around and helped students if there were difficulties, and asked students whether they had understood or not. After finishing listening to the vocabulary with audiobooks and interpreting the vocabulary, the teacher wanted to ensure students' understanding of the vocabulary of adjectives and adverbs by using a wordwall game, namely using wordsearch. Students were asked to find vocabulary about adjectives and adverbs. After all was finished, the teacher checked the results of the students' game answers. The teacher ended the lesson by inviting students to say Hamdalah together. The results of the second treatment were that students learned vocabulary about nouns and verbs through audiobooks and wordwall game, namely wordsearch.

3. The Third Treatment

The third treatment was conducted on Saturday, September 6, 2025. In the third treatment, the researcher used audiobooks in learning English vocabulary. The third session was conducted at 10:40 a.m., the teacher entered the class, greeted the students, asked how the students were, invited students to pray together before the lesson began by saying Basmalah together and checking student attendance. Then the teacher

began the lesson by telling students the material to be studied, namely learning English vocabulary about pronouns and prepositions. The teacher asked students to look at the vocabulary in the book, then listen to the audiobook according to the vocabulary taught, namely pronouns and prepositions. There are ten new vocabulary words for nouns and verbs each. After students listened to the audiobooks about vocabulary, students were asked to interpret the vocabulary. The teacher walked around and helped students if there were difficulties, and asked students whether they had understood or not. After finishing listening to vocabulary with audiobooks and interpreting the vocabulary, the teacher wanted to ensure students' understanding of pronoun and preposition vocabulary by using a wordwall game, namely using complete the sentence. Students were asked to complete sentences with pronoun and preposition vocabulary. After everyone was finished, the teacher reviewed the students' game answers and praised them for completing all the games. The third treatment resulted in students learning vocabulary about pronouns and prepositions through audiobooks and the wordwall game "Complete the Sentence."

4. The Fourth Treatment

The fourth treatment was conducted on Monday, September 8, 2025. In the fourth treatment, the researcher used audiobooks in learning English vocabulary. The fourth session was conducted at 09.00 am, the teacher entered the class, greeted the students, asked how the students were, invited students to pray together before the lesson began by saying

Basmalah together and checking student attendance. Then the teacher started the lesson by telling students the material to be studied, namely learning English vocabulary about conjunctions and exclamations. The teacher asked students to look at the vocabulary in the book, then listen to the audiobook according to the vocabulary taught, namely conjunctions and exclamations. There are ten new vocabulary words each about conjunctions and exclamations. After students listened to the audiobooks about vocabulary, students were asked to interpret the vocabulary. The teacher walked around and helped students if there were difficulties, and asked students whether they had understood or not. After finishing listening to vocabulary with audiobooks and interpreting the vocabulary, the teacher wanted to ensure students' understanding of noun and verb vocabulary by using a wordwall game that uses anagrams. Students were asked to guess and sort random words into a single, correct vocabulary word. After completion, the teacher checked the students' game answers and rewarded them for their correct answers. The fourth treatment resulted in students learning vocabulary about conjunctions and exclamations through audiobooks and a wordwall game called anagrams.

5. The Fifth Treatment

The fifth treatment was conducted on Monday, September 8, 2025. In the fifth treatment, the researcher used audiobooks in learning English vocabulary. The fifth session was conducted at 09.40 am, the teacher continued the learning by telling students the material to be studied,

namely reviewing and combining English vocabulary learning about nouns, verbs, adjectives and adverbs. The teacher asked students to look at the vocabulary in the book, then listen to the audiobook according to the vocabulary taught, namely nouns, verbs, adjectives and adverbs. There are ten new vocabulary words each about nouns, verbs, adjectives and adverbs. After students listened to the audiobooks about vocabulary, students were asked to understand and remember the vocabulary. The teacher walked around and helped students if there were difficulties, and asked students whether they had understood or not. After finishing listening to the vocabulary with audiobooks and understanding and remembering the vocabulary, the teacher wanted to ensure students' understanding of the vocabulary of nouns, verbs, adjectives and adverbs by using a wordwall game, namely using wordsearch. Students were asked to find vocabulary about nouns, verbs, adjectives and adverbs and circle the vocabulary they found. After everyone was finished, the teacher checked the students' game answers and praised them for their correct answers. The teacher concluded the lesson by inviting the students to recite Hamdalah together. The fifth treatment resulted in students learning vocabulary about the four parts of speech: nouns, verbs, adjectives, and adverbs through audiobooks and word search games.

6. The Sixth Treatment

The sixth treatment was conducted on Monday, September 8, 2025. In the sixth treatment, the researcher used audiobooks in learning English

vocabulary. The sixth session was conducted at 10:40 a.m., the teacher entered the class, greeted the students, asked how the students were, invited students to pray together before the lesson began by saying Basmalah together and checking student attendance. Then the teacher began the lesson by telling students the material to be learned, namely repeating and combining English vocabulary learning about pronouns, prepositions, conjunctions and exclamations. The teacher asked students to look at the vocabulary in the book, then listen to the audiobook according to the vocabulary taught, namely pronouns, prepositions, conjunctions and exclamations. There are ten new vocabulary words each about pronouns, prepositions, conjunctions and exclamations. After students listened to the audiobooks about vocabulary, students were asked to understand and remember the vocabulary. The teacher went around and helped students if there were difficulties, and asked students whether they had understood or not. After listening to the vocabulary with audiobooks and understanding and remembering the vocabulary, the teacher wants to ensure students' understanding of the vocabulary of pronouns, prepositions, conjunctions and exclamations by using a wordwall game, namely using wordsearch. Students are asked to find vocabulary about pronouns, prepositions, conjunctions and exclamations and circle the vocabulary they find. After all are finished, the teacher checks the results of the students' game answers and gives appreciation to students for answering correctly. The teacher ends the meeting by inviting students to

say Hamdalah together. The result of the sixth treatment is that students learn vocabulary about the four parts of speech, namely pronouns, prepositions, conjunctions and exclamations through audiobooks and wordwall games, namely wordsearch.

All treatments that have been carried out from treatment one to six can be seen on Field Notes in Appendix 10.

4.1.3 Post-Test

A post-test was administered to students after the treatment period. The post-test was administered after students were taught using audiobooks and game in learning English vocabulary. The post-test was conducted on September 9, 2025. The researcher used 30 samples from grade 8A junior high school students. The detailed of post-test scores obtained by each students can be seen in Appendix 5. A total of 30 students took the final test. The final test data was used in SPSS 30 to calculate the mean, median, mode, standard deviation, minimum, and maximum scores, as shown in Table 4.5 below.

Table 4.5 Descriptive Statistics of Post-Test

Statistics		
POSTEST		
N	Valid	30
	Missing	0
Mean		16,8667
Median		17,00
Mode		20,00
Std. Deviation		2,81294
Minimum		11,00
Maximum		20,00
Sum		506,00

Source : SPSS 30 output (Researcher's Data 2025)

Table 4.5 shows that the students' post-test scores totaled 506.00, with an average of 16.8667. The highest post-test score was 20.00 as the same as a maximum score and the lowest was 11.00 from a minimum score of 0.00. The post-test data results were then classified as follows:

Table 4.6 Student's Post-Test Score Percentage

Score		Frequency	Percent
Valid	11.00	1	3,3 %
	12.00	1	3,3 %
	13.00	2	6,7 %
	14.00	4	13,3 %
	15.00	2	6,7 %
	16.00	3	10 %
	17.00	3	10 %
	18.00	2	6,7 %
	19.00	4	13,3 %
	20.00	8	26,7 %
	Total	30	100 %

Source: Researcher's data 2025

Based on the data in table 4.6, the researcher found that no students got bad scores. There was 1 student with a presentation of 3.3% having a valid value of 11, 1 student with a presentation of 3.3% having a valid value of 12, 2 students with a presentation of 6.7% having a valid value of 13, 4 students with a presentation of 13.3% having a valid value of 14, 2 students with a presentation of 6.7% having a valid value of 15, 3 students with a presentation of 10% having a valid value of 16, 3 students with a presentation of 10% having a valid value of 17, 2 students with a presentation of 6.7% having a valid value of 18, 4 students with a presentation of 13.3% having a valid value of 19, and 8 students with a presentation of 26.7% having a valid value of 20. Students' English vocabulary mastery increased after receiving repeated English vocabulary learning treatment using audiobooks and

game, which was measured based on the collected score data. The following is a figure that corresponds to the data in Table 4.6, where the post-test is the valid data value and the frequency is the number of participants who obtained the valid data value.

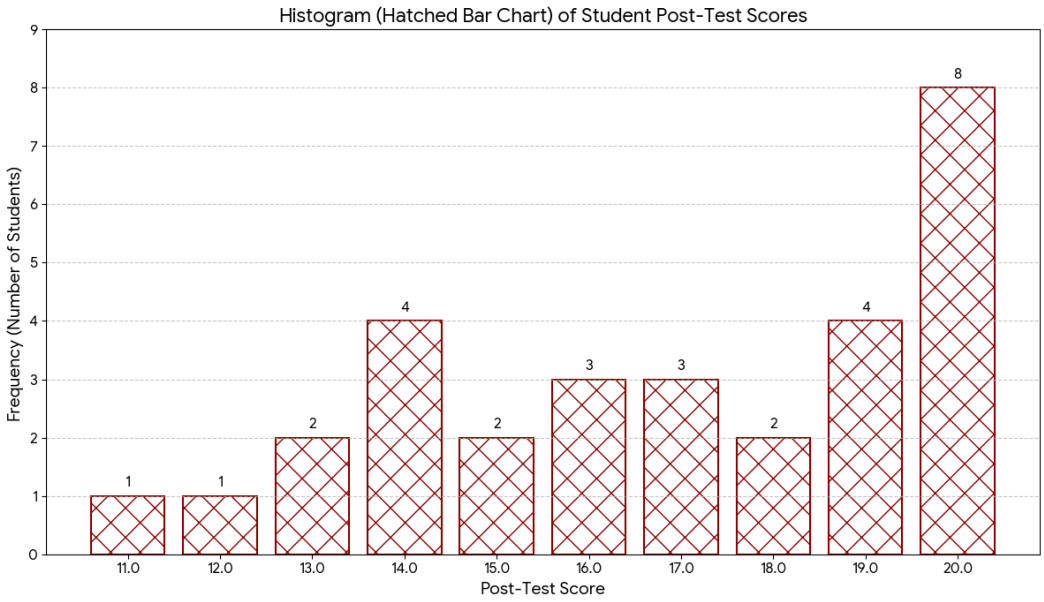


Figure 4.2 Histogram of Post-Test Score

4.1.4 Inferential Statistics

By comparing students' pre-test and post-test scores, it can be concluded that 8th-grade A students' English vocabulary mastery improved after being taught using audiobooks and game, as evidenced by the increase in average scores from pre-test to post-test. The researcher then used the Shapiro-Wilk test to calculate normality. By comparing the students' pre-test and post-test scores, it can be concluded that the English vocabulary mastery of 8th grade A students improved after being taught using audiobooks and game, as evidenced by the increase in average scores from pre-test to post-test. The researchers then used the Shapiro-Wilk test to calculate normality. The normality test aims

to determine whether the sample data comes from a normally distributed population. This is a crucial assessment because the validity of the test results depends on the normality of the data.

The normality test determines whether sample data comes from a normally distributed population, which is a prerequisite for using parametric statistical tests. While the Homogeneity of Variance test examines whether the variance (data distribution) of pre-test and post-test scores is equal. The Wilcoxon Signed-Ranks Test is a non-parametric test used as a substitute for the paired-samples t-test when the assumption of normality is violated. This test determines whether there is a significant difference between paired scores (pre-test and post-test), and N-Gain (Normalized Gain) is a standard measure that measures the increase in learning outcomes relative to the maximum potential increase. The following are explanation and result of the normality test, homogeneity, Wilxocon rank tests, and N-Gain.

1. Normality Test

The normality test is used to demonstrate that the data samples are normally distributed. In this study, the data were tested using SPSS version 30. Students' pre-test and post-test scores were entered into the data. The results are presented by Shapiro-Wilk in Table 4.7 on the following page:

Table 4.7 The Result of Shapiro-Wilk Normality Test

Tests of Normality			
	Shapiro-Wilk		
	Statistic	df	Sig.
PRETEST	0,940	30	0,091
POSTEST	0,900	30	0,009

Source : SPSS 30 output (Researcher’s Data 2025)

The educational significance standard is 0.05 (α = 5%). Based on the output in Table 4.7, it can be seen that the significance of pretest is 0.091. This result is normal because the sig. is higher than 0.05. Meanwhile, the significance of posttest is 0.009. This result is not normal because the sig. is lower than 0.05. Thus, it can be interpreted that the data of pretest is normally distributed and the data of posttest is not normally distributed. The following is a Normal Q-Q Plot image of Pre-Test and Post-Test which is used to check whether the data follows a normal distribution or not. This Normal Q-Q Plot image of Pre-Test and Post-Test helps visualize how the pre-test and post-test data in Table 4.7 compare to a normal distribution, seen from the data points that are along the diagonal straight line, then the data tends to follow a normal distribution.

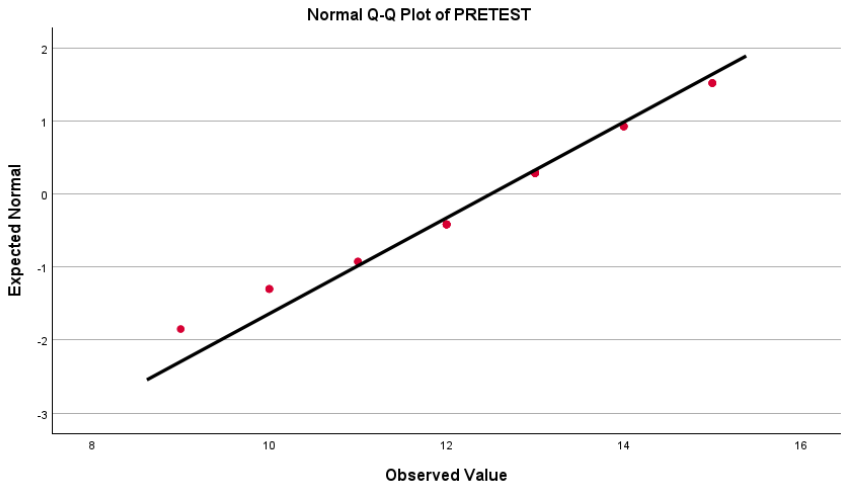


Figure 4.3 Normal Q-Q Plot of Pre-Test

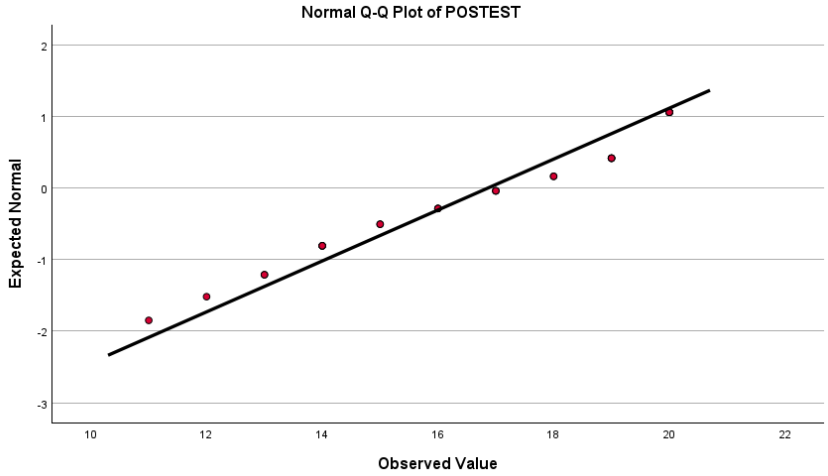


Figure 4.4 Normal Q-Q Plot of Post-Test

Based on the figures above, Figure 4.3 presents a Normal Q-Q Plot for the Pre-Test data. Visually, this plot shows that the data points (sample quantiles) are very close and follow a straight diagonal line (the theoretical normal quantile) from the bottom left to the top right. This pattern indicates that the distribution of the Pre-Test data tends to be normal. This visual conclusion is consistent with the results of the Shapiro-Wilk test (Table 4.7) which has a significance value (Sig.) of 0.091, where this value is greater than 0.05 (Sig.>α), so statistically the Pre-Test data is declared normally distributed. Meanwhile, Figure 4.4 presents a Normal Q-Q Plot for the Post-Test data. In contrast to the Pre-Test, this plot shows that the data points (sample quantiles) deviate significantly from the straight diagonal line. This clear deviation indicates that the distribution of the Post-Test data does not follow a normal distribution. This visual conclusion is consistent with the results of the Shapiro-Wilk test (Table 4.7) which has a significance value (Sig.) of 0.009, where this value is smaller than 0.05 (Sig.<α), so that statistically the Post-Test data is stated to be not normally distributed.

2. Homogeneity of Variances

The purpose of the homogeneity test is to examine whether two or more groups of sample data have the same variance. In the context of the homogeneity test, the data distribution is considered homogeneous if the significance value of the deviation from homogeneity (sig) is greater than 0.05. Conversely, if the significance value is less than 0.05, the data is classified as non-homogeneous. The results are presented based on the homogeneity of variance in Table 4.8 as follows:

Table 4.8 The Result of Homogeneity Variances

Tests of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
SCORE	Based on Mean	16,457	1	58	0,000
	Based on Median	14,484	1	58	0,000
	Based on Median and with adjusted df	14,484	1	54,534	0,000
	Based on trimmed mean	15,394	1	58	0,000

Source : SPSS 30 output (Researcher's Data 2025)

Based on the homogeneity of variance test table above, the sig value is 0.000 < 0.05. Based on the evidence presented, it can be concluded that the variance of student learning outcome data is non-homogeneous when using audiobooks and game for decision-making purposes in the context of the homogeneity test.

3. Wilcoxon Ranks Tests

To evaluate the data from the pre-test and post-test, the researcher used Wilcoxon ranks tests because the data is not normally distributed and non-homogeneous. The significance value (sig.) of this test was compared with

the significance level (α), which was set at 0.05. If the sig. value was ≥ 0.05, H_0 was accepted and Ha was rejected. This means there was no significant effect between the pre-test and post-test data. If the sig. value was <0.05, Ha was accepted and H_0 was rejected. This indicates a significant effect between the pre-test and post-test data. The results of the data analysis using SPSS 30 are shown in Table 4.9 as follows:

Table 4.9 The Result of Wilcoxon Ranks Tests

Test Statistics[a]	
	POSTTEST - PRETEST
Z	-4.500[b]
Asymp. Sig. (2-tailed)	0,000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

Source : SPSS 30 output (Researcher's Data 2025)

The results of wilcoxon ranks test, as presented in Table 4.9, show a z-value of -4.500. The pre-test and post-test values (2-tailed) of 0.000 are smaller than 0.05, which indicates that the alternative hypothesis (Ha) is accepted and the null hypothesis (H_0) is rejected. The results show a statistically significant effect in students' English vocabulary mastery before and after using audiobooks and game. The results indicate that audiobooks and game are effective media to improve students' English vocabulary mastery, especially in learning English vocabulary about parts of speech such as nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions and interjections to secondary school students in Indonesia. The data showed that audiobooks combined with game are an effective and

feasible learning media to improve students' English vocabulary mastery in junior high school in Indonesia.

4. N-Gain

N-Gain is a measure used to assess the increase or improvement in learning outcomes after treatment. N-Gain is used to evaluate the effectiveness of an intervention. A high N-Gain indicates significant improvement after the intervention. The results of the data analysis using SPSS 30 are shown in Table 4.10 as follows:

Table 4.10 The Result of N-Gain

No	Post-Test	Pre-Test	Post-Pre	Ideal Score (20-Pre)	N-Gain Score	N-Gain Score %
Mean	16,87	12,50	4,37	7,50	0,59	59

Source : SPSS 30 output (Researcher's Data 2025)

Based on the data above, the average pre-test score was 12.50, while the average post-test score was 16.87, which means the average post-test score was greater than the average pre-test score. The average score for both was 4.37. The N-Gain score was 0.59 and the N-Gain percentage score was 59%, which means the data above shows a significant increase after the intervention.

4.2 Discussion

Based on the provided research findings, this study concludes that using audiobooks and game significantly improves junior high school students' English vocabulary mastery. This finding is based on the analysis of pre-test and post-test scores, which show a significant improvement in students' performance after six sessions of English vocabulary learning treatment using

audiobooks and game. The vocabulary includes nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections. Descriptive analysis showed a clear improvement: the average pre-test score was 12.50, reflecting relatively low initial mastery. After the treatment, the average post-test score increased to 16.8667, indicating a clear descriptive improvement. This improvement was further reinforced by the distribution of scores, where the maximum score achieved in the pre-test was 15.00 by 10% of students out of a maximum score of 20.00, while in the post-test, 26.7% of students achieved the same maximum score of 20.00. The Wilcoxon rank sum test correctly shows a significant effect between pre-test and post-test scores (Sig. 0.000 < 0.05), which leads to the acceptance of the alternative hypothesis (Ha) that the treatment is effective, and the N-Gain score results show a 59% increase in students who learn English vocabulary using audiobooks and game. Thus, this study ultimately supports the conclusion that audiobooks and game are useful learning media for improving English vocabulary mastery and are effective media for improving learning outcomes.

The use of audiobooks and game as learning media in the teaching and learning process provides new experiences and positively impacts students' English vocabulary mastery. Several explanations support the effectiveness of using audiobooks in learning English vocabulary through game. First, using audiobooks is beneficial because students can listen to and understand how to pronounce English vocabulary correctly and clearly. Second, using game is beneficial because students will be more enthusiastic about learning and more

easily remember English vocabulary, especially after hearing how it is pronounced correctly and clearly using audiobooks. Third, audiobooks and game can be used as alternative media in the English vocabulary learning process to increase students' confidence in English mastery and pronunciation. This study revealed positive results in improving students' English vocabulary mastery using audiobooks and game, supported by explanations and supporting evidence. The use of audiobooks and game to improve students' English vocabulary mastery, especially at the junior high school level in Indonesia, is important. As observed by Gela et al. (2023), the use of audiobooks was considered easy to understand, effective, and made the learning atmosphere more enjoyable, and Amelia et al. (2023), which states that game (wordwall) can be an effective tool to improve junior high school students' vocabulary mastery. The results of this study are consistent with previous research conducted by Nurrahman et al. (2023) and Sugiyono et al. (2024). They stated that the pre-test and post-test results showed a statistically significant difference at the 0.05 level. Therefore, it can be concluded that learning English vocabulary using audiobooks and game has a positive effect and is feasible to implement in 8th-grade junior high schools in Indonesia. Based on these findings, the use of audiobooks combined with game can be broadly implemented as an effective and engaging alternative learning medium to significantly enhance English vocabulary mastery at the junior high school level.

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

This study concludes the findings and discussions held in the previous chapter. Validity and reliability tests of the questions were conducted before the teacher gave a pre-test to the students. A pre-test was conducted before the treatment by the teacher. Students' English vocabulary mastery skills showed a low level of proficiency with an average score of 12,50. After the pre-test, the teacher used audiobooks and game as learning media. This treatment was used to determine whether there was an improvement in students' English vocabulary mastery skills. Each student was involved in learning English vocabulary using audiobooks and game. After the treatment was carried out, students' English vocabulary mastery scores in the post-test showed a high score with an average of 16,8667. There was a significant effectiveness of using audiobooks combined with game to teach English vocabulary to 8th grade junior high school students. It can be seen from the Wilcoxon ranks test analysis that the sig. (2-tailed) result was 0.000 which was lower than 0.05. Then, it was stated that the alternative hypothesis (Ha) was accepted, and the null hypothesis (H0) was rejected. This study addresses the need to determine the effectiveness of audiobooks in learning English vocabulary through game for junior high school students.

5.2 Recommendation

Based on this research, the researcher would like to offer several recommendations for various parties, as follows:

1. For Students

   The use of audiobooks combined with game can help students learn and master English vocabulary effectively. Therefore, the researcher recommends that students use audiobooks and game in their English vocabulary learning, as their benefits and effectiveness have been proven.

2. For Teachers

   The use of audiobooks combined with game has been proven effective in students' English vocabulary learning. Therefore, the researcher recommends that teachers use audiobooks and game to teach English vocabulary to junior high school students.

3. For Schools

   This research demonstrates that the use of audiobooks combined with game is effective in English vocabulary learning. Thus, schools can improve the quality of education and make learning more effective and efficient by implementing the use of audiobooks and game in English vocabulary learning for junior high school students.

4. For Future Researchers

   Further research can use this study as a reference for research on English vocabulary learning using audiobooks combined with game in junior high schools. In addition, this research will be an improvement for further research and it is highly recommended for further researchers to implement the use of audiobooks combined with game.

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APPENDICES

Appendix 1. Blueprint Vocabulary Test Grid

No.	Types of Vocabulary (Hatch & Brown, 2001)	Learning Objective	Indicator	Question Number
1	Noun	Students are able to understand and use nouns correctly.	Students can choose the most appropriate noun to complete a sentence.	1-5
2	Verb	Students are able to understand and use verbs correctly.	Students can choose the most appropriate verb to complete a sentence.	6-10
3	Adjective	Students are able to understand and use adjectives correctly.	Students can choose the most appropriate adjective to complete a sentence.	11-15
4	Adverb	Students are able to understand and use adverbs correctly.	Students can choose the most appropriate adverb to complete a sentence.	16-20
5	Pronoun	Students are able to understand and use pronouns correctly.	Students can choose the most appropriate pronoun to complete a sentence.	21-23
6	Preposition	Students are able to understand and use prepositions correctly.	Students can choose the most appropriate preposition to complete a sentence.	24-26
7	Conjunction	Students are able to understand and use conjunctions correctly.	Students can choose the most appropriate conjunction to complete a sentence.	27-29
8	Interjection	Students are able to understand and use conjunctions correctly.	Students can choose the most appropriate interjection to complete a sentence.	30

Appendix 2: English Vocabulary Test Sheet

Name :

Class :

Vocabulary Test Assessment Criteria

Adapted from Hood, T., & Powell, G. (2019). *Asta New Frontiers 2 Student Book*. PT. Asta Ilmu Sukses.

A. Scoring System

- Each question has one correct answer.
- Each correct answer is scored 1 point.
- Each incorrect or unanswered answer is scored 0 points.
- Maximum Score: 30 points (if all 30 questions are answered correctly).

B. Final Score Calculation Formula

- The final score will be calculated on a 100-point scale for ease of interpretation.
- Final Score = $\left(\frac{\text{Number of Correct Answers}}{30}\right)$ x 100

Instructions: Choose the most appropriate answer for each question.

1. Choose the correct noun to complete the following sentence:

   I use this _____ to cut things.

   a. blanket

   b. wool

   c. knife

   d. battery

2. The correct noun to complete the sentence is:

   My mother use a _____ to dry her hair.

   a. towel

   b. food

c. book

d. car

3. Identify the noun in this sentence:

   This sweater is so thick and warm.

   a. this

   b. sweater

   c. thick

   d. and

4. The correct noun is:

   I need a _____ to know which direction I'm going.

   a. compass

   b. table

   c. knife

   d. pen

5. Which is a noun?

   a. live

   b. sing

   c. never

   d. wool

6. Choose the correct verb to complete the sentence:

   I _____ a teacher in a musical.

   a. play

   b. actor

   c. stage

   d. eat

7. The most appropriate verb for this sentence is:

   They _____ at a theater that has a big stage.

   a. musical

   b. actress

c. work

d. want

8. Identify the verb in the sentence:
   He dances to all kinds of music.
   a. he
   b. dances
   c. to
   d. music
9. Which is a verb?
   a. beautiful
   b. you
   c. friend
   d. sing
10. Choose the correct verb:
    I write songs and _____ them.
    a. sing
    b. dance
    c. drive
    d. jump
11. Choose the correct adjective to describe this rock:
    A rock is _____ and heavy.
    a. hard
    b. soft
    c. light
    d. new
12. The most appropriate adjective is:
    A feather is _____ and light.
    a. heavy
    b. hard
    c. soft
    d. cold
13. Identify the adjective in the sentence:
    She has a beautiful dress.
    a. beautiful
    b. she
    c. dress
    d. has
14. Which is an adjective?
    a. gold

b. plastic
c. wood
d. big

15. Choose the correct adjective:

    We washed our _____ cat.

    a. clear

    b. tall

    c. dirty

    d. soft

16. Choose the most appropriate adverb:

    My ring is _____ expensive.

    a. very

    b. always

    c. never

    d. well

17. The most appropriate adverb is:

    ____, Joey is a famous musician.

    a. fast

    b. quickly

    c. now

    d. very

18. Identify the adverb in the sentence:

    I always wanted to be in a K-Pop group.

    a. always

    b. want

    c. K-Pop

    d. group

19. Which is an adverb?

    a. Quickly

    b. work

c. leader

d. singer

20. Choose the correct adverb:

She can't move her arm _____ because she fell.

a. well

b. beautiful

c. study

d. look

21. Choose the correct pronoun to replace 'My brother and I':
_____ went to the park yesterday.

a. He

b. We

c. They

d. Us

22. The most appropriate pronoun is:
This book belongs to _____.
a. I
b. my
c. me
d. mine

23. Identify the pronoun in the sentence:
She gave him a gift.
a. gave
b. gift
c. She, him
d. a

24. Choose the correct preposition:
I last saw her ___ this street.
a. at
b. from
c. on
d. with

25. The most appropriate preposition is:
Come and enjoy cuisine ____ our giant food court!
a. in

b. at
c. over
d. under

26. Identify the preposition in the sentence:
More than 80% of all volcanoes are under the sea.
a. more
b. volcanoes
c. under
d. sea

27. Choose the correct conjunction:
Go straight two blocks _____ turn right.
a. but
b. or
c. and
d. so

28. The most appropriate conjunction to indicate choice is:
It's too cold in my bedroom, ___ I can't sleep.
a. and
b. or
c. but
d. so

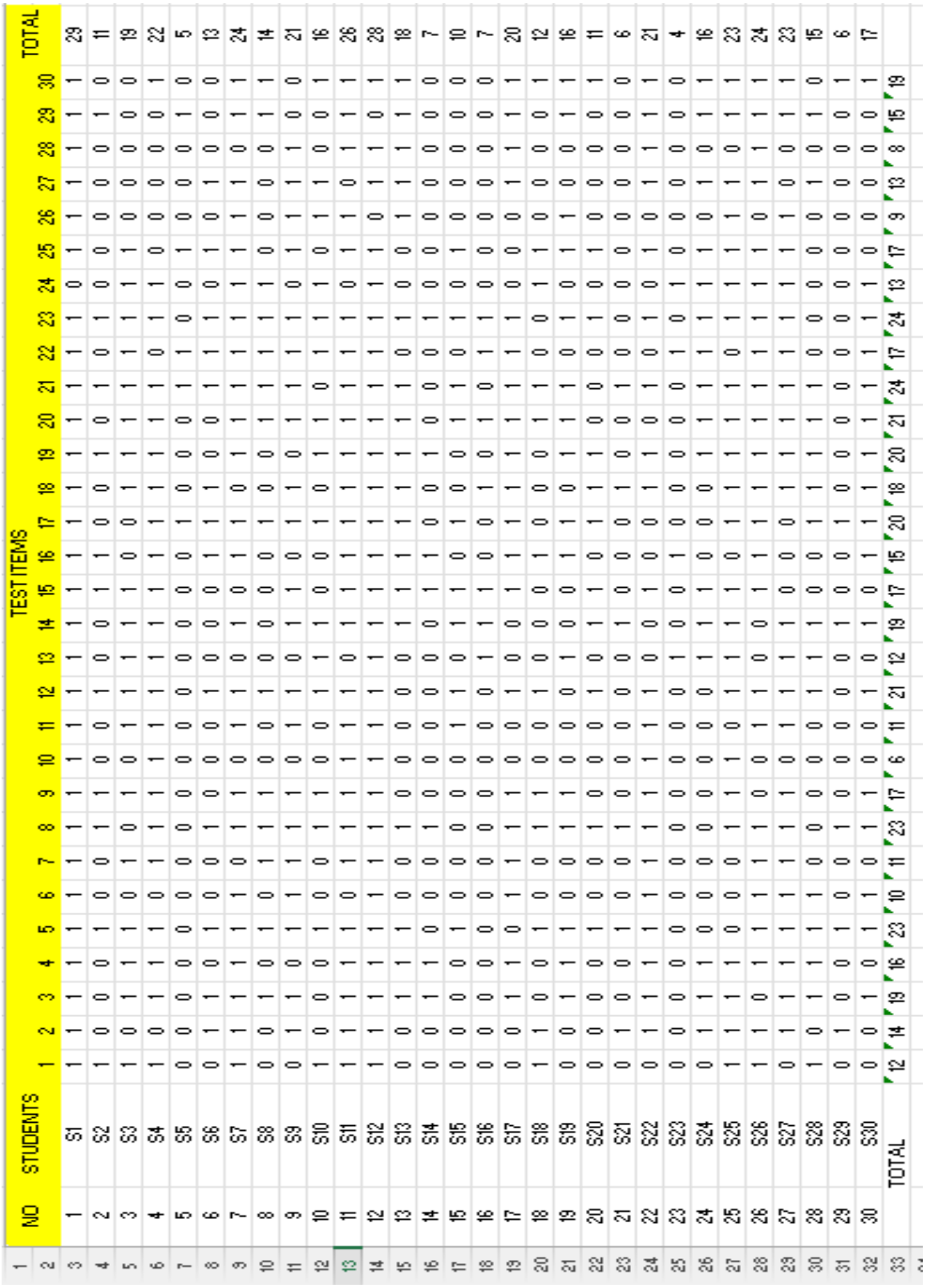
29. Identify the conjunction in the sentence:
I want to exercise more, but I'm so busy.
a. want
b. exercise
c. but
d. busy

30. Choose the appropriate interjection to show disappointment or pain:
_____! I'm Anya. I'm a singer and dancer.
a. Yay!
b. Ouch!
c. Bravo!
d. Hello!

Appendix 3 Key Answer of Vocabulary Test Sheet

1. C	11. A	21. B
2. A	12. C	22. C
3. B	13. A	23. C
4. A	14. D	24. C
5. D	15. C	25. A
6. A	16. A	26. C
7. C	17. C	27. C
8. B	18. A	28. D
9. D	19. A	29. C
10. A	20. A	30. D

Appendix 4 Validity and Reliability Data



NO	STUDENTS	TEST ITEMS																												TOTAL
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
1	S1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	29
2	S2	1	0	0	0	1	0	0	1	1	0	0	1	0	0	1	1	0	0	1	0	1	0	1	0	0	0	0	0	1	0	11
3	S3	1	0	1	1	1	0	1	0	1	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	0	0	0	0	19
4	S4	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	0	0	0	1	22
5	S5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1	0	0	1	0	0	0	1	0	5
6	S6	0	1	1	0	1	0	0	1	0	0	0	1	0	0	0	1	1	1	0	0	1	1	1	0	1	0	1	0	0	0	13
7	S7	1	1	1	1	1	1	0	1	1	0	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	24
8	S8	0	0	1	0	1	0	1	1	1	0	0	1	0	0	0	0	1	0	0	1	1	1	1	1	0	0	0	0	1	1	14
9	S9	0	1	1	0	1	1	1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	1	0	1	1	1	1	0	0	21
10	S10	1	0	0	0	1	0	0	1	1	0	0	1	1	1	0	0	1	0	1	1	0	1	1	1	0	1	1	0	0	1	16
11	S11	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	26
12	S12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	28
13	S13	0	0	1	1	1	0	0	1	0	0	0	0	0	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	18
14	S14	0	0	1	1	0	0	0	1	0	0	0	0	0	0	1	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	7
15	S15	0	0	0	0	1	0	0	0	0	0	1	1	0	1	1	0	1	0	0	1	1	0	1	0	1	0	0	0	0	0	10
16	S16	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	1	0	1	0	1	1	0	0	0	0	0	0	0	7
17	S17	0	0	1	1	0	1	1	1	1	0	0	1	0	0	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	20
18	S18	1	1	0	0	1	0	0	1	1	0	0	1	0	0	0	1	0	0	0	1	1	0	0	1	1	0	0	0	0	1	12
19	S19	0	0	1	1	1	0	0	1	1	0	0	0	1	0	0	1	1	0	1	1	1	0	1	0	1	1	0	0	1	1	16
20	S20	0	0	0	0	1	0	0	1	0	0	0	1	0	1	1	0	1	1	1	0	0	0	1	0	1	0	0	0	0	1	11
21	S21	0	1	0	0	1	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	6
22	S22	0	1	1	1	1	1	0	1	1	1	1	1	0	0	1	0	0	1	1	0	1	0	1	0	1	0	1	1	1	1	21
23	S23	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	1	0	1	0	0	0	0	0	0	4
24	S24	0	1	1	1	0	0	0	0	0	0	0	0	1	1	1	0	0	0	1	0	0	1	1	1	1	0	1	0	1	1	16
25	S25	1	1	1	1	0	0	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	23
26	S26	1	1	0	1	1	1	1	1	0	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	24
27	S27	0	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	0	0	1	1	23
28	S28	1	0	1	1	1	1	0	0	0	0	0	1	1	1	0	0	1	1	1	1	1	0	0	0	0	0	1	0	1	0	15
29	S29	0	1	0	0	1	0	0	1	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	6
30	S30	0	0	1	0	1	1	0	1	1	0	0	1	0	1	0	1	1	1	1	1	1	1	1	1	0	0	0	0	0	1	17
TOTAL		12	14	19	16	23	10	11	23	17	6	11	21	12	19	17	15	20	18	20	21	24	17	24	13	17	9	13	8	15	19	

Appendix 5 Pre-Test and Post-Test Data

Name	Pre-Test	
Student 1	11	
Student 2	13	
Student 3	11	
Student 4	13	
Student 5	10	
Student 6	15	
Student 7	14	
Student 8	12	
Student 9	14	
Student 10	10	
Student 11	14	
Student 12	12	
Student 13	13	
Student 14	13	
Student 15	10	
Student 16	12	
Student 17	15	
Student 18	13	
Student 19	15	
Student 20	9	
Student 21	12	
Student 22	13	
Student 23	12	
Student 24	13	
Student 25	12	
Student 26	12	
Student 27	13	
Student 28	14	
Student 29	13	
Student 30	12	

Appendix 6 Blueprint Vocabulary Test Grid (Pre-Test and Post-Test)

No.	Types of Vocabulary (Hatch & Brown, 2001)	Learning Objective	Indicator	Question Number
1	Noun	Students are able to understand and use nouns correctly.	Students can choose the most appropriate noun to complete a sentence.	1-3
2	Verb	Students are able to understand and use verbs correctly.	Students can choose the most appropriate verb to complete a sentence.	4-8
3	Adjective	Students are able to understand and use adjectives correctly.	Students can choose the most appropriate adjective to complete a sentence.	9-10
4	Adverb	Students are able to understand and use adverbs correctly.	Students can choose the most appropriate adverb to complete a sentence.	11-13
5	Pronoun	Students are able to understand and use pronouns correctly.	Students can choose the most appropriate pronoun to complete a sentence.	14-15
6	Preposition	Students are able to understand and use prepositions correctly.	Students can choose the most appropriate preposition to complete a sentence.	16-17
7	Conjunction	Students are able to understand and use conjunctions correctly.	Students can choose the most appropriate conjunction to complete a sentence.	18-19
8	Interjection	Students are able to understand and use conjunctions correctly.	Students can choose the most appropriate interjection to complete a sentence.	20

Appendix 7 English Vocabulary Test Sheet (Pre-Test and Post-Test)

Name :

Class :

Vocabulary Test Assessment Criteria

Adapted from Hood, T., & Powell, G. (2019). *Asta New Frontiers 2 Student Book*. PT. Asta Ilmu Sukses.

A. Scoring System

- Each question has one correct answer.
- Each correct answer is scored 1 point.
- Each incorrect or unanswered answer is scored 0 points.
- Maximum Score: 20 points (if all 20 questions are answered correctly).

B. Final Score Calculation Formula

- The final score will be calculated on a 100-point scale for ease of interpretation.
- Final Score = $\left(\frac{\text{Number of Correct Answers}}{20}\right)$ x 100

<u>Instructions: Choose the most appropriate answer for each question.</u>

1. Choose the correct noun to complete the following sentence:

   I use this _____ to cut things.

   a. blanket

   b. wool

   c. knife

   d. battery

2. Identify the noun in this sentence:

   This sweater is so thick and warm.

   a. this

   b. sweater

   c. thick

   d. and

3. The correct noun is:

   I need a _____ to know which direction I'm going.

   a. compass

   b. table

   c. knife

   d. pen

4. Choose the correct verb to complete the sentence:

   I _____ a teacher in a musical.

   a. play

   b. actor

   c. stage

   d. eat

5. The most appropriate verb for this sentence is:

   They _____ at a theater that has a big stage.

   a. musical

   b. actress

   c. work

   d. want

6. Identify the verb in the sentence:
   He dances to all kinds of music.
   a. he
   b. dances
   c. to
   d. music

7. Which is a verb?
   a. beautiful
   b. you
   c. friend
   d. sing

8. Choose the correct verb:
   I write songs and _____ them.
   a. sing
   b. dance
   c. drive
   d. jump

9. Choose the correct adjective to describe this rock:
   A rock is _____ and heavy.
   a. hard
   b. soft
   c. light
   d. new

10. The most appropriate adjective is:
    A feather is _____ and light.
    a. heavy
    b. hard
    c. soft
    d. cold

11. Identify the adverb in the sentence:

    I always wanted to be in a K-Pop group.

    a. always

    b. want

    c. K-Pop

    d. group

12. Which is an adverb?

    a. Quickly

    b. work

    c. leader

    d. singer

13. Choose the correct adverb:

    She can't move her arm _____ because she fell.

    a. well

    b. beautiful

    c. study

    d. look

14. Choose the correct pronoun to replace 'My brother and I':
    _____ went to the park yesterday.

    a. He

    b. We

    c. They

    d. Us

15. Identify the pronoun in the sentence:
    She gave him a gift.
    a. gave
    b. gift
    c. She, him
    d. a

16. The most appropriate preposition is:
    Come and enjoy cuisine ____ our giant food court!
    a. in
    b. at
    c. over
    d. under

17. Identify the preposition in the sentence:
    More than 80% of all volcanoes are under the sea.
    a. more
    b. volcanoes
    c. under
    d. sea

18. Choose the correct conjunction:
    Go straight two blocks _____ turn right.
    a. but
    b. or
    c. and
    d. so

19. The most appropriate conjunction to indicate choice is:
    It's too cold in my bedroom, ___ I can't sleep.
    a. and
    b. or
    c. but
    d. so

20. Choose the appropriate interjection to show disappointment or pain:
    _____! I'm Anya. I'm a singer and dancer.
    a. Yay!
    b. Ouch!
    c. Bravo!
    d. Hello!

Appendix 8 Key Answer of Vocabulary Test Sheet (Pre-Test and Post-Test)

1. C	11. A
2. B	12. A
3. A	13. A
4. A	14. B
5. C	15. C
6. B	16. A
7. D	17. C
8. A	18. C
9. A	19. D
10. C	20. D

Appendix 9 Sample of answer from Pre-Test and Post-Test Student

(Pre-Test)

Name:
Class: 8 A

13 = 65

Answer of Pre-Test Vocabulary Test Sheet

1.	A	B	~~C~~	D
2.	A	~~B~~	C	D
3.	~~A~~	B	C	D
4.	~~A~~	B	C	D
5.	A	B	(C)	~~D~~
6.	A	(B)	~~C~~	D
7.	~~A~~	B	C	(D)
8.	~~A~~	B	C	D
9.	~~A~~	B	C	D
10.	A	B	~~C~~	D
11.	(A)	~~B~~	C	D
12.	(A)	~~B~~	C	D
13.	~~A~~	B	C	D
14.	A	~~B~~	C	D
15.	A	~~B~~	(C)	D
16.	~~A~~	B	C	D
17.	A	B	~~C~~	D
18.	A	B	~~C~~	D
19.	A	B	C	~~D~~
20.	A	B	C	~~D~~

Name:
Class: VIII A

11 : 55

Answer of Pre-Test Vocabulary Test Sheet

1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D
11.	A	B	C	D
12.	A	B	C	D
13.	A	B	C	D
14.	A	B	C	D
15.	A	B	C	D
16.	A	B	C	D
17.	A	B	C	D
18.	A	B	C	D
19.	A	B	C	D
20.	A	B	C	D

Name:
Class: 8 A

20 : 100

Answer of Post-Test Vocabulary Test Sheet

1.	A	B	~~C~~	D
2.	A	~~B~~	C	D
3.	~~A~~	B	C	D
4.	~~A~~	B	C	D
5.	A	B	~~C~~	D
6.	A	~~B~~	C	D
7.	A	B	C	~~D~~
8.	~~A~~	B	C	D
9.	~~A~~	B	C	D
10.	A	B	~~C~~	D
11.	~~A~~	B	C	D
12.	~~A~~	B	C	D
13.	~~A~~	B	C	D
14.	A	~~B~~	C	D
15.	A	~~B~~	~~C~~	D
16.	~~A~~	B	~~C~~	D
17.	A	B	~~C~~	D
18.	A	B	~~C~~	D
19.	A	B	C	~~D~~
20.	A	B	C	~~D~~

Name:
Class: VIII A

18 = 90

Answer of Post-Test Vocabulary Test Sheet

1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D
11.	A	B	C	D
12.	A	B	C	D
13.	A	B	C	D
14.	A	B	C	D
15.	A	B	C	D
16.	A	B	C	D
17.	A	B	C	D
18.	A	B	C	D
19.	A	B	C	D
20.	A	B	C	D

Appendix 10 Classroom Observation Pre-Experimental Research

Field Note 1 Meeting 2 Treatment 1

Class : 8 A

Date : Saturday, September 6, 2025

Time : 09.00 – 09.40

Participant : 30 Students

In the first treatment, the teacher used audiobooks and game in learning English vocabulary about nouns and verbs. At 9 am, the teacher entered the class, greeted and asked how the students were, then asked about today's lesson, which was English. The teacher checked students' attendance and then invited students to start the lesson by reciting Basmalah together. The teacher started the lesson by mentioning and explaining the material to be studied, namely nouns and verbs. The teacher asked students to open their English textbooks about English vocabulary about nouns and verbs, then the teacher asked students to listen and repeat English vocabulary about nouns and verbs from audiobooks. Students focused on listening and repeating English vocabulary about nouns and verbs from audiobooks. After listening and repeating English vocabulary from audiobooks 2-3 times, the teacher asked students to define the vocabulary by looking in a dictionary. Then the teacher asked students to remember the new English vocabulary they had heard about nouns and verbs and asked students if there were still vocabulary that they had not understood. To ensure students' understanding and retention of the vocabulary, the teacher invited students to play a word wall game, namely anagrams, to determine students' understanding and retention of the newly learned vocabulary. The teacher

asked students to arrange random letters into correct words related to nouns and verbs.





(Source : Taken by researcher)

After completing the game about noun and verb vocabulary, the teacher checked the answers together and gave appreciation to all students for being able to complete the game about noun and verb vocabulary correctly. The result of the first treatment was that students listened to audiobooks about English noun and verb vocabulary and then sharpened their memory by using a wordwall game, namely anagrams, aimed at finding out whether or not students had understood the new vocabulary about nouns and verbs taught. This first treatment ended and was continued with the second treatment.

Field Note 2 Meeting 3 Treatment 2

Class : 8 A

Date : Saturday, September 6, 2025

Time : 09.40 – 10.20

Participant : 30 Students

In the second treatment, the teacher continued the lesson by mentioning and explaining the material to be studied, namely adjectives and adverbs. The teacher asked students to open English textbooks about English vocabulary adjectives and adverbs, then the teacher asked students to listen and repeat English vocabulary about adjectives and adverbs from audiobooks. Students focused on listening and repeating English vocabulary about adjectives and adverbs from audiobooks. After listening and repeating English vocabulary from audiobooks 2-3 times, the teacher asked students to define the vocabulary by looking in a dictionary. Then the teacher asked students to remember the new English vocabulary they had heard about adjectives and adverbs and asked students if there were still vocabulary that they had not understood. To ensure students' understanding and memory of the vocabulary, the teacher invited students to play a wordwall game, namely wordsearch, to determine students' understanding and memory of the newly learned vocabulary. The teacher asked students to find hidden words about adjective and adverb vocabulary from the letter box.




(Source : Taken by researcher)

After completing the game about adjective and adverb vocabulary, the teacher checked the answers together and gave appreciation to all students for being able to complete the game about adjective and adverb vocabulary correctly. The result of the second treatment was that students listened to audiobooks about English adjective and adverb vocabulary and then sharpened their memory by using a wordwall game, namely wordsearch, aimed at finding out whether students had understood or not the new vocabulary about adjectives and adverbs taught. The teacher closed the lesson by inviting students to say hamdalah together, then closed the class with a greeting and invited students to take a break.

Field Note 3 Meeting 4 Treatment 3

Class : 8 A

Date : Saturday, September 6, 2025

Time : 10.40 – 11.15

Participant : 30 Students

In the third treatment, the teacher used audiobooks and game in learning English vocabulary about pronouns and prepositions. At 10:40 a.m., the teacher entered the class, greeted and asked how the students were, then asked about today's lesson, which was English. The teacher checked students' attendance and then invited students to start the lesson by reciting Basmalah together. The teacher began the lesson by mentioning and explaining the material to be studied, namely pronouns and prepositions. The teacher asked students to open their English textbooks about English vocabulary about pronouns and prepositions, then the teacher asked students to listen and repeat English vocabulary about pronouns and prepositions from audiobooks. Students focused on listening and repeating English vocabulary about pronouns and prepositions from audiobooks. After listening and repeating English vocabulary from audiobooks 2-3 times, the teacher asked students to define the vocabulary by looking in a dictionary. Then the teacher asked students to remember the new English vocabulary they had heard about pronouns and prepositions and asked students if there were still vocabulary that they had not understood. To ensure students' understanding and retention of the vocabulary, the teacher invited students to play a wordwall game, "Complete the Sentence." This game was designed to assess their understanding and retention of the newly learned

vocabulary. The teacher asked students to complete the sentences by adding words using the correct pronouns and prepositions.



(Source : Taken by researcher)

After completing the game about pronoun and preposition vocabulary, the teacher checked the answers together and gave appreciation to all students for being able to complete the game about pronoun and preposition vocabulary correctly. The result of the third treatment was that students listened to audiobooks about English pronoun and preposition vocabulary and then sharpened their memory by using the wordwall game, namely complete the sentence, aimed at finding out whether students had understood or not the new vocabulary about pronoun and preposition taught. The teacher ended today's lesson by inviting students to say hamdalah together. The teacher greeted the students then left the class.

Field Note 4 Meeting 5 Treatment 4

Class : 8 A

Date : Monday, September 8, 2025

Time : 09.00 – 09.40

Participant : 30 Students

In the fourth treatment, the teacher used audiobooks and game in learning English vocabulary about conjunctions and interjections. At 9 am, the teacher entered the classroom, greeted and asked how the students were, then asked about today's lesson, which was English. The teacher checked students' attendance and then invited students to start the lesson by reciting Basmalah together. The teacher began the lesson by mentioning and explaining the material to be studied, namely conjunctions and interjections. The teacher asked students to open their English textbooks about English vocabulary about conjunctions and interjections, then the teacher asked students to listen and repeat English vocabulary about conjunctions and interjections from the audiobook. Students focused on listening and repeating English vocabulary about conjunctions and interjections from the audiobook. After listening and repeating the English vocabulary from the audiobook 2-3 times, the teacher asked students to define the vocabulary by looking in a dictionary. Then the teacher asked students to recall the English vocabulary they had just heard about conjunctions and interjections and asked students if there were still vocabulary they had not understood. To ensure students' vocabulary comprehension and retention, the teacher invited students to play a word wall game, namely wordsearch, to measure their comprehension and retention of newly learned vocabulary. The

teacher asks students to find hidden words about conjunctions and interjections in the letter box.




(Source : Taken by researcher)

After completing the conjunction and interjection vocabulary game, the teacher checked the answers together and gave appreciation to all students who successfully completed the conjunction and interjection vocabulary game correctly. The result of the fourth treatment was that students listened to an audiobook about English conjunction and interjection vocabulary, then sharpened their memory by using a word wall game, namely wordsearch, which aimed to find out whether students had understood the new vocabulary about conjunctions and interjections taught. This fourth treatment ended and was continued with the fifth treatment.

Field Note 5 Meeting 6 Treatment 5

Class : 8 A

Date : Monday, September 8, 2025

Time : 09.40 – 10.20

Participant : 30 Students

In the fifth treatment, the teacher continued the learning by mentioning and re-explaining the material that had been learned and combining it, namely nouns, verbs, adjectives and adverbs. The teacher asked students to open an English textbook about English vocabulary nouns, verbs, adjectives and adverbs, then the teacher asked students to listen and repeat English vocabulary about nouns, verbs, adjectives and adverbs from an audiobook. Students focused on listening and repeating English vocabulary about nouns, verbs, adjectives and adverbs from an audiobook. After listening and repeating English vocabulary from an audiobook 2-3 times, the teacher asked students to recall the English vocabulary they had heard about nouns, verbs, adjectives and adverbs and asked students if there were still any vocabulary they had not understood. To ensure students' understanding and memory of all the vocabulary, the teacher invited students to play a wordwall game, namely wordsearch, to determine students' understanding and memory of the vocabulary that had been learned. The teacher asked students to find hidden words about nouns, verbs, adjectives and adverbs from the letter box.



(Source : Taken by researcher)

After completing the vocabulary game of nouns, verbs, adjectives and adverbs, the teacher checks the answers together and gives appreciation to all students who are able to complete the vocabulary game of nouns, verbs, adjectives and adverbs correctly. The result of the fifth treatment is that students repeat listening to audio books about the combination of English noun, verb, adjective and adverb vocabulary, then sharpen their memory by using a wordwall game, namely wordsearch, which aims to find out whether students have understood or not the vocabulary about nouns, verbs, adjectives and adverbs that have been taught. The teacher closes the lesson by inviting students to read hamdalah together, then closes the lesson with greetings and invites students to take a break.

Field Note 6 Meeting 7 Treatment 6

Class : 8 A

Date : Monday, September 8, 2025

Time : 10.40 – 11.15

Participant : 30 Students

In the sixth treatment, the teacher used audiobooks and game in learning English vocabulary about pronouns, prepositions, conjunctions and interjections. At 10:40 a.m. WIB, the teacher entered the class, greeted and asked how the students were, then asked about today's lesson, which was English. The teacher checked students' attendance and then invited students to start the lesson by reciting Basmalah together. The teacher began the lesson by mentioning and re-explaining the material to be studied, namely pronouns, prepositions, conjunctions and interjections. The teacher asked students to open their English textbooks about English vocabulary about pronouns, prepositions, conjunctions and interjections, then the teacher asked students to listen and repeat the English vocabulary about pronouns, prepositions, conjunctions and interjections from the audiobook. Students focused on listening and repeating the English vocabulary about pronouns, prepositions, conjunctions and interjections from the audiobook. After listening and repeating the English vocabulary from the audiobook 2-3 times, the teacher asked students to recall the English vocabulary they had heard about pronouns, prepositions, conjunctions and interjections, then asked if there was still any vocabulary they had not understood. To ensure students' comprehension and vocabulary retention, the teacher invited them to play a wordwall wordsearch. This

game was designed to assess their comprehension and retention of newly learned vocabulary. The teacher asked students to find hidden words for pronouns, prepositions, conjunctions, and interjections in a grid of letters.



(Source : Taken by researcher)

After completing the vocabulary game of pronouns, prepositions, conjunctions and interjections, the teacher checked the answers together and gave appreciation to all students who were able to complete the vocabulary game of pronouns, prepositions, conjunctions and interjections correctly. The result of the sixth treatment was that students listened to an audiobook about English vocabulary of pronouns, prepositions, conjunctions and interjections, then sharpened their memory by using a wordwall game, namely wordsearch, which aims to find out whether or not students have understood the vocabulary about pronouns, prepositions, conjunctions and interjections that have been taught. The teacher ended today's lesson by inviting students to read hamdalah together. The teacher thanked the students for their participation and said goodbye, then left the class.

Appendix 11 Sample Answer from Treatment Student

(Treatment 1)

Name :

Class : 8 A

Treatment 1

Instruction: Arrange the following letters to form the correct words about nouns and verbs!

	N	F	I	K	E
1.	K	N	I	F	E

	T	K	E	A	N	L	B
2.	B	L	A	N	K	E	T

	P	C	I	L	A	S	T
3.	P	L	A	S	T	I	C

	O	W	E	T	L
4.	T	O	W	E	L

	C	M	P	S	O	A	S
5.	C	O	M	P	A	S	S

	A	N	D	C	E
6.	D	A	N	C	E

	D	R	V	I	E
7.	D	R	I	V	E

	M	P	U	J
8.	J	U	M	P

	S	H	W	A
9.	W	A	S	H

	O	W	R	K
10.	W	O	R	K

(Treatment 2)

Name :

Class : 8 A

Treatment 2

Instruction: Look for hidden words about adjectives and adverbs in the letter box!

A	H	T	O	B	I	L	U	R	B	A	B	Y	U	S	O	F	T
K	H	A	R	D	O	L	F	C	I	L	U	M	I	S	E	R	Q
J	A	R	T	U	N	W	E	V	G	S	O	M	E	T	I	M	E
W	G	M	A	A	V	D	X	E	Y	B	F	R	J	U	I	U	P
X	O	X	C	L	E	A	R	E	P	T	I	A	L	W	A	Y	S
L	A	M	Y	E	R	Y	U	B	U	F	F	L	I	H	I	G	K
A	T	T	R	I	Y	H	V	U	U	I	E	A	G	N	E	C	D
D	I	N	W	E	A	T	U	S	P	O	P	I	H	U	Y	K	A
O	F	T	E	N	N	K	H	U	G	R	O	F	T	E	N	A	D
V	T	E	L	E	S	H	E	A	V	Y	O	Y	O	Y	X	C	I
E	M	O	L	I	S	T	R	L	K	I	K	I	B	R	A	I	R
U	O	M	O	V	U	J	E	L	L	A	H	D	E	L	I	A	T
O	N	E	V	E	R	A	I	Y	A	Y	A	F	F	G	Y	O	Y

(Treatment 3)

Name :
Class : VIII A

Treatment 3

Instruction: Complete the following sentences with the correct words using pronouns and prepositions!

Mine	We	You

a. I love you.

She	He	I

b. She is my sister.

They	My	Me

c. My name is Intan.

It	Mine	You

d. That book is Mine.

He	We	She

e. His name is Andika. He is from Cilegon.

In	On	At

f. The pencil case is in the bag.

At	Under	By

g. The cat is sleeping under the table.

During	In	At

h. I will meet you At school.

(Treatment 4)

Name :

Class : VIII A

Treatment 4

Instruction: Arrange the following letters to form the correct words about Conjunctions and Interjections!

Y	H	T	O	B	I	Y	A	Y	B	A	B	Y	U	B	U	T	T
E	R	A	N	D	O	L	F	C	I	L	U	M	I	S	E	R	Q
T	A	R	I	U	N	W	E	V	G	S	O	M	E	T	I	M	E
W	G	M	A	A	V	D	X	E	Y	B	F	R	J	U	I	U	P
X	O	X	U	N	T	I	L	E	P	T	I	A	L	W	A	Y	S
L	A	M	Y	E	R	Y	U	B	U	F	F	L	I	H	I	G	H
A	T	T	R	I	Y	H	V	U	U	I	E	A	G	N	E	C	E
D	I	N	W	E	A	T	U	S	P	O	P	I	H	U	Y	K	L
O	F	T	E	N	N	K	H	U	G	R	O	F	T	E	N	A	L
V	T	E	L	E	S	B	E	C	A	U	S	E	O	Y	X	C	O
W	O	W	L	I	S	T	R	L	K	I	K	I	B	R	A	I	R

(Treatment 5)

Name:

Class: 8 a

Instrument 5

Instruction: Look for hidden words about nouns, verbs, adjectives and adverbs in the letter box!

I	Y	K	E	B	A	T	P	M	I	U	W	A	Y	S	A	N
W	C	O	M	P	A	S	S	Q	W	E	R	T	Y	Y	U	L
E	B	G	H	Y	T	D	C	V	F	Z	S	D	E	R	R	B
L	Z	X	C	V	B	N	M	K	G	R	E	T	U	H	I	L
L	D	F	G	H	J	U	Y	T	R	E	W	W	B	E	N	A
Y	S	H	E	S	I	N	G	S	O	N	G	R	E	F	F	N
A	T	T	A	A	H	Y	T	G	B	S	J	I	W	A	K	K
S	U	C	C	V	V	B	B	N	K	O	T	T	O	K	E	E
E	D	H	A	W	A	N	Y	U	I	M	O	E	T	W	E	T
D	Y	A	O	O	Q	C	D	K	C	E	K	I	D	G	E	H
R	A	M	B	R	A	M	A	K	I	T	R	O	C	K	U	U
I	Q	Q	U	K	A	M	N	U	C	I	T	R	A	H	A	Y
N	Y	U	C	I	B	A	C	U	T	M	U	T	I	A	R	T
G	E	I	B	G	T	R	E	F	O	E	R	P	M	B	A	R
K	C	C	G	S	H	E	L	L	Y	D	O	L	A	E	J	E
A	A	K	O	A	O	F	T	E	N	G	H	A	R	A	K	W
K	P	L	O	D	S	K	R	I	P	S	I	Y	A	U	H	Q
A	E	Y	D	H	A	N	D	S	O	M	E	T	I	T	E	A
L	K	A	J	H	S	O	H	A	R	D	S	A	B	I	A	S
R	Y	K	O	I	K	I	I	O	U	O	N	R	T	F	Y	D
T	A	U	B	M	A	H	T	O	H	Y	U	A	I	U	E	F
V	S	S	G	I	M	U	O	R	E	T	I	R	D	L	L	Y
B	O	I	I	N	U	M	A	I	R	G	J	E	H	U	L	O
T	F	A	R	E	P	A	S	T	I	K	U	L	A	T	Y	U
H	T	Q	Q	Q	W	E	R	T	Y	U	I	Y	O	O	P	L
E	U	H	A	P	P	Y	L	I	G	H	T	H	E	S	T	H
Y	E	E	V	E	R	Y	Y	H	A	N	S	O	J	S	H	E

(Treatment 6)

Name:

Class: 8 A

Instrument 6

Instruction: Look for hidden words about pronouns, prepositions, conjunctions and interjections in the letter box!

M	O	R	S	O	S	W	E	E	T	R	E	W	Q	U	T
E	Z	X	C	V	B	N	M	A	S	D	F	G	H	J	K
O	Q	W	R	T	Y	U	I	O	P	A	N	D	Y	E	S
L	P	O	L	I	K	U	J	Y	H	T	G	R	F	E	D
V	H	G	T	Y	F	R	R	T	Y	H	Y	U	J	H	E
U	I	N	W	H	A	T	S	G	O	I	N	G	D	I	R
T	H	I	H	E	L	L	O	N	H	Y	E	W	H	I	S
D	G	H	J	K	T	H	E	Y	M	I	N	E	Y	U	K
G	A	H	A	H	A	B	E	L	O	W	J	U	M	P	I
J	B	I	K	O	K	I	U	J	H	N	M	B	F	F	O
U	O	S	D	E	E	F	Y	J	I	D	D	A	N	Y	A
N	V	W	H	E	R	E	Y	O	U	A	N	D	M	E	T
D	E	P	L	E	A	S	U	R	E	M	I	S	S	L	J
E	T	V	F	I	D	Y	A	F	A	T	I	M	A	T	U
R	H	R	A	A	S	A	S	A	W	E	R	T	V	G	H
G	E	I	F	G	T	Y	T	R	T	Y	H	Y	H	Y	I
U	S	N	E	X	T	Y	E	A	R	H	A	P	P	Y	U
J	E	O	R	T	H	T	F	O	R	W	H	A	T	W	E
U	A	L	O	V	E	Y	O	U	A	N	D	M	E	M	Y
Y	Y	O	U	C	H	H	Y	H	A	I	H	I	S	H	Y
H	E	T	H	E	Y	A	R	E	S	O	B	U	T	O	N
H	A	M	A	Y	B	E	L	E	T	S	G	O	G	O	P
E	S	K	O	N	N	I	C	I	W	S	Y	A	R	E	U
L	N	G	I	R	L	S	A	N	D	B	O	Y	Y	E	T
L	O	U	S	G	I	M	E	B	A	C	K	W	H	O	A
O	C	S	O	R	R	Y	G	A	G	A	T	Y	I	M	U
Y	O	G	A	K	U	A	T	I	H	N	G	N	T	U	K

Appendix 12 Researcher data output from SPSS 30

(Results of the Validity Test)

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Soal_1	15,7333	48,064	0,481		0,892
Soal_2	15,6667	48,713	0,376		0,894
Soal_3	15,5000	47,362	0,598		0,890
Soal_4	15,6000	46,869	0,649		0,889
Soal_5	15,3667	49,689	0,291		0,895
Soal_6	15,8000	47,683	0,562		0,891
Soal_7	15,7667	47,082	0,642		0,889
Soal_8	15,3667	49,275	0,360		0,894
Soal_9	15,5667	47,220	0,601		0,890
Soal_10	15,9333	48,202	0,579		0,891
Soal_11	15,7667	47,082	0,642		0,889
Soal_12	15,4333	47,702	0,577		0,890
Soal_13	15,7333	50,202	0,168		0,898
Soal_14	15,5000	49,776	0,234		0,897
Soal_15	15,5667	49,220	0,306		0,896
Soal_16	15,6333	49,895	0,206		0,898
Soal_17	15,4667	49,430	0,293		0,896
Soal_18	15,5333	48,257	0,452		0,893
Soal_19	15,4667	47,499	0,591		0,890
Soal_20	15,4333	47,633	0,589		0,890
Soal_21	15,3333	48,644	0,498		0,892
Soal_22	15,5667	49,702	0,236		0,897
Soal_23	15,3333	48,437	0,536		0,891
Soal_24	15,7000	49,666	0,242		0,897
Soal_25	15,5667	48,668	0,386		0,894
Soal_26	15,8333	48,351	0,473		0,892
Soal_27	15,7000	47,872	0,503		0,892
Soal_28	15,8667	47,844	0,577		0,890
Soal_29	15,6333	48,930	0,344		0,895
Soal_30	15,5000	47,776	0,534		0,891

(Results of the Reliability Test)

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0,896	0,898	30

(Descriptive Statistic of Pre-Test)

Statistics

PRETEST

N	Valid	30
	Missing	0
Mean		12,5000
Median		13,0000
Mode		13,00
Std. Deviation		1,52564
Minimum		9,00
Maximum		15,00
Sum		375,00

(Student's Pre-Test Score Percentage)

PRETEST

Score		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	9.00	1	3,3	3,3	3,3
	10.00	3	10,0	10,0	13,3
	11.00	2	6,7	6,7	20,0
	12.00	8	26,7	26,7	46,7
	13.00	9	30,0	30,0	76,7
	14.00	4	13,3	13,3	90,0
	15.00	3	10,0	10,0	100,0
	Total	30	100,0	100,0	

(Descriptive Statistics of Post-Test)

Statistics

POSTEST

N	Valid	30
	Missing	0
Mean		16,8667
Median		17,0000
Mode		20,00
Std. Deviation		2,81294
Minimum		11,00
Maximum		20,00
Sum		506,00

(Student's Post-Test Score Percentage)

POSTEST

	Score	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	11.00	1	3,3	3,3	3,3
	12.00	1	3,3	3,3	6,7
	13.00	2	6,7	6,7	13,3
	14.00	4	13,3	13,3	26,7
	15.00	2	6,7	6,7	33,3
	16.00	3	10,0	10,0	43,3
	17.00	3	10,0	10,0	53,3
	18.00	2	6,7	6,7	60,0
	19.00	4	13,3	13,3	73,3
	20.00	8	26,7	26,7	100,0
	Total	30	100,0	100,0	

(The Result of Shapiro-Wilk Normality Test)

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRETEST	0,172	30	0,024	0,940	30	0,091
POSTEST	0,176	30	0,019	0,900	30	0,009

(The Result of Homogeneity Variences)

Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
SCORE	Based on Mean	16,457	1	58	0,000
	Based on Median	14,484	1	58	0,000
	Based on Median and with adjusted df	14,484	1	54,534	0,000
	Based on trimmed mean	15,394	1	58	0,000

(The Result of Wilxocon Ranks Tests)

Test Statistics[a]

	POSTTEST - PRETEST
Z	-4.500[b]
Asymp. Sig. (2-tailed)	0,000

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks.