

**THE EFFECT OF USING SOCRATIVE DIGITAL TOOL ON VERB  
VOCABULARY ACHIEVEMENT IN JUNIOR HIGH SCHOOL  
STUDENTS:  
A PRE-EXPERIMENTAL STUDY**

**RESEARCH PAPER**

Submitted to English Education Department at Faculty Tarbiyah and Teacher  
Training State Islamic University of Sunan Gunung Djati Bandung as Partial of  
the Requirement for Bachelor Degree



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## ABSTRACT

### **Assyauqy, Luthfiah Husaini (2025): The Effect of Using Socratic Digital Tool on Verb Vocabulary Achievement in Junior High School Students: A Pre-Experimental Study**

In recent years, students in junior high schools have struggled with vocabulary acquisition, particularly verb vocabulary, due to a lack of involvement in traditional learning techniques.

This study examined the effect of using Socratic digital tool on verb vocabulary achievement among junior high school students. This study aims to determine several aspects: First, this study aims to assess the achievement of students' verb vocabulary before and after using Socratic digital tools. Lastly, this study aims to determine the significance of students' verb vocabulary achievement before and after using Socratic digital tool. The population of this research consisted of all eighth-grade students enrolled in SMP Tunas Harapan Indonesia. The sample of this study consisted of 24 students in the C class of the VIII grade. This study bases the conceptual work on three main components: inputs, processes, and outputs. Two hypotheses were used in this study. Null Hypothesis: Using Socratic digital tool does not affect verb vocabulary achievement in Tunas Harapan Junior High School students.  $H_a$  (Alternative Hypothesis): Using Socratic digital tool affects verb vocabulary achievement in junior high school students at Tunas Harapan Junior High School.

This study used quantitative methods to determine whether there was a significant improvement. As part of the pre-experiment design, it utilized a one-group pretest-posttest design to compare students' verb vocabulary achievement before and after using Socratic digital tool.

The results showed that the students' pre-test results had an average score of 73.42, and the post-test average score increased to 88.50 and was categorized as perfect. Thus, the pre-test and post-test data showed a considerable increase of 15.08 in students' verb vocabulary achievement. The average N-Gain score was 0.53. This score falls within the "average" range, with scores between  $0.3 \leq g \leq 0.7$  and specifically between  $0.3 \leq 0.53 \leq 0.7$ . The Socratic digital tool partially increased students' verb vocabulary achievement, achieving a balance between not too low and not too high. In conclusion, the study showed that the use of Socratic digital tool partially increased students' verb vocabulary achievement.

***Keywords: Socratic Digital Tool, Verb Vocabulary, 8<sup>TH</sup> Grade Junior High School, Pre-Experimental Study***

**APPROVAL**

**THE EFFECT OF USING SOCRATIVE DIGITAL TOOL ON VERB  
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Bandung, May 19<sup>th</sup> 2025

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## **MOTTO**

**“And be patient, surely the promise of Allah is true.”**

**-Q.S Ar Rum: 60**

**"There is only one thing that makes a dream impossible to achieve:  
The fear of failure."**

**- Paulo Coelho, The Alchemist**



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## **PREFACE**

All praise and gratitude are due to Allah SWT, the Most Compassionate and Merciful, for giving me life, ease, and smoothness to complete this thesis. The title of this thesis is “The Effect of Using Socratic Digital Tool on Verb Vocabulary Achievement in Junior High School Students: A Pre-Experimental Study”.

The researcher realizes that this thesis has many shortcomings, and there are still many things that can be improved. Therefore, feedback and suggestions from readers are highly expected to improve the quality of this work. Lastly, the researcher hopes that this study can provide valuable insights for researchers and readers and offer many benefits for those who need it.



Bandung, May 19<sup>th</sup> 2025

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## **CHAPTER I**

### **INTRODUCTION**

This chapter offers a comprehensive theoretical foundation, discussing the background, research questions, and research purposes. It also provides a conceptual framework and highlights the significance of the research. A synopsis of earlier research is included at the end of the chapter.

#### **A. Background**

One of the most critical aspects of learning English is expanding one's vocabulary. Nation (2001) emphasizes that vocabulary acquisition is central to language learning, while Allen (1983) asserts that students must learn thousands of words to master a language. In addition, Wilkins (1972) states that very little can be conveyed without grammar, but nothing can be conveyed without vocabulary. This emphasizes that vocabulary is the cornerstone of communication. Students who have a large vocabulary will be better able to read, write, speak, and listen.

Vocabulary richness directly affects learners' ability to comprehend and produce language. According to De Groot (2005), the depth of a learner's vocabulary not only enhances communication and understanding of a second language but also facilitates the learning of other languages. However, vocabulary acquisition remains one of the most pressing challenges for English language learners, particularly at the middle and high school levels. Salam and Nurnisa (2021) identified vocabulary deficiency as a significant cause of students' inability to speak English well, with problems such as pronunciation, spelling, memorization, and understanding of meaning. Similarly, Salawazo et al (2020) found that students frequently forget new vocabulary due to limited exposure and a lack of motivation.

Several studies have also emphasized that limited vocabulary knowledge significantly hinders communication in foreign language contexts (Toy & Buyukkarci, 2019). Akçelik and Eyüp (2021) found that vocabulary acquisition plays a central role in the formation of coherent spoken and written texts. Despite

students learning grammatical structures, the lack of vocabulary often remains the most significant barrier to practical expression.

Among various vocabulary categories, verbs play a particularly crucial role in sentence formation but are often perceived as difficult by learners. Verbs are complex in terms of meaning, form, and usage, including many irregular patterns and exceptions (Hlaing, 2020). In Indonesian, students frequently struggle to identify and use different types of verbs appropriately, which affects their overall language proficiency (Paputungan et al., 2022). This difficulty can lead to anxiety, reduced confidence, fear of making mistakes, and hesitation in communication (Saefudin, 2020).

In the 21st century, English teachers face increasing challenges in keeping students engaged, especially with the rapid advancement of technology and innovation. Thornbury (2002) warns that inadequate vocabulary hinders both comprehension and production. To address this, teachers must adopt engaging strategies to motivate learners. One such strategy is the use of educational games, which not only entertain but also teach essential skills that are otherwise difficult to acquire through traditional methods (Michael & Chen, 2006). Susanti et al. (2022) highlight how incorporating games into classroom management helps maximize student learning in an enjoyable and meaningful way.

Game-based digital platforms such as Quizizz, Socrative, and Kahoot have gained popularity in modern classrooms (Aini & Setiawan, 2023). Among these, Socrative stands out as a practical tool for facilitating interactive learning. It enables teachers to administer quizzes, engage students, and gather feedback in real time (Dervan, 2014). Faya et al. (2019) found that students viewed Socrative positively when gamification elements such as points and leaderboards were included. Similarly, Balta (2018) reported that students demonstrated a positive attitude toward Socrative, particularly when used for homework assignments.

Based on the findings above, many studies have explored the use of digital games, including Socrative, in vocabulary learning. However, few studies have focused explicitly on using Socrative to teach verb vocabulary in junior high school settings. Considering the importance and complexity of verb learning,

along with the potential of Socrative as an engaging learning tool, the purpose of this study is to determine how junior high school students' use of Socrative affects their verb vocabulary achievement.

#### **B. Research Questions**

The application of variable X (Socrative digital tool) on variable Y (verb vocabulary achievement) is the main subject of this study. There are three questions in this study. The following research questions are developed based on the preceding study background:

1. What is the student's verb vocabulary achievement before using the Socrative digital tool?
2. What is the student's verb vocabulary achievement after using the Socrative digital tool?
3. How significant is the student's verb vocabulary achievement before and after using the Socrative digital tool?

#### **C. Research Purposes**

From the research questions above, the research objectives were developed as follows:

1. To determine students' verb vocabulary achievement before using the Socrative digital tool.
2. To determine students' verb vocabulary achievement after using the Socrative digital tool.
3. This study aims to determine the significance of the students' verb vocabulary achievement before and after using the Socrative digital tool.

#### **D. Research Significances**

The theoretical significance of this research is expected to investigate how Socrative makes learning and assessment more interactive, creative, and engaging. This research extends the theoretical foundations of digital tool-based learning. As educational approaches are rapidly evolving and the use of technology in learning environments is growing, this research offers important insights into the efficacy of digital assessment. The results are expected to advance further research into the

use of technology to enhance learning and advance the conversation about innovative educational techniques.

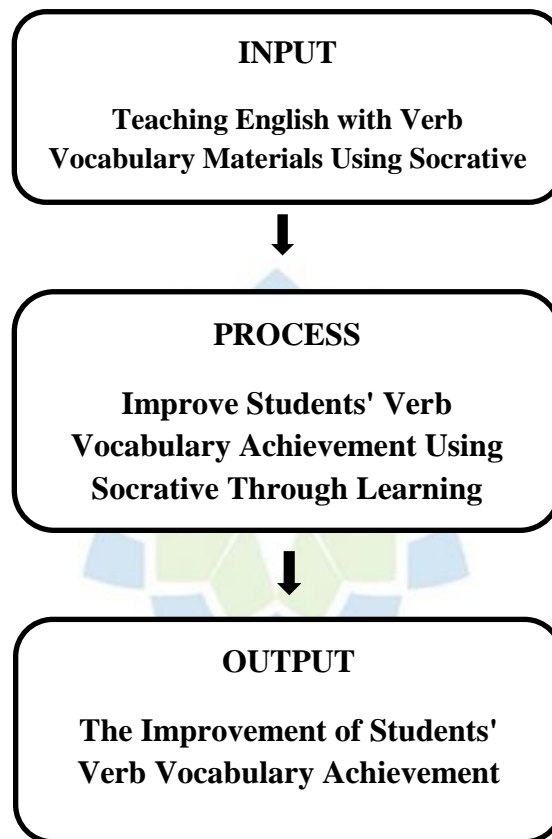
The practical significance of this research is expected to be a valuable guide for educators to use Socrative-based digital tools to improve classroom management and learning strategies. By using this platform, educators can create more dynamic and productive classrooms, which can improve student engagement, understanding, and retention. In addition, this research underscores the importance of educational technology in promoting more effective teaching approaches, which will ultimately benefit both educators and learners by making the teaching-learning process more dynamic and outcome-focused.

#### **E. Research Scope**

This study focuses on determining the effect of using Socrative as a digital tool on students' verb vocabulary achievement in the context of recount texts. The scope of this study covers past tense verb vocabulary (simple past tense), both regular and irregular, taught in grade VIII recount texts in accordance with the Freedom Curriculum. This study does not cover all aspects of language, but rather focuses on vocabulary achievement, particularly in terms of mastering the meaning and use of verbs in the context of sentences and texts. The research subjects were eighth-grade students at SMP Tunas Harapan. The treatment in this study involved the use of Socrative to provide interactive quiz-based exercises and assessments in the form of multiple-choice questions, word matching, and fill-in-the-blank exercises. This study does not include measurements of speaking, listening, and writing skills in general, nor does it examine long-term retention of the vocabulary taught. It involves the use of Socrative to administer interactive quizzes (multiple-choice, matching, fill-in-the-blank tests) as a form of formative assessment and gamified learning. Long-term retention of vocabulary is also outside the scope of this study.

## **F. Conceptual Framework**

This study focuses on the effect of verb vocabulary achievement using Socrative digital tools. It supports this research using constructivist and behaviorist learning theories, with the following conceptual framework.



**Figure 1. 1 Conceptual Framework**

This study adopts a conceptual framework based on the Input–Process–Output (IPO) model, as proposed by Fraenkel (2012), which is commonly used in pre-experimental research designs. The framework provides a structured basis to examine the impact of work-related vocabulary instruction—particularly English verbs—on junior high school students’ vocabulary acquisition. Each component of the IPO model plays a vital role in shaping the study: the input forms the foundation of the intervention, the process involves the implementation of learning strategies and tools, and the output reflects the measurable results of vocabulary improvement.

### 1. Input

The input component of the study involves the instructional materials and activities focused specifically on work-related English verbs. These materials serve as the foundation of the intervention, aiming to enhance students' productive language skills. As Nation (2001) states, vocabulary knowledge—particularly the mastery of high-frequency verbs—is essential for effective communication and contributes significantly to learners' overall language competence.

### 2. Process

In the process phase, the researcher applies specific learning strategies that aim to enhance students' verb vocabulary. A key component of this stage is the integration of digital learning tools such as Socrative, which allows for interactive, engaging, and formative vocabulary activities. Research by Susanti & Nurkamto (2020) supports the idea that digital platforms in English language instruction can increase student motivation, provide immediate feedback, and facilitate vocabulary retention, especially when consistently used in the classroom. Through this intervention, students engage in dynamic vocabulary-building exercises that are both collaborative and technology-enhanced.

### 3. Output

The output refers to the improvement in students' verb vocabulary as a result of the treatment. This is typically measured by comparing pre-test and post-test results to determine the effectiveness of the intervention. According to Richards and Schmidt (2010), vocabulary acquisition serves as a measurable indicator of language development, particularly when instruction targets specific lexical categories like verbs. The expected outcome is a significant increase in students' mastery of verb vocabulary, demonstrating the effectiveness of the instructional approach used.

### 4. Theoretical Support

Vocabulary plays a central role in language learning and communication. Amelia et al. (2023) emphasize that a strong vocabulary

foundation directly supports learners' language skills, enabling them to comprehend, use, and apply words accurately and effectively across different contexts. As Jacobs (1998) notes, vocabulary growth facilitates better oral communication and reading comprehension. Neuman (2009) defines vocabulary as both receptive (listening) and expressive (speaking) words that are essential for effective communication. Thornbury (2002) further describes vocabulary as the core of foreign language teaching. In addition to traditional instruction, innovative strategies such as the use of games have been recognized as effective in enhancing vocabulary learning. According to AlNatour & Hijazi (2018), vocabulary instruction should be supported by appropriate strategies, and game-based learning is considered a modern and engaging approach. The Longman Dictionary of Language Teaching and Applied Linguistics (Richards, 1995) defines a game as a structured activity involving rules, objectives, competition, and communicative interaction—all of which contribute to meaningful vocabulary acquisition.

#### 5. Technological Integration

Digital tools, particularly mobile applications like Socrative, support active learning environments. Socrative enables teachers to monitor student progress in real time, provides opportunities for collaborative knowledge sharing, and enhances both communication and teamwork. As Awedh (2015) explains, such platforms contribute to improved student engagement and academic achievement.

This conceptual framework presents a clear cause-and-effect relationship, where the input (work-related verb vocabulary instruction), combined with an engaging process (digital tools and active learning strategies), leads to a measurable output (improved verb vocabulary acquisition). Grounded in both theory and practice, the framework supports the study's goal of enhancing students' English vocabulary in a meaningful and systematic way.



## **G. Hypothesis**

The hypothesis used in this study focuses on the effect of using Socrative digital tool as learning media on English vocabulary achievement during learning. The central claim of this study is formulated as follows:

1. H<sub>0</sub> (Null Hypothesis): Using the Socrative digital tool does not affect verb vocabulary achievement in Tunas Harapan Junior High School students.
2. H<sub>a</sub> (Alternative Hypothesis): Using the Socrative digital tool affects verb vocabulary achievement in junior high school students at Tunas Harapan Junior High School.

## **H. Previous Study**

According to research from Awedh (2015) conducted at King Abdulaziz University, Saudi Arabia, Jeddah, the study's primary goal was to investigate how students' learning performance was affected when Socrative was used in conjunction with cellphones. The sample was taken from 38 students enrolled in a computer architecture course. The result of this study is that the Socrative tool increases students' motivation to learn, helps them realize what they know, and helps them understand concepts, significantly improving their learning process. This tool also enhances students' communication with their classmates and teachers and supports the collaborative exchange of information, which enhances communication skills and the spirit of cooperation.

From Dakka, S. M. (2015), conducted in the Department of Engineering & Math, Sheffield Hallam University, United Kingdom. The experiment was carried out in the second semester of the one-year engineering program. The findings of the experiment were examined both numerically, based on student performance, and qualitatively, using questionnaires. The findings demonstrated that students' performance can be enhanced by using the Socrative evaluation method. According to the findings, 53% of pupils performed better, whereas 23% performed poorly or not at all. According to qualitative findings, students' educational experiences improved. Overall, the findings demonstrate the benefits of utilizing this technology in the classroom.



According to research by Mohamad (2019), the aim of this study was to find out how Indonesian students and their instructors at the Islamic University of Riau Islamic University felt about using Socrates in grammar lectures, particularly when it came to tenses. The study's conclusions demonstrate that most respondents had favorable opinions on Socrative. Regarding the "perceived usefulness and ease of use" of Socrative in grammar class, both students and lecturers provide good answers.

Rabu and Talib (2017) conducted a study on rural national elementary schools in the Penaga district of North Seberang Perai, Malaysia. The purpose of this study is to find out how well two learning approaches—digital game-based learning (DGBL) and interactive multimedia learning (IML)—improve the vocabulary achievement of fourth-grade students in English and how open the children are to the DGBL approach. The findings of this study suggest that digital game-based learning methods offer a more fun and effective way for students to learn English vocabulary. In addition, the findings of this study indicate that digital games are highly preferred and beneficial to students. The researchers argue that digital game activities are ideal for enhancing and developing students' abilities in primary school learning, especially in English as a second language.

From Susanti (2024). This study was implemented in the fourth grade of SDN 88, Bengkulu City. This implementation aims to train and assist the fourth-grade teachers of SDN 88 Bengkulu City in implementing cultural literacy and citizenship based on GLS to improve literacy activities in the classroom. The method used is training and mentoring. This study found that students who used Quizwhizzer-based educational game media and those who did not had differences in average learning outcomes. This game-based learning media, designed for second-grade students, was assessed to increase students' knowledge of Pancasila Education, particularly about law, and improve their legal literacy.

According to research by Fadila (2024), twenty-five tenth-grade students made up the sample for the study, which was carried out at MAN 1 Karawang. The purpose of this study was to ascertain the students' speaking abilities both before and after they used the Cake Application and any notable variations in their

speaking abilities between the two periods. The pre-test and post-test in this study, which use Cake Application media to enhance speaking abilities, show how Cake Application media can help EFL students' speaking abilities. The purpose of this study is to ascertain whether or whether students' speaking abilities significantly increase before and after utilizing the Cake Application media. According to the study's findings, pupils' speaking abilities may be enhanced by using the Cake Application media.

The research titled “Improving Students’ Vocabulary Achievement through Word Game“ by Hidayat (2016) shows that word games can improve students' vocabulary acquisition and are an effective strategy for teaching English. The game makes memorizing vocabulary easier and makes students enjoy and be motivated to learn. In addition, the game encourages competition and cooperation in the teaching and learning process, making it a good strategy for teachers to teach students English. The results of this study can also help readers develop English materials related to pedagogical games.

Currently, there are many studies that have explored the use of digital tools in English language learning, many of which focus on general academic performance, student motivation, or speaking skills. Applications such as Socrative, Quizwhizzer, and Cake have been widely researched in various educational contexts; however, there are not any that have specifically investigated their effectiveness in teaching verb vocabulary. In addition, most of the previous studies were conducted at the elementary or high school level, or in an international context, so there is a gap in research at the junior high school level in Indonesia. Furthermore, although game-based learning has been shown to increase student engagement, there is limited empirical evidence evaluating how Socrative, in particular, affects verb vocabulary acquisition in the EFL classroom. Therefore, this study addresses the apparent gap by examining the specific effect of the digital tool Socrative on students' achievement in learning verb vocabulary in an Indonesian junior high school context.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter discusses the Socrative website, digital tools for language learning, and verb vocabulary acquisition. It also introduces various theories that are relevant to this study.

#### **A. Verb Vocabulary in Language Learning**

##### **1. The Nature of Vocabulary**

Vocabulary is a crucial aspect of language learning as it significantly influences an individual's ability to understand and use the language effectively, as emphasized by Cameron (2001). It is also considered a vital element for language learners, serving as the foundation for developing language skills such as reading, writing, listening, and speaking, as noted by Huckin (1997) and Richards (2001).

The classification of vocabulary into two main types—receptive vocabulary, which refers to words recognized in contexts such as reading and listening but not actively used, and productive vocabulary, which refers to words used in speaking and writing—highlights the importance of developing both categories in the language learning process, as explained by Gardner (1997). Furthermore, vocabulary is categorized into content words and function words. Content words are context-dependent and can be taught in manageable groups, whereas function words must be taught systematically due to their critical role in the grammatical structure of the language.

Vocabulary instruction should also address meaning, usage, spelling, and pronunciation to ensure meaningful acquisition, as stated by Finocchiaro (1989). Vocabulary can also be defined as the total number of words known or used by an individual in a particular language, or as a collection of words employed in communication, according to Hornby (2006) and Hatch and Brown (1995).

In the context of English as a Foreign Language (EFL), vocabulary mastery is especially essential, as limited vocabulary knowledge hinders learners' ability to understand meaning and use words accurately, thereby negatively impacting their language development, as pointed out by Sarimi (2016).

## **2. Vocabulary Achievement**

Vocabulary achievement refers to the measurable outcome of students' ability to acquire, retain, comprehend, and apply language in specific learning contexts. This is typically evaluated through short-term assessments such as quizzes, tests, or assignments administered before and after instructional interventions, with the goal of capturing learning progress over time, as described by Read (2000). In this study, the difference between students' pre-test and post-test scores following the integration of the Socrative digital platform served as the basis for assessing vocabulary achievement.

A variety of instructional factors including frequency of exposure, quality of input, teaching methodology, learner engagement, and opportunities for practice and feedback significantly influence vocabulary success. Learners are more likely to achieve favorable outcomes when instruction is contextualized, interactive, and supported through multiple modalities, as asserted by Nation (2001). Digital tools such as Socrative support this process by fostering a learning environment that is engaging, feedback-rich, and motivational.

Effective vocabulary acquisition occurs through meaningful repetition, active use, and systematic exposure rather than isolated memorization. To evaluate vocabulary achievement accurately, it is important to consider not only learners' ability to recall and understand word forms but also their capacity to use vocabulary appropriately in context, as emphasized by Thornbury (2002). For this reason, assessments such as pre-tests and post-tests, which were used in this study, are appropriate tools for measuring short-term vocabulary learning gains.

The success of vocabulary acquisition is also closely tied to formative assessment practices. Techniques such as frequent low-stakes testing, flashcard review, and structured feedback loops play a crucial role in reinforcing vocabulary knowledge and retention. Platforms like Socrative enhance this process by enabling teachers to design and implement effective formative vocabulary assessments, thereby increasing both instructional effectiveness and learner engagement, as highlighted by Cambridge Assessment (2016).

In summary, vocabulary achievement serves as a tangible indicator of both learning progress and instructional impact. Particularly within experimental research settings, it provides a reliable metric for determining the effects of educational interventions. This study aims to demonstrate that incorporating digital tools such as Socrative can significantly enhance both student outcomes and instructional practices in EFL contexts by promoting measurable improvements in verb vocabulary acquisition among junior high school students.

### **3. The Classes of Vocabulary**

According to Thornbury (2002: 3-12), the vocabulary classes can be classified as follows:

#### **a. Nouns**

A noun is a term used to describe a person, location, or object. A noun is a word that refers to a person, place, thing, event, substance, or quality. Few nouns are remarkably similar to verbs in meaning, such as swim, dance, and pray, conveying the quality of the verb to the noun. Some nouns are very similar to adjectives as emphasized by Lieber, R. (2009). Nouns are often the first type of word students learn, especially real or visible nouns such as cats, cars, or apples, because nouns refer to things that can be seen or touched.

1) There are several different categories of nouns (Hornby, 2015).

- a) Proper nouns are names of specific people, places, or things, usually starting with a capital letter: Michel Jhon and America are proper nouns.
- b) Common nouns belong to the noun category. Unlike the names of specific people, places, or things, common nouns refer to people, places, or things. Examples are animals, the moon, and sadness.

#### **b. Verbs**

Verbs are one of the most essential classes of words in language because they indicate the action, state, or process that occurs in a sentence. Verbs are words that express actions, processes, or states (Yule, 2020).

According to Azar, B. S., & Hagen, S. A. (2016) Verbs can be divided into two main categories:

- 1) Lexical verbs, such as run, jump, sit, and stand, have meaning independently without needing another word to complete them.
- 2) Auxiliary verbs play a grammatical role and have no meaning on their own, but are used to help main verbs form a wide variety of grammatical forms, such as can, could, May, and would, which sit and stand. Auxiliary verbs, which play a more grammatical role and have no meaning of their own but are used to assist the main verb in forming various grammatical forms, such as can, could, might, and would, which are often used to express possibility, permission, necessity, or ability in certain situations.

c. Adjectives

Adjectives are a class of words that describe or highlight a noun's qualities and attributes. Adjectives are words that describe a noun or pronoun by giving information about size, shape, age, color, origin, or material (Azar, B. S., & Hagen, 2016). Adjectives serve a crucial function in refining the meaning of a sentence by giving additional information that helps the listener or reader grasp the characteristics of an object, person, or situation. Example: a clear sky, bland clothes, or a dark room.

Adjectives are often associated with specific nouns that are naturally appropriate for describing the object's inherent properties, such as bright, dark, light, and dull. Adjectives explain or modify nouns and pronouns. That is, they limit or restrict their meaning. Adjectives can describe a wide variety of qualities: big, red, and angry (Murphy, R. (2019).

Yule, G. (2020) stated that adjectives come before nouns: "red dress," "fifteen people." An adjective is referred to as a predicate adjective when it comes after a connecting word, such as be or seem: "The building was huge," "The workers seemed happy." While some adjectives are usually used before a noun, the majority can be employed as predicate adjectives.



#### d. Pronouns

Pronouns are words that can replace a noun. Pronouns function to avoid repeating the same noun that has been mentioned before. Pronouns have several types according to Carter, R., & McCarthy, M. (2006), including:

1. Personal Pronouns (personal pronouns) refer to people or names. They are used as subjects and objects.
2. Possessive pronouns are pronouns that show ownership. There are two forms of possessive pronouns, namely dependent (placed before a noun) and independent (placed after a verb).
3. Reflexive Pronouns are pronouns that show the activity for the actor himself in the sentence, or emphasize the subject or object elements. These pronouns take the suffix -self for singular (alone), and the suffix -selves for plural (group).

#### e. Adverbs

Adverbs are a class of words in language that have the primary function of modifying, adjusting, or providing additional information related to verbs, adjectives, and other adverbs. Adverbs modify verbs, adjectives, or other adverbs. They answer questions such as how, when, where, how often, and to what extent (Azar, B. S., & Hagen, 2016). Adverbs are often used to explain how, when, where, or to what extent an action or situation occurs. Example as in the sentence "He ran quickly," where the adverb "quickly" provides more information about how he ran, or in the sentence "I will leave tomorrow," where the adverb "tomorrow" explains the time when an action occurred, so adverbs have an essential role in providing additional details that help listeners or readers understand a situation more clearly.

#### f. Preposition

Prepositions are words or groups of words that connect nouns, pronouns, and phrases in a sentence. Prepositions show the relationship of a noun or pronoun to another word in a sentence. They are often used in

idiomatic expressions (Azar, B. S., & Hagen, 2016). Examples include phrases like in front of, beside, instead of, and single words like in, on, at, from, to, by, and with. In English, prepositions are typically determined by fixed expressions. Prepositions are frequently employed idiomatically with certain verbs, yet there are some general rules to abide by. It is preferable to commit phrases to memory rather than individual prepositions in situations like these.

g. Conjunction

A word that connects phrases, clauses, or other words in a sentence is called a conjunction. It helps us communicate things that are related and complex. Conjunctions are used to connect words, phrases, or clauses. There are three major types: coordinating, subordinating, and correlative (Azar, B. S., & Hagen, 2016). Coordinative conjunctions, often represented by acronyms, connect independent words, phrases, or clauses of equal grammatical importance in a sentence. Correlative conjunctions, which work in pairs, such as "either" or "neither," connect clauses to form a complete thought. Subordinating conjunctions, such as "although," "because," "that," and "while," connect dependent and independent clauses in a sentence, showing that they have a logical relationship (Yule, 2020).

**4. The Types of Verbs**

According to Webster (1828), a verb is a word that indicates an action, event, or way and is typically the grammatical center of a predicate.

a. Identifying Verb Complements

Words or phrases overflowing with verb meaning are known as verb complements. Certain verbs require further explanation to convey what the subject is doing or what they affect (Celce & Larsen, 2015).

1) Predicate verbs and linking verbs

Predicate verbs are a type of action word or verb that requires action. They are traditionally called "action" verbs (e.g., "babies cry," "she wrote the letter," "I remember him") but have been interpreted to include most non-action verbs that are not linking verbs.



The primary verbs in a sentence that convey the subject's action or state are called predicate verbs. Predicate verbs can also contain verbs like recall or know that do not exhibit physical action, while being frequently referred to as "action" verbs. These verbs convey a significant aspect of the subject's actions or experiences. Linking verbs, on the other hand, do not indicate action. Instead, they relate the topic to further details about it. Be, seem, become, and feel are common linking verbs (Yule, 2020).

## 2) Transitive verbs and intransitive verbs

A transitive verb has a direct object (He is reading a book); an intransitive verb does not need an object (He is wandering in the park); and only transitive verbs can be used with the passive form (He returned the book immediately). All intransitive verbs cannot be passivized. Action verbs that require a direct object to complete their meaning are known as transitive verbs. The thing or person receiving the verb's action is the direct object. For example, the verb "to read" requires the object 'book' in the sentence "He was reading a book" to make sense. As in the sentence "He read the book," these verbs can also be used in passive sentences (Yule, 2020).

## 3) Reflexive Verbs

Reflexive verbs require one of the verbs with a personal pronoun (reflexive pronoun) as the object to express oneself. Some verbs can be used with or without a reflexive pronoun object. Reflexive verbs often have non-reflexive uses and can have objects that do not refer to the subject (Yule, 2020).

Verbs that require reflexive pronouns as their objects, such as I, you, he, she, and so on, are known as reflexive verbs. The action is reflected in the subject through these pronouns. For example, the subject and object of the statement "He washed himself" are the same. Some verbs can be used with or without reflexive pronouns depending on the situation. "She showers and dresses quickly," for example, can indicate that she does these things for herself. However, reflexive verbs can also be non-

reflexive, such as “She bathed the child,” where the object is someone or something else.

b. Classified By Verb Form

1) Auxiliary Verbs And Lexical Verbs

According to Carter, R., & McCarthy, M. (2006) There are two types of verbs: auxiliary verbs and lexical verbs. Along with main verbs, auxiliary verbs—aiding verbs—convey tense, voice, mood, and other grammatical elements. The most often used auxiliary verbs are being, have, and do. For instance, the auxiliary verb "is" aids in demonstrating the present continuous tense in the sentence "She is studying." Conversely, lexical verbs are the primary verbs that convey the sentence's true meaning. Run, eat, and write are examples of actions, occurrences, or states that they depict. It's interesting to note that auxiliary verbs like be, having, and do can also function as lexical verbs depending on how they are employed in a phrase. The auxiliary verbs be, have, and do are also called primary auxiliaries. These auxiliary verbs can also be used as lexical verbs. Auxiliary verbs are structural elements that adequately differentiate tense, voice, mood, aspect, and mark questions and negatives.

2) Finite verbs and nonfinite verbs

A lexical verb that functions as a complete verb in the predicate, whether or not it has an auxiliary verb, is called an infinite verb. A verb can have all the grammatical properties - person, number, tense, and voice. Finite verbs indicate agreement with the subject regarding person, number, and tense.

**Table 2. 1 Verb Vocabulary Category (Carter & McCarthy, 2006)**

Category	Description	Examples
<b>Predicate Verbs</b>	Verbs that show action or a state, not linking verbs	cry, write, remember, run, build, fix, plan
<b>Linking Verbs</b>	Verbs that connect the subject to a complement	be, seem, become, appear, look, feel, sound
<b>Transitive Verbs</b>	Verbs that need a direct object	read (a book), play (guitar), eat (pizza), carry

<b>Intransitive Verbs</b>	Verbs that do not need an object	sleep, walk, arrive, go, cough, swim
<b>Reflexive Verbs</b>	Verbs that use reflexive pronouns (-self)	wash (oneself), dress (oneself), hurt (oneself)
<b>Auxiliary Verbs</b>	Helping verbs, used with main verbs	be, have, do, will, can, should, must
<b>Lexical Verbs</b>	Main verbs carry the primary meaning in a sentence	eat, drive, sing, open, jump, study
<b>Finite Verbs</b>	Show tense, person, and number (main verb in a sentence)	walks, ate, is running, was playing, goes
<b>Nonfinite Verbs</b>	Do not show tense/person/number (infinitive, gerund, etc.)	to play, playing, eating, singing

## 5. Curriculum-Based Verb Vocabulary for Grade 8 Students

Thornbury (2002) emphasizes that vocabulary selection should be guided by frequency (how often words occur in everyday language), teach ability (how easily words can be explained and illustrated), coverage (the range of contexts in which words can be used), and learner needs (words relevant to learners' immediate communicative goals).

According to Ministry of Education, Culture, Research, and Technology. (2022). *English for Nusantara: Grade 8*, students are expected to master commonly used verbs in recount texts, daily routines, descriptive texts, and personal experiences, which corresponds with the instructional context of this research. The following table provides a complete list of all verb vocabulary items used in this study, demonstrating their consistency with the textbook and ensuring that the materials are pedagogically appropriate for Grade 8 learners.

**Table 2. 2 List of Verb Vocabulary (Ministry of Education, Culture, Research, and Technology. 2022)**

No.	Verb	Verb Type	Description
1	walk	Regular	Used in recount text
2	go	Irregular	Daily activity, past tense: went
3	play	Regular	Common verb from textbook
4	swim	Irregular	Used in textbook topic "holiday"
5	eat	Irregular	Frequently used in daily routine

No.	Verb	Verb Type	Description
6	see	Irregular	Visual action verb
7	watch	Regular	Related to free time activities
8	build	Irregular	Used in sandcastle recount
9	take	Irregular	Phrasal usage in "take photos"
10	visit	Regular	Used in travel/personal experience contexts
11	write	Irregular	Used in academic contexts
12	read	Irregular	Core verb in learning situations
13	travel	Regular	Textbook verb in past experience contexts
14	help	Regular	Social action in "helping others" topic
15	study	Regular	Common in school-related routines
16	dance	Regular	Found in hobby or celebration topics
17	laugh	Regular	Common emotional expression
18	cry	Regular	Used for emotional vocabulary
19	discover	Regular	Found in narrative-type texts
20	ask	Regular	Common in interviews or classroom tasks
21	answer	Regular	Used in classroom and academic contexts
22	swim	Irregular	Reused in vacation-related activities
23	climb	Regular	Found in adventure recounts
24	cook	Regular	Vocabulary related to domestic activities
25	arrive	Regular	Used in journey or travel recounts

## 6. Theoretical Perspectives on Vocabulary Teaching in the EFL Context

Teaching vocabulary in the context of English as a Foreign Language (EFL) poses different challenges and demands due to students' limited English proficiency in everyday life. EFL students are highly dependent on classroom instruction to acquire vocabulary. Therefore, teaching strategies must be carefully designed to ensure that vocabulary teaching is effective and engaging.

Vocabulary development in English as a Foreign Language (EFL) classes should address both receptive and productive aspects, where receptive vocabulary refers to the words recognized through reading and listening, while productive vocabulary includes the words actively used in writing and speaking (Nation, 2001).

Effective vocabulary instruction involves more than simply presenting students with lists of words and their definitions; it also requires guiding learners

to understand word meaning, form, usage, and context. To enhance retention and engagement, various strategies such as visual aids, games, and contextualized learning activities should be incorporated, especially in EFL environments where real-world language exposure is limited (Thornbury, 2002).

Young EFL learners benefit from repeated exposure to vocabulary across diverse contexts, including communication tasks, collaborative projects, and structured assignments (Cameron, 2001). For junior high school students, vocabulary teaching must be designed to be engaging, purposeful, and aligned with their developmental stage and interests.

One of the primary problems in EFL classes, according to Richards and Renandya (2002), is the shallow vocabulary, which hinders students' capacity for unambiguous self-expression. As a result, teaching vocabulary should cover more than just meaning; it should also cover grammatical functions (such whether a word is a verb or a noun), collocations, synonyms and antonyms, and usage in different situations.

The use of technology in vocabulary teaching has been supported by experts to address specific challenges in teaching English as a foreign language (EFL). In environments where exposure outside the classroom is limited, digital technologies such as Socrative offer options for formative assessment, repeated exposure, gamification, and real-time feedback—all of which support the vocabulary learning process. According to Alqahtani (2015), teaching vocabulary to EFL students through digital tools enhances their motivation, engagement, and retention.

In summary, it is necessary to carefully select methods for effective vocabulary teaching in English as a foreign language (EFL) learning environments in order to overcome students' limited exposure to the native language. Students can improve their vocabulary knowledge by using strategies such as contextual learning, repetition, engagement, and digital integration.

## **7. Vocabulary Teaching Strategies**

Thornbury (2002) emphasizes that vocabulary is central to language learning, especially in the EFL (English as a Foreign Language) context. For

junior high school students, particularly in learning verb vocabulary, it is essential that vocabulary teaching strategies go beyond memorization and promote meaningful, contextualized, and active use of language. Thornbury outlines several strategies that can guide effective vocabulary instruction.

a. Contextualization in Vocabulary Presentation

Thornbury (2002) argues that vocabulary should be presented in meaningful contexts rather than in isolated word lists. Using stories, dialogues, or authentic texts such as recount texts enables learners to understand how verbs function in real-life communication. This strategy helps students grasp both the meaning and usage of the target words.

b. Use of Visual and Multimodal Support

Visual aids such as pictures, videos, gestures, and realia are recommended to clarify the meaning of new vocabulary. According to Gamal and Shehata (2023) demonstrated that implementing multimodal programs using images, videos, and 3D animations greatly improved vocabulary mastery among EFL learners.

c. Practice through Engaging Vocabulary Activities

Once vocabulary is introduced, learners should engage in activities that reinforce understanding and promote retention. Thornbury suggests a variety of practice exercises. Variety of practice exercises in this study included, Matching tasks (matching words to definitions or images), Gap-fill exercises (completing sentences with appropriate verbs), Collocation practice (using verbs with suitable objects or phrases), and Interactive digital quizzes (e.g., using Socrative). Using Socrative-based digital flashcards led to more significant gains in vocabulary acquisition compared to traditional PowerPoint presentations (Rahmawati, Mujiono, and Liskinasih, 2021)

d. Recycling and Reinforcement (Vocabulary Review)

To move vocabulary from short-term to long-term memory, Thornbury (2002) stresses the importance of spaced repetition and multiple encounters with the word in different contexts. He introduces the



“Rule of 7”, suggesting that a word must be encountered at least seven times to be effectively acquired. Digital tools such as Socrative support this principle by enabling repeated practice and review through scheduled quizzes and follow-up assessments.

e. **Encouraging Productive Use of Vocabulary**

The final step in vocabulary acquisition is enabling students to use new words actively in speaking and writing. In the context of this study, the Socrative digital tool plays a key role in promoting productive vocabulary use through interactive tasks that require students to apply their knowledge in a fun and engaging format. A recent study by Vurdien (2024) on the effectiveness of Socrative in teaching phrasal verbs found that the platform enhances student motivation by providing instant feedback and gamified learning experiences, thereby facilitating productive use of vocabulary in speaking and writing

This structured and strategy-driven approach to vocabulary teaching aligns well with the goal of this research, which is to improve students’ mastery of verb vocabulary using Socrative as a digital learning tool. By combining Thornbury’s pedagogical insights with technology-enhanced instruction, educators can create more effective and motivating learning environments.

**B. Recount Text**

**1. Definition of Recount Text**

Recount texts offer a list and description of prior experiences by retelling the events chronologically (Knapp & Watskin, 2005). A recount text describes events in order to enlighten or entertain the listener. Recount texts come in a variety of forms. Sitorus and Sipayung (2018) state that there are two ways to view the various kinds of recount texts: personal recount. The purpose of this recount text is to describe the author's own experience. Second, the factual retelling illustrates it. Mediska and Adnan (2019) define recount text as a report of an occurrence, such as a science experiment or a police report. It can also be used in imaginative recounts. Among the grammatical features of recount texts are the

simple past tense and the frequent use of conjunctions like next, later, when, then, after, before, and first that link events in time.

In summary, an expository text is a literary work that retells an event or incident that happened in the past. It is intended to enlighten and entertain the reader about the event. Recount texts can include stories about vacation activities and birthday celebrations. Recount texts have no complications between the participants.

## **2. Generic Structure of Recount Text**

In the recount text, there are three structural arrangements. According to Martin and Rose (2008), the structure of the recount text is explained as follows:

- a. Orientation is the first structure of a recount text. It provides information about the characters, setting, and time of events to help the reader understand the storyline.
- b. The second paragraph of the recount text contains a series of events that happened chronologically. Authors will write about the events they experienced in this section using this structure. They usually make personal comments about the events.
- c. The last paragraph of the recount text is called the reorientation, and it contains statements about their comments or impressions about the story.

## **3. Language Features of Recount Text**

To clarify the function of recount text, recount text has several linguistic features. The explanation of the linguistic features of recount text according to Derewianka, B. (1990) is as follows:

- a. The use of personal pronouns such as me, my family, etc.
- b. The use of specific participants such as Borobudur temple, Pink Beach, etc.
- c. Utilizing chronological relationships such as first, then, next, after, besides, etc.
- d. Use connecting verbs such as is, was, heard, saw, etc.
- e. Using action verbs such as jump, run, walk, climb, etc.
- f. Use connecting words like and, or, until, although, while, but, and many more.



- g. Use simple past tense, past continuous, and past perfect.

#### 4. Example of Recount Text

In this study, the recount texts were taken and modified from Rahmi, (2016) *Teaching material unit 4 – reading skill recount text*. This example is used in the treatment process.

**Table 2. 3 Example of Recount Text (Rahmi, 2016)**

<p><b>My Summer Vacation</b></p> <p>Last summer, my family and I went to a beautiful island. We walked along the beach, collected seashells, and ate delicious seafood. My brother built a sandcastle while I took pictures of the ocean. It was a wonderful trip!</p>	<p><b>My Holiday at the Beach</b></p> <p>Last summer, my family and I went to the beach. We swam in the sea and played in the sand. My father built an enormous sandcastle, and my mother took many pictures. We also collected seashells and ate fresh seafood. It was a fun and unforgettable day!</p>
<p><b>My weekend</b></p> <p>Last weekend, I visited my grandparents. I woke up early on Saturday morning and took the bus to their house. When I arrived, my grandmother cooked a delicious breakfast for me. In the afternoon, my grandfather and I went fishing in the river. We caught some fish and had a great time. On Sundays, I help my grandparents in the garden. In the evening, I went home feeling happy.</p>	

### C. Simple Past Tense

#### 1. Definition of Simple Past Tense

Folse (2009:114) argues that the past tense is the most commonly used tool to indicate a sequence of actions using adverbs of time. To put it another way, the simple past tense is used to convey specific past events. The simple past tense is used for past actions that took place at a particular time, which can be understood from the context or given with a time phrase (yesterday, last year, etc.). Regular verbs add -Ed to the base form, or -d if the verb ends in -e. Irregular verbs can change in a variety of ways, but the verb form is the same for all.

According to Uchiyama (2016), "the simple past tense typically indicates that these actions have already come to an end. The simple past can be used for the majority of previous activities, including those that happened rapidly, gradually, or as a result of habit. We can infer from the definition above that the

simple past indicates that a situation or activity began and finished at a particular point in the past.

## 2. Formula of Simple Past Tense

The simple past tense is commonly used to talk about actions or events that happened in the past. In this study, the sentence patterns for the simple past tense are based on Murphy (2019) in his book *English Grammar in Use* (5th). These formulas are used to help students understand how to form correct sentences in the past tense.

### a. Positive Sentence

Subject + Verb 2 (Past Form) + Object

Example: She visited the museum yesterday.

### b. Negative Sentence

Subject + did not (didn't) + Verb 1 (base form) + Object

Example: They did not eat dinner at home.

### c. Interrogative Sentence

Did + Subject + Verb 1 (base form) + Object?

Example: Did you see the movie last night?

### d. Wh-Question

Wh-word + did + Subject + Verb 1 (base form) + Object?

Example: What did she do yesterday?

## 3. Example of Simple Past Tense

The following are examples of simple past tense sentences based on the patterns presented by Murphy (2019) in *English Grammar in Use* (5th ed.). These example sentences were used throughout the research to support the teaching and learning process during the study.

**Table 2. 4 Example of Simple Past Tense (Murphy, 2019)**

- |  |
|--|
| <ul style="list-style-type: none"><li>a) I walked: to the park yesterday.</li><li>b) She sang: a beautiful song at the concert.</li><li>c) They ate: dinner at the restaurant last night.</li><li>d) He watched: a movie on Saturday.</li><li>e) We played: tennis in the afternoon.</li><li>f) She wrote: a letter to her friend.</li></ul> |
|--|

- g) He went: to the store to buy milk.
- h) They traveled: to Europe last summer.
- i) I read: a very interesting book.
- j) He swam: in the ocean during his vacation.
- k) She studied: for the exam all day.
- l) They visited: their grandparents last week.
- m) He built: a sandcastle at the beach.
- n) She learned: a new language.
- o) They discovered: a new planet.
- p) He asked: her question.
- q) She answered: my question.
- r) They laughed: at the comedian.
- s) He cried: when he heard the news.
- t) We danced: all night at the party.

## **D. Digital Tools in Language Learning**

### **1. The Nature of Digital Tools**

According to Reiser & Dempsey (2017), digital tools are platforms and software programs that facilitate communication, learning, and teamwork by offering interactive and multimedia features that are available on digital devices. According to Alordiah (2023) the term digital online tools refers to any software, application, website, or technology accessible via the internet that supports learning and instruction. These tools assist students in conducting literature reviews, acquiring knowledge, and enhancing learning efficiency. Digital online tools also increase learners' awareness of language use and promote peer collaboration.

The use of digital tools has become essential amid the globalization of education. They are now widely utilized for lesson delivery, resource sharing, assessments, and administrative tasks in educational institutions (Dancsa et al., 2023). Mihelj (2018) further emphasizes that educational technology is transforming institutional operations, with processes such as enrollment, assignment submission, and access to course content shifting increasingly to digital platforms.

However, challenges persist—particularly in resource-constrained institutions where students may face limited access to advanced technologies. As

Mucundanyi and Woodley (2021) argue, although cutting-edge tools can enhance teaching, the associated costs may widen educational inequality. The availability and use of free digital resources can mitigate this issue, providing functionality comparable to costly alternatives and supporting learning outcomes at lower costs.

In response, many developers now offer free versions of their tools to educators. Woods and Rosenberg (2016) suggest that educators should continuously evaluate digital tools to discover features relevant to various subject areas. The TPACK (Technology, Pedagogy, and Content Knowledge) framework offers a valuable guide for selecting and integrating tools that align with instructional goals and promote student learning. While digital tools are not yet fully integrated into all educational systems, their use contributes to long-term improvements in student competencies (Dancsa et al., 2023). These tools not only support direct learning outcomes but may also yield indirect benefits, such as enhanced digital literacy, communication skills, and collaborative ability.

In the context of English language instruction, especially vocabulary learning, digital tools such as Socrative provide interactive platforms for formative assessment and engagement. By allowing real-time feedback and tracking of student progress, such tools play a key role in promoting vocabulary acquisition and retention.

## **2. Kinds of Digital Tools**

Digital tools play an important role in modern education by supporting teaching, learning, and assessment activities. This section describes several types of digital tools used in educational settings, including video conferencing, learning management systems, game-based learning, digital assessments, and virtual laboratories.

### **a. Video conferencing tools**

Video conferencing systems allow individuals who are physically separated from one another to join and converse via the Internet (Alhlak et al., 2013). The software encrypts the audio and video that the user records with this tool before sending it to the participants via the Internet. However, these systems' functional range has grown considerably over time. It is now feasible to

communicate with one another through text messages or conventional voice calls in addition to video calls. Other standard capabilities of video conferencing software include calendar apps for organizing and managing video conferences, remote control of the other person's computer, data storage and exchange, and screen sharing, which facilitates the display of information like presentations.

b. A learning management system (LMS)

A learning management system (LMS) is a technology that helps you manage educational courses. First, although it can also be used as a teaching tool to supplement conventional in-person learning, an LMS is the most important tool for distance learning. Instructors may offer both in-person and online learning experiences thanks to learning management systems. Teachers can provide digital learning materials thanks to the learning management system. Students can use the Internet to access this content whenever they choose. The technology gives students more detailed information about the course material so they can conveniently manage their homework. Teachers typically provide a dashboard so that students may monitor their progress and see how each student is doing overall (Goldin, T. & Rauch, E, 2022).

c. Game-based learning tools

The enormous popularity of video games is being used by game-based learning technologies to make studying more engaging and dynamic for students in the twenty-first century. To achieve a didactic effect, game components are included in the learning content. This boosts interest in the subject and motivates the pupil to learn. The idea behind game-based learning is that children can pick up new skills through goal success, failure, and repetition. The majority of video games are based on this idea. The student begins with limited knowledge and abilities, but as the game goes on, they acquire more experience and learn how to handle challenging circumstances. Game-based learning is intended, particularly in multidisciplinary topics where students must apply multiple abilities at once, including communication, critical thinking, and decision-making (Hung, 2012).

d. Digital exam assessment tool

Various types of digital exam assessment tools, such as multiple-choice tests and problem-solving games and simulations, can be used to create and grade digital exams in a short amount of time. These tests are often completely self-paced and give students immediate feedback on their performance. In order to create an environment that is less conducive to cheating, the programs frequently include security features like turning off internet browsers or recording test takers online (Goldin, T. & Rauch, E, 2022).

e. Virtual and remote laboratory tools

Virtual and remote laboratory technologies make it possible to conduct experiments from a distance. Experiments in the real world are translated into a virtual environment in a virtual laboratory. Within this virtual environment, an experiment can be conducted, and a computer simulation computes the results. This implies that an experiment can be carried out at any moment without the subject of the experiment being in the lab. Additionally, virtual labs can provide a secure setting for conducting hazardous experiments that are too risky to carry out in real life. Furthermore, all that is needed to run the computer and conduct the research is electricity (Trentsios, 2020).

### **3. Using Digital Tools for Learning**

Conventional classroom instruction does not offer higher engagement, a hands-on learning environment, or quicker assessment. On the other hand, digital learning tools and technologies fill this gap. Conventional learning methods cannot compete with technology in some ways. With smartphones and other wireless technology devices gaining popularity among the general public, it would make strategic sense for educational institutions to effectively utilize these technologies by incorporating them into the classroom. Indeed, modern technology that is customizable and non-intrusive makes learning more appealing to the next generation (Dancsa et al., 2023).

Students can collaborate, produce content, assess one another's work, and advance toward shared learning with the help of these web technologies. Technology makes learning more worthwhile and enjoyable (Wang, K., et al, 2023). The abilities and traits that students develop are essential to their success



in the workplace. By giving all educational institutions flexibility and the ability to tailor the curriculum to each student's needs, educational digital resources and tools enhance the classroom environment and make teaching-learning more engaging (Sándor, Á. & Gubán, 2022).

Establishing an educational paradigm that prepares the workforce of the future to meet the problems of the future is the goal of education for the twenty-first century. Technical, methodological, social, and personality competencies are all included in this. This guarantees that future workers who complete the educational process will be able to use new digital tools and continuously update their knowledge in accordance with quickly changing technologies. They require analytical abilities to recognize issues and reach well-informed conclusions since systems are becoming more complicated (Rauch, E. & Goldin, T., 2022).)

## **E. Socrative**

### **1. The Nature of Socrative**

Socrative is a vocabulary learning program available on Web 2.0 that allows users to create and use digital flashcards. Socrative is a cloud-based digital learning platform that aims to help teachers interactively conduct formative assessments. According to Manning et al.'s (2017) theory, Socrative is free and available in every app store or on the internet, making it easy to use. Despite the fact that Socrative is free, users can utilize all its features, such as creating flashcards with multiple-choice, short-answer, or true or false quizzes. Socrative is a fast and accessible learning digital media (Wahyuni et al., 2019). Socrative would be an excellent option for regular quizzes and evaluations, as it does not require paper. Therefore, Socrative is a learning platform that is meant to encourage students to participate in class, cooperate with others, understand what to think about specific subjects, and get more information. Additionally, Socrative has a quick the user interface and is simple to use.

One of the most widely used student response systems, Socrative, enables teachers to interact with their pupils in the classroom. Because it inspires kids, it is a valuable tool for educators who struggle to get their students interested in the lessons being taught. It provides an opportunity to see how the material being

taught works immediately. Since it allows learning and feedback, it can be used anywhere and anytime (Socrative home page). The online mobile application "Socrative" allows for formative evaluation with well-crafted multiple-choice tests that promote comprehension and offer instant feedback. At the 0.05 level of significance, Socrative significantly raised students' average scores in the practical practicum sessions as compared to the control group, which did not employ this strategy. A three-way analysis of variance hypothesis test revealed that this score increased by around 1.5 points on a scale of 0–10. Opinion polls also revealed that Socrative enhanced motivation, made lessons more engaging and entertaining, made significant fundamental learning possible, and generally contributed to a more pleasurable learning environment.

Socrative is a well-known online response system for students that enable professors to include their students in class activities. It may be accessed at [www.socrative.com](http://www.socrative.com) (Mohamad, 2019). Socrative is a platform that will enable educators to create quizzes, track student grades and achievements, and track student progress and responses in real-time. You can use this platform anywhere and anytime. This makes learning easier and allows educators to get feedback to improve their teaching. To enhance teaching and learning results, teachers can incorporate Socrative into their English lessons (Kaya and Balta, 2016). According to O'Keeffe (2012), there are several benefits to employing student response systems. She claims that this method gives teachers the ability to make exams, monitor student progress, and keep tabs on grades. According to Awedh et al. (2014), it enables pupils to cognitively process instructor queries. Students will be able to give comments and use quizzes and questions as language exercises in the classroom (Dervan, 2014). When feedback is given directly, teachers and students can find problems. It also encourages students to participate actively, which allows teachers to better engage with their students.

Nowadays, many educators, teachers, and researchers see the use of technology as a sign of a good quality education (Çakır & Yıldırım, 2009). Teachers can use a variety of websites and software tools to assist students in focusing on the content being covered in class. Because disengaged students will



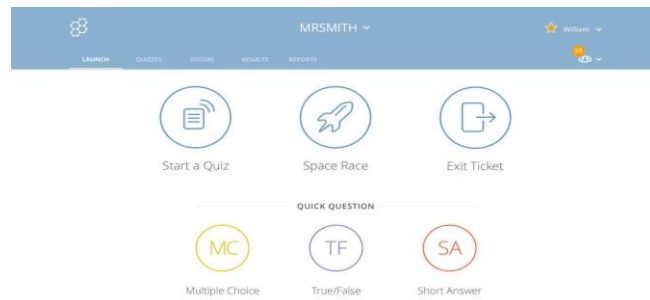
not pay attention or will not be able to follow the learning activities properly, learner engagement is essential during the learning process (Terrion & Aceti, 2012).

Around the world, information and communication technologies are being used to improve education (Balta & Duran, 2015). Socrative has been shown to be helpful in the classroom. Socrative has a significant beneficial influence on enhancing student learning outcomes in the field of information and communication technology. According to Coca and Slisko (2013), for instance, the findings demonstrated that cellphones and Socrative are valuable resources for promoting active learning in physics classes. Liu and Taylor (2013) found that the student response system, Socrative, improved students' engagement with the topic and helped them learn in class in basic biology and molecular biology courses.

Additionally, in a community college computer architecture course, Awedh (2015) investigated the effects of smartphone and Socrative usage on student engagement in collaborative learning. The findings demonstrated that students' learning outcomes were enhanced when they used cellphones in class and participated in Socrative.

## **2. Features of Socrative**

Socrative is a cloud-based digital learning platform that aims to help teachers interactively conduct formative assessments. Teachers can measure student understanding in real-time by using Socrative to create quizzes, polls, and exit tickets. This platform can be accessed by teachers and students on various devices, both in class and remotely, through web and mobile applications. Socrative has many features that support active interaction between teachers and students. Teachers can ask questions in multiple-choice, short essay, and true/false formats; students can use their devices to answer them.



**Figure 2. 1 Features of Socrative**

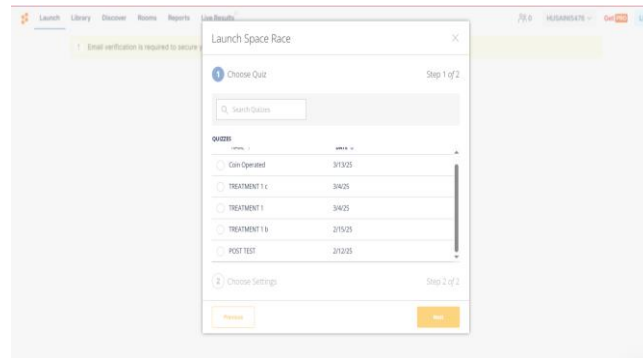
Socrative's digital tools include an excellent feature, Space Race, which turns quizzes into team-based competitive games that encourage students to be more engaged in learning. In addition, downloadable reports in various formats, such as Microsoft Excel and PDF, allow teachers to view exam results in real time.

Teachers can use Socrative to improve learning outcomes because Socrative digital tools can provide instant feedback, allowing teachers to customize teaching methods according to student needs. In addition, its user-friendly and easy-to-use interface makes it an excellent tool for teachers. However, Socrative has some limitations: the free version has limited users and requires a stable internet connection. However, with proper use, this platform can be a creative tool to improve learning interaction and evaluation in the digital age (Socrative home page).

### **3. How to Use Socrative**

According to Kaya, A., & Balta, N. (2016), the intelligent student response mechanism of this Socrative digital tool requires an internet-connected device, such as a laptop, tablet, or smartphone. All users must register at [www.socrative.com](http://www.socrative.com). Socrative is accessible to both professors and students via separate entrances... After creating an account, teachers have their own virtual space and a space name. They can create open quizzes online and share them in their space or create multiple-choice quizzes and import them into their space with Socrative templates. The app simply needs to be downloaded by students on their

smartphones or tablets. They must enter their instructor's room name the first time they log into the system.



**Figure 2. 2 Features Launch Space Race**

The Socrative quiz may be set up in a number of ways before it begins. Teachers have the option of giving direct or indirect feedback. After the student responds to a question, they receive instant feedback and an explanation of what went correctly or wrong. They are unable to omit or alter their responses, and they provide accurate replies to the inquiries. Using student navigation or live results tables, teachers may monitor their students' progress. Students are free to modify, skip, and move through the quiz as they see fit. After completing the task, they can turn in the whole assessment. The teacher would click "Finish" when the quiz was over and ask, "How would you like your report?" It may be downloaded, sent to Google Drive, seen as a graph, emailed, or viewed at a later time. Selecting the report type is the next step. Teachers can download a PDF for each student, a question-specific PDF, or an Excel file for the entire class.

#### **F. Using Socrative in Teaching Vocabulary**

Socrative is a web-based digital technology that enables interactive formative assessment in educational contexts. Digital technologies like Socrative are increasingly being utilised in language courses, particularly in EFL (English as a Foreign Language) settings, to improve student engagement, give quick feedback, and aid with vocabulary retention. According to Awedh et al. (2015), Socrative allows teachers to generate many sorts of questions such as multiple choices, true/false, and short answer that may be used to test students' vocabulary knowledge in real time.

## **1. Teaching Procedure Using Socrative in the EFL Classroom**

According to Awedh (2015) and Kaya & Balta (2016) the following teaching procedure uses Socrative as a learning media as follows:

### **a) Preparation Stage**

- 1) Create a teacher account at [www.socrative.com](http://www.socrative.com) and set up a virtual classroom.
- 2) Design quizzes related to the target vocabulary (verbs), using multiple-choice, true/false, and short-answer formats.
- 3) Ensure students install the Socrative Student app or access the web version.
- 4) Share the room code with students to join the session.

### **b) Pre-Activity (Engagement and Activation)**

- 1) Present a model recount text to the class and ask students to identify and highlight verb forms.
- 2) Facilitate small group discussions to predict or guess the meanings of verbs found in the text.
- 3) Use a Socrative Entrance Ticket Quiz (3–5 items) to assess students' prior knowledge about verbs before instruction.

### **c) Main Activity (Interactive Learning with Socrative)**

- 1) Conduct real-time Socrative quizzes as the core vocabulary activity.
- 2) The types include: Multiple Choice – Choose the correct past verb form in a sentence. True/False – Determine correct verb usage in a given sentence. Short Answer – Type the past tense form of a given verb. Space Race – Team-based competitive game that promotes collaborative learning.
- 3) Provide instant feedback to enhance students' understanding and allow self-correction.

### **d) Post-Activity (Reflection and Evaluation)**

- 1) Conclude the session by reviewing key vocabulary and grammar points.
- 2) Administer a Socrative Exit Ticket, where students answer reflective or summary questions.

- 3) Download and analyze Socrative reports (in PDF or Excel) to identify common errors and inform future instruction.

## **2. Implementation of Socrative in Vocabulary Learning**

The use of Socrative in this study's vocabulary acquisition aligns with digital pedagogy and formative assessment principles (Black & Wiliam, 1998). Socrative was employed as an intervention strategy in this study to help students comprehend and remember verb vocabulary. Pre-tests and post-tests centered on important action verbs commonly found in recount texts were created to start the learning process. Socrative was used for this assessment, which allowed for a systematic and quantifiable comparison of students' vocabulary development before and after the intervention (Awedh et al., 2015).

During the treatment phase, students participated in a series of interactive learning sessions using Socrative. Teacher-created quizzes involved identifying verb meanings, selecting the appropriate verb for a sentence context, matching synonyms, and completing short stories using the correct verb forms. Socrative's "Space Race" feature was routinely used to create a game-based learning environment that encouraged healthy competition, faster responses, and higher attention (Deterding et al., 2011). This mode of implementation proved highly effective in engaging middle school students, who tend to respond well to visual and interactive stimuli (Awedh et al., 2015).

The integration of Socrative also supports formative assessment practices by providing instant feedback on student performance. This allows students to identify their strengths and weaknesses in real-time, while teachers can adjust follow-up instructions as needed (Black & Wiliam, 1998). Overall, this implementation demonstrates that digital tools like Socrative can create a dynamic, data-driven, and student-centered environment for effective vocabulary mastery in the context of English as a foreign language learning (Reiser & Dempsey, 2017).

## **G. Module Development Based on EFL Teaching Theory**

The development of the vocabulary teaching module adopts several integrated approaches aimed at improving students' vocabulary mastery, particularly in the context of English as a Foreign Language (EFL). These approaches—genre-based learning, collaborative learning, and the integration of digital tools—are grounded in research-supported methods that emphasize text-based, interactive, and learner-centered instruction. Studies have shown that teaching vocabulary, especially verbs, in meaningful contexts combined with active engagement significantly enhances students' retention and usage (Nation, 2001). Furthermore, such approaches align well with the developmental needs of junior high school learners in EFL contexts, where vocabulary acquisition is most effective when integrated with genre-rich texts and peer-supported learning tasks (Webb & Nation, 2017; Emilia, 2011).

Thornbury (2002) emphasizes that vocabulary is best learned within a meaningful context through active participation. Retention increases when learners are engaged in problem-solving, interaction, and multimodal input. These principles reinforce the instructional choices made in this module.

### **1. Curriculum and Instructional Framework**

The module refers to the Independent Curriculum, which emphasizes differentiated, active, and contextual learning. According to the Ministry of Education and Culture (Kemdikbud, 2022), learning is oriented toward the needs, interests, and developmental stages of students. Consequently, the module is designed to allow flexibility and promote learner autonomy.

The instructional approach adopted in the module is genre-based learning (Feez & Joyce, 1998), which introduces language through meaningful texts and authentic communication. In this study, the recount text genre is selected as the primary context for vocabulary learning due to its strong association with past events and the frequent use of simple past tense verbs.

### **2. Teaching Approach and Methods**

Several established theories underpin the approaches used in developing the vocabulary teaching module. Nation (2001) emphasizes that effective

vocabulary learning occurs best when new words are encountered in meaningful, contextualized texts, allowing learners to grasp both form and function naturally. Haerazi & Irawan (2019) shows that applying a genre-based approach following stages of modeling, joint construction, and independent writing significantly improved EFL students' writing skills, including vocabulary use and text structure comprehension.

Vygotsky's (1978) sociocultural theory highlights the role of social interaction in learning. His concept of the Zone of Proximal Development (ZPD) suggests that learners develop understanding more effectively through collaborative activities with peers or more knowledgeable others. Collaborative activities help reduce speaking anxiety and increase motivation among young language learners (Bozkurt & Aydin, 2023),

These theories correlate directly with the design of the vocabulary teaching module. This integrated approach is especially suitable for junior high school EFL learners in Indonesia, supporting more effective vocabulary acquisition.

a. **Genre-Based Learning as Core Framework**

According to Feez and Joyce (1998), genre-based learning follows four key stages:

(1) **Building Knowledge of the Field (BKOF)**

Objective: To introduce context, text types, and verb vocabulary.

Steps: The teacher introduces recount texts and their characteristics. The teacher presents examples of recount texts and highlights regular and irregular verbs. Group discussion about events they have experienced to build contextual connections.

(2) **Modeling of the Text (MOT)**

Objective: Students understand text structure and verb usage in real contexts.

Steps: The teacher displays a complete recount text and guides students to highlight verbs in the simple past tense. The teacher



shows verb conjugations (go → went, visit → visited). Use visual or interactive media to clarify meaning (pictures, illustrations).

(3) Joint Construction of the Text (JCOT)

Objective: Students and teachers work together to use verbs in sentences or paragraphs.

Steps: Students compose simple recount texts with their teachers, using verbs they have learned.

Socrative is used for interactive exercises: Matching (verbs with their meanings), Multiple choices (choosing the correct verb for a given sentence), Fill in the blank (completing recount sentences with verbs).

(4) Independent Construction of the Text (ICOT)

Objective: Students independently compose sentences or texts using verbs.

Steps: Students write a short recount paragraph based on personal experiences using verbs they have learned.

Independent practice with Socrative: Quizzes contain open-ended (short answer) or multiple-choice questions for evaluation. Use the “instant feedback” feature so that students know their mistakes and corrections immediately.

These stages scaffold students’ learning progressively from understanding the topic and its linguistic features, to analyzing model texts, co-constructing texts with peers and teachers, and ultimately producing independent writing. In this module, recount texts serve as the primary genre, providing a meaningful context for learning past tense action verbs as the target vocabulary.

b. Collaborative Learning

Collaborative learning is rooted in Vygotsky’s (1978) sociocultural theory, which asserts that cognitive development is fundamentally mediated by social interaction. Central to this theory is the concept of the Zone of Proximal Development (ZPD), where learners can perform tasks



and develop skills beyond their current ability when supported by more capable peers or adults. Peer collaboration during pragmatic tasks improved vocabulary use, negotiation of meaning, and learner reflection (Fang, F., & Zhang, 2021). Group writing and peer feedback encouraged learner autonomy, critical thinking, and higher-quality output (Lam, R. & Wong, 2018).

In line with these theoretical perspectives, the module incorporates collaborative activities such as peer discussion, group writing, and feedback sessions, which are designed to promote active engagement and support learners in constructing vocabulary knowledge together. These interactions enable students to apply verb forms in meaningful contexts, strengthen their understanding through peer input, and develop communicative competence collaboratively.



### CHAPTER III

#### RESEARCH METHODOLOGY

Research methodology and design, data sources, research tools, study location and participants, research tools and processes, and data analysis are all covered in this chapter.

##### **A. Research Design**

This study compares students' verb vocabulary achievement before and after using Socrative as a learning medium to improve students' verb vocabulary achievement by using quantitative methods to determine whether there is a significant improvement. Quantitative research involves gathering, analyzing, interpreting, and reporting study findings (Creswell, 2015)

Additionally, this study's pre-experiment design included a one-group pretest-posttest design. This design was used to determine whether there was a discernible increase in students' English vocabulary achievement before and after using Socrative. In the one-group pretest-posttest study design, the respondents took a pre-test before the treatment. The pre-test and post-test group study designs are displayed in the following table.

**Table 3. 1 Pre-Experimental Research Design**

<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
<b>O1</b>	<b>X</b>	<b>O2</b>

Description:

O1: Pre-test given before treatment

X: Treatment using Socrative as game-based learning media

O2: Post-treatment examination administered

##### **B. Data Source**

This study used primary data collected through tests to obtain the necessary information. Data was collected from students, who were tested through a pre-test and post-test. The researcher used the data results as primary data.

## 1. Research Site and participants

SMP Tunas Harapan was chosen as the research location. There are several reasons for this. First, Tunas Harapan Junior High School uses an independent curriculum. Second, Tunas Harapan Junior High School has a high credibility and reputation, as it has an A accreditation.

## 2. Population

A population is used to conduct any study, including every human living thing, object, symptom, test result, and event. Creswell (2012) describes a population as a group of individuals with characteristics. Population generally refers to the group of all units to which research findings can be applied. According to the definition of population, it is possible to argue that the population consists of all units to which the research findings can be applied. The population, in other words, is a collection of units that have the characteristics of the variables being studied and whose research findings can be generalized (Shukla, 2020).

The population of this research consisted of all eighth-grade students enrolled in SMP Tunas Harapan during the 2024–2025 academic year. There were eight classes, from VIII A to VIII C, and 103 students. The population table for class VIII students at SMP Tunas Harapan for the 2024–2025 school years is provided below.

**Table 3. 2 Population**

NO	Class	Total of Students
1.	VIII A	36
2.	VIII B	34
3.	VIII C	30

## 3. Sample

As defined by Creswell (2012), a sample is the portion of the population that the researcher wishes to analyze in order to make generalizations about the study's target population. In this study, non-probability sampling and convenience

sampling techniques were used. Non-probability sampling is a method in which not every individual in a population has an equal chance of being selected.

According to Creswell (2014), this approach aims to gain deep insights rather than achieve generalization. It is particularly useful when researchers want to explore a specific perspective, experience, or phenomenon in detail. According to Etikan et al. (2016), convenience sampling is selecting target population members based on practical considerations such as availability or accessibility.

The sample of this study consisted of 24 students of class VIII C. The number of students in class VIII C was 30; however, four students had moved schools, and two students were sick when this research was conducted. The researcher chose eighth-grade students in class C of SMP Tunas Harapan based on the teacher and principal's recommendation. Students in this class were already familiar with games for learning English, and the classroom conditions were adequate for using projector media.

### **C. Research Schedule**

The first requirement prior to the research was to obtain permission from the school where the study was conducted. The pre-test, treatment, and post-test were given to class VIII C, and the instrument test was conducted in class VIII A with the school's permission. The following is a table of the research schedule, from applying for permission to the school to implementing the post-test.

**Table 3. 3 Research Schedule**

<b>NO</b>	<b>Meetings</b>	<b>Activity</b>
1.	06 February 2025	Submitting permission to the school
2.	06 February 2025	Conducting instrument testing
3.	11 February 2025	The meeting before testing the Pre-test
4.	11 February 2025	Pre-Test
5.	13 February 2025	First Treatment using Socratic as a learning media
6.	20 February 2025	Second Treatment using Socratic as learning media

7.	25 February 2025	Third Treatment using Socrative as a learning media
8.	25 February 2025	Fourth Treatment using Socrative as learning media
9.	26 February 2025	Post-Test

As stated in the table, the researcher gave a research permit to Tunas Harapan Junior High School in Indonesia on February 6th. The researcher had a conversation with the principal and obtained a research permit. On the same day, the researcher conducted a validity test. The first stage of the research was conducted on February 11th. The researcher conducted learning with a traditional system that only used the student's package book. After the learning began, the researcher gave a pre-test to the students.

After discussing the curriculum with the principal and vice principal, the researcher was scheduled to conduct classroom teaching on February 13, 20, and 25. Therefore, the first treatment was conducted on February 13. The second and third treatments were conducted on February 20 using additional class hours from other subjects. The fourth treatment and post-test were conducted on February 25 using additional class hours from other subjects.

#### **D. Research Instruments and Procedure**

According to Sugiyono (2015), a research instrument was a device used to quantify social or natural phenomena that had been observed. Fadilla (2022) defined a research instrument as a tool for collecting data from research objects.. Pre-test and post-test were used as research instruments in this study. The researcher provided the material in the first meeting without using Socrative. Upon completion, the students were given a pre-test consisting of thirty multiple-choice questions to measure the students' verb vocabulary achievement level before starting the treatment. During the final meeting, the improvement of students' English vocabulary achievement after using Socrative will be assessed using a post-test of thirty multiple-choice questions.

The pre-test and post-test instrument was designed to measure students' vocabulary achievement, particularly past tense verbs in the context of recount texts. The questions were multiple choices, developed based on Nation's (2001) and Thornbury's (2002) vocabulary testing theory, which suggests that vocabulary testing, should cover three main aspects: form, meaning, and use in context. The test consisted of 30 questions. The format and type of questions were designed by adapting models from English Vocabulary in Use (McCarthy & O'Dell, 2010) and English for Nusantara Grade 8 textbook, which included understanding verb meanings, choosing the correct verb for a sentence, synonyms and related verbs, matching verbs to context, completing a short recount text with the correct verbs, identifying verbs, and verb associations.

The verb vocabulary used in the questions has been adapted to the ability level of eighth-grade junior high school students, which is in the range of CEFR A2 to early B1. The verbs tested, such as went, ate, played, and wrote, are commonly used in recount texts and are also found in the English for Nusantara Grade 8 textbook.

The research procedure for this study followed a systematic and well-defined sequence of stages. The first procedure is submitting permission to the school. The next stage is conducting an instrument of testing. The third procedure involved initial observations to develop a basic understanding of the participants' verb vocabulary achievement. Thereafter, a pre-test was administered to determine their initial level of proficiency. After the pretest, the participants were structurally engaged in Socratic game activities designed to improve students' verb vocabulary achievement during the treatment phase. A post-test will be administered to the participants to assess the change or improvement in their verb vocabulary achievement ability. The next stage was a thorough data analysis to measure and understand the pre- and post-treatment. In this study, researchers will conduct validity and reliability tests before conducting research.

#### **E. Data Collection Technique**

This study used three primary methods to collect data: pre-test, treatment, and post-test. Before the intervention began, the researcher pre-tested the

participants' initial knowledge or skills. Next, the treatment phase involved applying specific instructional strategies or interventions intended to influence participants' learning outcomes. The post-test was administered after the treatment to evaluate the changes or improvements in the participants' knowledge or skills. This study aims to determine the effectiveness of the treatment by comparing the pre-test and post-test results.

### **1. Pre-Test and Post-test**

As Creswell (2014) explained, a pretest is the primary measurement, initial measurement, or assessment of the dependent variable before experimental treatment or intervention is conducted in pre-experimental research. The results of the pre-test and post-test must be compared to determine significance. The pre-test assesses a person's quality before receiving treatment (Creswell, 2012).

The pre-test is conducted once. This test lasted for 40 minutes for one lesson. During the pre-test, the researcher administered the English vocabulary test. The test consisted of 30 questions of multiple choices. Grade VIII students at SMPN Tunas Harapan were given a pre-test to assess their ability before the treatment process. This test evaluated the basic skills and prior knowledge of the grade VIII students' basic skills and prior knowledge before the treatment.

Post-tests were used to answer the research questions. According to Creswell (2012), the post-test assesses various characteristics or attributes the experimental participants possess after receiving the treatment. After the treatment, students were given a post-test of 30 multiple-choice questions similar to the pre-test questions using Socrative. This aims to determine how using Socrative as a game-based learning medium improves students' verb vocabulary achievement. A post-test will be administered once during the study.

### **2. Treatment**

Fraenkel (2012) states that the study's goal determines how many treatments or sessions are needed. Particularly in behavioral or educational contexts, it frequently takes many sessions (e.g., four sessions) to achieve quantifiable improvement.



In this study, the treatment was conducted for four meetings, each lasting  $2 \times 40$  minutes. This treatment is given by researchers to students in classroom learning. In the module section of this thesis, the methods used are Genre-Based Learning (GBL) and collaborative learning, which are implemented through the use of the Socratic digital tool. During implementation, classroom activities are carried out through the processes of Building Knowledge of the Field (BKOF), modeling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT). Group activities were applied during the treatment to encourage learners to perform tasks and develop skills beyond their current ability when supported by more capable peers or adults.

The verb vocabulary used during the treatment was adapted from the Ministry of Education, Culture, Research, and Technology (2022). *English for Nusantara: Grade 8*, and CEFR A2 to early B1. The verb vocabulary tested during the pre-test and post-test was used in the learning process. The verb vocabulary was included in the examples of the Recount Text and Simple Past tense.

**Table 3. 4 List of Verb Vocabulary (Ministry of Education, Culture, Research, and Technology, 2022)**

No.	Verb	Verb Type	Description
1	walk	Regular	Used in recount text
2	go	Irregular	Daily activity, past tense: went
3	play	Regular	Common verb from textbook
4	swim	Irregular	Used in textbook topic "holiday"
5	eat	Irregular	Frequently used in daily routine
6	see	Irregular	Visual action verb
7	watch	Regular	Related to free time activities
8	build	Irregular	Used in sandcastle recount
9	take	Irregular	Phrasal usage in "take photos"
10	visit	Regular	Used in travel/personal experience contexts
11	write	Irregular	Used in academic contexts
12	read	Irregular	Core verb in learning situations
13	travel	Regular	Textbook verb in past experience contexts
14	help	Regular	Social action in "helping others" topic



No.	Verb	Verb Type	Description
15	study	Regular	Common in school-related routines
16	dance	Regular	Found in hobby or celebration topics
17	laugh	Regular	Common emotional expression
18	cry	Regular	Used for emotional vocabulary
19	discover	Regular	Found in narrative-type texts
20	ask	Regular	Common in interviews or classroom tasks
21	answer	Regular	Used in classroom and academic contexts
22	swim	Irregular	Reused in vacation-related activities
23	climb	Regular	Found in adventure recounts
24	cook	Regular	Vocabulary related to domestic activities
25	arrive	Regular	Used in journey or travel recounts

During learning, the researcher uses Socrative media in giving quizzes, tests, or group activities. The following is a summary of all of the treatment activities that were performed from the first treatment through the fourth treatment.

- A. In the first meeting, the teacher used a mini game from the Socrative website to teach students about verb vocabulary in the recount text material.
- B. In the second meeting, the teacher and students analyze the linguistic aspects of language in the recount text and do quizzes using the Socrative website, including synonyms and related verbs, and matching verbs to context.
- C. The third meeting uses the Socrative website to teach the past tense in grammar.
- D. The last meeting also used the Socrative website to teach completing a short recount text with the correct verbs.

#### **F. Analysis Data for Validity and Reliability of the Instrument**

This study examines the assessment process by focusing on validity, reliability, item difficulty, and score interpretation. While reliability guarantees consistent findings over time, validity guarantees that an assessment assesses what

it is intended to measure. Item difficulty determines whether each item is easy or difficult for students and helps determine whether the item is appropriate for their ability level. To conclude, score interpretation helps teachers evaluate their understanding of students and improve their teaching and assessment.

## 1. Validity

A fundamental component of successful research is validity. When creating or choosing the instrument, validity is essential, according to Fraenkel and Wallen (2012). According to Creswell (2012), validity is the development of compelling evidence that the test interprets (scores about the idea or construct that the test is meant to measure). If the instrument is able to measure what needs to be measured, it is considered legitimate. The validity of the study tool was evaluated using SPSS version 25.

The validity of the instrument used in this study is indicated by comparing the Sig value. (2-tailed) With a probability of 0.05 for each instrument question item. Furthermore, if the significance value of the instrument question item is less than 0.05% (5%), then the question item is considered valid. The following table displays the instrument validity test results:

**Table 3. 5 Validity Test Result**

Question	Significance Value	Classification
1.	0,002	VALID
2.	0,025	VALID
3.	0,001	VALID
4.	0,036	VALID
5.	0,002	VALID
6.	0,011	VALID
7.	0,000	VALID
8.	0,004	VALID
9.	0,005	VALID

10.	0,000	VALID
11.	0,003	VALID
12.	0,000	VALID
13.	0,029	VALID
14.	0,000	VALID
15.	0,001	VALID
16.	0,001	VALID
17.	0,001	VALID
18.	0,005	VALID
19.	0,032	VALID
20.	0,000	VALID
21.	0,001	VALID
22.	0,471	INVALID
23.	0,127	INVALID
24.	0,001	VALID
25.	0,073	INVALID
26.	0,433	INVALID
27.	0,014	VALID
28.	0,542	INVALID
29.	0,031	VALID
30.	0,007	VALID
31.	0,041	VALID
32.	0,001	VALID
33.	0,005	VALID
34.	0,017	VALID

35.	0,011	VALID
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The validity test results show that 30 out of 35 multiple-choice questions are valid, and five are invalid. The pre-test and post-test will use 30 questions taken from 30 valid questions.

## 2. Reliability

The stability of the test results is referred to as reliability. Reliability, according to Fraenkel and Wallen (2012), is the consistency of research scores obtained using the research instrument. Inter-rater reliability is used to assess the test's dependability. Observing attitudes is a component of inter-rater dependability, according to Creswell (2012). It comprises two or more people's observations of a person or people's behavior. This study used Cronbach's Alpha method and SPSS version 25 to measure instrument reliability. As Slamet and Wahyuningsih (2022) stated, the following table displays various Cronbach's Alpha values.

**Table 3. 6 The Range of Cronbach's Alpha Values**

No	Cronbach's Alpha	Interpretation
1.	$< 0.50$	Low Reliability
2.	$0.50 < \alpha < 0.70$	Medium Reliability
3.	$\alpha > 0.70$	Sufficient Reliability
4.	$\alpha > 0.80$	Strong Reliability
5.	$\alpha > 0.90$	Perfect Reliability

Based on the data processing SPSS version 25 results, the Cronbach's Alpha value is 0.738. The following is a table of the value of the Cronbach's Alpha research instrument.

**Table 3. 7 Reliability Test Result**

Reliability Statistics	
Cronbach's Alpha	N of Items
.738	36

According to Ghozali (2016), a research tool is considered dependable if its Cronbach's Alpha score is higher than 0.60. As a result, this research tool has a good dependability value.

### 3. Interpretation of the Score

After the pre-test and post-test are given to the sample, the results will be calculated. With 30 items in each question, the next formula is used to determine the students' pre- and post-test scores.

Value for each question =  $100 : 30 = 3.33$ . Therefore, each question is valued at around 3.33 points. To calculate the student's final grade based on the number of correct answers:

$$\text{Final Grade: Number of Correct Answers} \times 3.33$$

After applying the previous formula, student scores before and after the test are matched into a particular classification. The following was a classification of scores according to Arikunto (2010).

**Table 3. 8 Classification of Scores (Arikunto, 2010).**

No	Score	Criteria
1.	80-100	Perfect
2.	66-79	Good
3.	56-65	Sufficient
4.	40-39	Acceptable
5.	0-39	Low

**Table 3. 9 Assessment Rubric for Verb Vocabulary Learning (Brown, 2004).**

Aspect	Max Score	Score 4 (Excellent)	Score 3 (Good)	Score 2 (Satisfactory)	Score 1 (Needs Improvement)
Understanding Verb Meaning	20	Excellent: Understanding or usage is very accurate, with no mistakes.	Good: Mostly accurate, with only minor errors.	Satisfactory: Some errors, but still understandable.	Needs Improvement: Many errors, difficult to understand.

Use in Sentences	20	Excellent: Understanding or usage is very accurate, with no mistakes.	Good: Mostly accurate, with only minor errors.	Satisfactory: Some errors, but still understandable.	Needs Improvement: Many errors, difficult to understand.
Pronunciation (if oral)	20	Excellent: Understanding or usage is very accurate, with no mistakes.	Good: Mostly accurate, with only minor errors.	Satisfactory: Some errors, but still understandable.	Needs Improvement: Many errors, difficult to understand.
Spelling/Writing (if written)	20	Excellent: Understanding or usage is very accurate, with no mistakes.	Good: Mostly accurate, with only minor errors.	Satisfactory: Some errors, but still understandable.	Needs Improvement: Many errors, difficult to understand.
Creativity/Communication	20	Excellent: Understanding or usage is very accurate, with no mistakes.	Good: Mostly accurate, with only minor errors.	Satisfactory: Some errors, but still understandable.	Needs Improvement: Many errors, difficult to understand.

## G. Data Analysis

The results of this study were determined by analyzing the data. This procedure uses a normality test to determine whether the data is distributed normally. Based on the normality test results, an appropriate hypothesis testing method, parametric or nonparametric, is selected to ensure accurate and reliable conclusions. This analysis will help interpret the research results and objectives.

### 1. Normality Test

A normality test was performed to find out if the data in this study were distributed regularly or abnormally. According to Suryani (2019) to finding out if the acquired data is regularly distributed or abnormally distributed is the goal of the normality test. Confirm whether the data that has been collected is normally

distributed or abnormally distributed. The normality test may be used to determine if the data has a normal distribution. If the data satisfies the criteria for a significance value higher than 0.05, it is considered regularly distributed. However, if the significance value is less than 0.05, the data is deemed not normally distributed (Ismail, 2022).

The Shapiro-Wilk test on SPSS version 25 was used to assess normality in this study, because the research sample is less than 50. If the data were not normally distributed, a non-parametric statistical test would be conducted, namely the Kolmogorov-Smirnov test. The following are the hypothesis criteria:

- a. H0: The data is normally distributed if the p-value exceeds 0.05.
- b. H1: A significant value of less than 0.05 indicates that the data is not normally distributed.

## **2. Hypothesis Test**

Paired t-tests with SPSS version 25 will be used in this study to see if the therapy had an impact on the population being studied. Hypothesis testing is used to conclude about the group being studied, according to Wilkerson, S. (2008). The variance is calculated using statistical parameters, which typically include the sample mean and standard deviation. Finding the alternative hypothesis ( $H_a$ ) and the null hypothesis ( $H_0$ ) is the first stage in the hypothesis testing process.

### **a. The Paired T-Test**

A paired t-test is a hypothesis testing method that is utilized when two sets of data are being compared. The paired t-test is dependent because the value from the first sample is combined with the value from the second sample. The metric used to conclude is the mean difference between the two sets of data (Wilkerson, 2008). Students' reading proficiency is evaluated both before and after therapy using a paired t-test. Decision-making is based on the following, with a 5% significance threshold ( $\alpha = 0.05$ ). The hypothesis is accepted if the Asymp. Sig. The value is smaller than 0.05.



- 1) The hypothesis is rejected if the Asymp. Sig. The value is greater than 0.05.

Guidance for decision making in the paired sample t-test based on the significance value (Sig). SPSS output results, test criteria, and hypothesis results are as follows:

- 1) If the Sign Value > (0.05), then Ha is rejected
- 2) If the Sign Value < (0.05), then Ha is accepted
- 3) Statistical Hypothesis:
  - a) Ha:  $\mu_1 \neq \mu_2$
  - b) H0 :  $\mu_1 = \mu_2$
  - c) H0 (Null Hypothesis): Using the Socrative digital tool does not affect verb vocabulary achievement in Tunas Harapan Junior High School students.
  - d) Ha (Alternative Hypothesis): Using the Socrative digital tool affects verb vocabulary achievement in junior high school students at Tunas Harapan Junior High School.

b. The N-gain

The N-Gain test is a tool for evaluating how well an intervention or learning process improves students' learning outcomes (Sukarelawan, 2024). It offers a solid foundation for assessing how much a learning program has advanced students' comprehension..

The N-gain test measures the effect of Socrative as a game-based learning medium on increasing students' English vocabulary achievement. The N-gain calculation formula according to Hake, R (2002) is as follows:

$$N\text{-gain} = \frac{\text{posttest mean score} - \text{pretest mean score}}{\text{Ideal score} - \text{pretest score}}$$

The following table displays the N-Gain Criteria supplied by Meltzer (2002).

**Table 3. 10 N-Gain Criteria (Meltzer, 2002).**

Score	Criteria
$g < 0.3$	Low
$0.3 \leq g \leq 0.7$	Medium
$g > 0.7$	High

The following table displays the Normalized Gain Criteria and Criteria for Determining the Level of Effectiveness supplied by Dr. Moh. Irma Sukarelawan (2004).

**Table 3. 11 Normalized Gain Criteria (Sukarelawan, 2004)**

N-Gain Value	Interpretation
$0.70 \leq g \leq 1.00$	High
$0.30 \leq g < 0.70$	Medium
$0.00 \leq g < 0.30$	Low
$g = 0.00$	No increase occurred
$-1.00 \leq g < 0.00$	There was a decline

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presented a statistical analysis of the collected data to answer the research questions in Chapter I. It also explained and discussed the research findings.

#### **A. Research Findings**

This section presents the study's results based on the three research questions. It has three main topics. Students' verb vocabulary achievement is discussed in three parts: before using the Socrative digital tool as learning media, after using the Socrative digital tool as treatment, and after using Wordwall as teaching media. Data was collected from February 06 to February 25, 2025, at Tunas Harapan Junior High School.

##### **1. Student's Verb Vocabulary Achievement Before Using The Socrative Digital Tool**

Students took the pre-test on February 06, 2025, from 13.00 to 14.00, before using the Socrative digital learning tool.

##### **a. Administering the Pre-test**

Before starting the Treatment, students took an initial test to measure their initial abilities. The pre-test was given to 24 class VIII C students with 30 multiple-choice questions. The pre-test is conducted once. This test lasted for 40 minutes for one lesson. During the pre-test, the researcher administered the English vocabulary test. The test consisted of 30 questions, including understanding verb meanings, choosing the correct verb for a sentence, synonyms, and related verbs, matching verbs to context, completing a short recount text with the correct verbs, identifying verbs, and verb associations. Grade VIII students at SMPN Tunas Harapan were given a pre-test to assess their ability before the treatment process.



**Figure 4. 1 Administer the Pre-Test**

**b. Pre-Test Results**

The pre-test results of 24 students of class VIII C before they used the Socrative digital tool for learning are shown in the table below.

**Table 4. 1 Pre-Test Score of Class VIII C Students**

No	Students	Score
1.	Student 1	66
2.	Student 2	73
3.	Student 3	66
4.	Student 4	89
5.	Student 5	76
6.	Student 6	59
7.	Student 7	73
8.	Student 8	59
9.	Student 9	86
10.	Student 10	89
11.	Student 11	73
12.	Student 12	76
13.	Student 13	76
14.	Student 14	83

15.	Student 15	83
16.	Student 16	83
17.	Student 17	89
18.	Student 18	83
19.	Student 19	69
20.	Student 20	46
21.	Student 21	69
22.	Student 22	73
23.	Student 23	59
24.	Student 24	64

**Table 4. 2 Pre-Test Statistical Calculation**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	24	46	89	73.42	11.205
Valid N (listwise)	24				

Table 4.2 shows the results of descriptive analysis of the pre-test scores of 24 students of class VIII C before using the Socrative digital tool for learning using SPSS version 25. The highest score of the pre-test results of 24 students of class VIII C before using the Socrative digital tool was 89, and the lowest was 46. Meanwhile, the standard deviation was 11.205, and the Mean (median) was 73.42.

## **2. Implementation of Socrative Digital Tool for Learning for Treatment**

After the initial test, students were treated using the Socrative digital learning tool from February 13 to 25, 2025.

### **a. First Treatment**

Students in class VIII C participated in the first Treatment on February 13, 2025, from 12:40 to 2:00 pm. learning activities were divided into several parts to provide Treatment. The first part was the initial activity. In this part, the teacher greeted the learners. Learners and teachers pray before learning begins. The teacher checked the attendance of the learners. Learners and teachers do ice-

breaking. The teacher gives a trigger as a question: "What is your most memorable vacation experience? What was your most memorable experience at school?". The teacher tells the goals and motivation for today's learning.

The second part is the core activity; in this part, the teacher explains the recount text material using Canva media. Then, the teacher gives examples of recount text sentences. The teacher provides practice questions that are answered together to ensure students understand the recount text. After the teacher finishes delivering all the material, students get a quiz using the Socrative digital tool. The focus of verb vocabulary in the first meeting is lexical verbs, finite verbs, linking verbs, transitive verbs, and intransitive verbs. This material is taught implicitly since it is included in the materials and exercises during the lesson.



**Figure 4. 2 First Treatment**

There were three quizzes given. The first quiz was multiple choice, with five questions, answering questions about recounting text sentences, and was done together. The second quiz was 10 questions in the form of multiple choice, with the question of determining the appropriate verb. The second quiz is done individually; after it, students and teachers discuss it. In the last quiz, students were instructed to choose the appropriate verb with the picture in the form of true or false questions. There are 10 questions, and they are done individually. Link to the quiz :

- 1) <https://b.socrative.com/teacher/#import-quiz/80148587>
- 2) <https://b.socrative.com/teacher/#import-quiz/80149398>
- 3) <https://b.socrative.com/teacher/#import-quiz/80150933>
- 4) Text included in the material and quiz :

**Table 4. 3 Text Included in The Material and Quiz**

<p style="text-align: center;"><b>My Holiday at the Beach</b></p> <p>Last summer, my family and I went to the beach. We swam in the sea and played in the sand. My father built an enormous sandcastle, and my mother took many pictures. We also collected seashells and ate fresh seafood. It was a fun and unforgettable day!</p>
--

5) Classification of Verb Types in Text

**Table 4. 4 Verb Types Materials in First Meeting**

Verb	Verb Types
went	Lexical, Intransitive, Finite
swam	Lexical, Intransitive, Finite
played	Lexical, Intransitive, Finite
built	Lexical, Transitive, Finite
took	Lexical, Transitive (many pictures), Finite
collected	Lexical, Transitive, Finite
ate	Lexical, Transitive, Finite
was	Linking Verb, Finite

The last part is the closing activity; in this part, students and teachers summarize today's learning and reflect orally. The teacher provides information on the next learning and ends the learning by motivating the students and praying together. After that, students get information about the learning material for the next meeting and are asked to prepare themselves to go home.

**Table 4. 5 Score Exercises Using Socratic in First Meeting**

Student	Quiz 1	Quiz 2	Quiz 3
Student 1	60	60	70
Student 2	70	80	80
Student 3	80	70	80
Student 4	80	90	90
Student 5	90	80	80



Student 6	80	80	100
Student 7	80	90	70
Student 8	80	88	100
Student 9	80	80	80
Student 10	90	80	70
Student 11	80	80	100
Student 12	80	100	80
Student 13	80	86	100
Student 14	80	90	60
Student 15	80	90	70
Student 16	80	90	70
Student 17	90	100	70
Student 18	90	86	70
Student 19	90	86	80
Student 20	90	79	90
Student 21	80	90	100
Student 22	80	100	20
Student 23	70	86	70
Student 24	70	80	90

**b. Second Treatment**

Students in class VIII C participated in the second Treatment on February 20, 2025, from 10:40–11:00 am. The focus of verb vocabulary in the second meeting is Lexical, Nonfinite (Infinitive Verb), Lexical, Intransitive (Idiomatic Use), Finite Auxiliary (did) + Lexical (have), Transitive, and Finite. This material is taught implicitly since it is included in the materials and exercises during the lesson. Learning activities were divided into several parts to provide Treatment. The first part was the initial activity. In this part, the teacher said greetings and greeted the students. Learners and teachers prayed before the learning began. The teacher checked the attendance of the learners. Learners and teachers do ice-breaking. The teacher gives a lure in the form of a question: "What is your

vacation experience that reviews the material from the first meeting? The teacher conveys today's learning objectives and motivation.

The second part is the core activity; the teacher divides students into several groups in this part. Then, the teacher shows the vlog video "A Day in My Life" (<https://youtu.be/n2ez-N2g--Y?si=pVSJfIPxPm60hqTC>). The teacher instructs students to write verb vocabulary in the video. Then, the students were asked to read their work. In the next activity, the teacher gives games containing questions about the video that students watch in groups. Students work on practice questions related to the material, focusing on verb vocabulary using Socrative media (<https://b.socrative.com/teacher/#import-quiz/80210583>). Students present the results of their group work in front of the class.



**Figure 4. 3 Second Treatment**

In the last activity, the teacher asks students to mark the verb vocabulary in their recount text. Text included in the material and quiz:

1. Lost Diary Entry: A Day in My Life (Unfinished Recount Text) I woke up late this morning because I forgot to set my alarm. I got ready quickly and didn't have breakfast. When I arrived at school, my best friend Lina laughed at my messy hair. I forgot my homework in Math class, and my teacher was unhappy.
2. A Fun Weekend at the Beach (Holiday Experience) Last weekend, my family went to the beach. The weather was sunny and perfect. My brother and I built an enormous sandcastle and played in the water.

### 3. Classification of Verb Types in Text

**Table 4. 6 Classification of Verb Types Materials in Second Meeting**

Verb	Description	Verb Types
woke up	I woke up late	Lexical, Intransitive, Finite (Phrasal Verb)
forgot	I forgot to set my alarm / I forgot my homework	Lexical, Transitive, Finite
to set	I forgot <i>to set</i> my alarm	Lexical, Nonfinite (Infinitive Verb)
got	I got ready quickly	Lexical, Intransitive (Idiomatic Use), Finite
didn't have	I didn't have breakfast	Auxiliary ( <i>did</i> ) + Lexical ( <i>have</i> ), Transitive, Finite
arrived	I arrived at school	Lexical, Intransitive, Finite
laughed	Lina laughed at my messy hair	Lexical, Intransitive (with preposition), Finite
was	My teacher was not happy / The weather was sunny	Linking Verb, Finite
went	My family went to the beach	Lexical, Intransitive, Finite
built	My brother and I built an enormous sandcastle	Lexical, Transitive, Finite
played	We played in the water	Lexical, Intransitive, Finite

**Table 4. 7 Score Exercises Using Socratic in Second Meeting**

Student	Quiz 1
Student 1	100
Student 2	100
Student 3	100
Student 4	100
Student 5	100
Student 6	100
Student 7	100

Student 8	80
Student 9	80
Student 10	90
Student 11	80
Student 12	80
Student 13	80
Student 14	90
Student 15	90
Student 16	90
Student 17	90
Student 18	90
Student 19	90
Student 20	90
Student 21	80
Student 22	80
Student 23	100
Student 24	100

The last part is the closing activity; in this part, students and teachers summarize today's learning. Students' and teachers' reflections are verbal. The teacher closes the class by praying together.

**c. Third Treatment**

Students of class VIII C participated in the second Treatment on February 25, 2025, from 07.40–08.00 am. The focus of verb vocabulary in the second meeting is Lexical, Nonfinite (Infinitive Verb), Lexical, Intransitive (Idiomatic Use), Finite Auxiliary (did) + Lexical (have), Transitive, and Finite. This material

is taught implicitly since it is included in the materials and exercises during the lesson. Learning activities were divided into several parts to provide Treatment. The first part was the initial activity. In this part, the teacher said greetings and greeted the students. Learners and teachers prayed before the learning began. The teacher checked the students' attendance. The teacher gives a trigger in the form of a question: "What is your most memorable childhood experience? What was your most memorable experience last year?" before the lesson starts. Students answer triggering questions from the teacher using English. This activity is carried out to increase students' English vocabulary.



**Figure 4. 4 Third Treatment**

The second part is the core activity. Next, the teacher explains the Simple Past Tense material using Canva media. After completing the material delivery, the teacher gives examples of Simple past-tense sentences. To ensure students' understanding, the teacher provides practice questions that are answered together to ensure students understand the Simple Past Tense.

There were two quizzes given. The first quiz was a multiple-choice of 5 questions, and students were instructed to choose the appropriate verb vocabulary between the question and the picture. The second quiz was 10 questions in the form of an essay, with the order to find verbs in a sentence. The first quiz was done in pairs, and the second quiz was done individually; after it was completed, students and teachers discussed it. Link to the quiz :

- 1) <https://b.socrative.com/teacher/#import-quiz/80229553>
- 2) <https://b.socrative.com/teacher/#import-quiz/80230546>
- 3) Verb Classification from the Sentences

**Table 4. 8 Verb Classification Materials in Third Meeting**

Sentences	Verb	Verb Types
I drank last night	drunk	Lexical, Intransitive, Finite
I ate last morning	ate	Lexical, Transitive, Finite
I have collected the stamp	have collected	Auxiliary (have) + Lexical (collected), Transitive, Finite (Present Perfect)
I talked yesterday	talked	Lexical, Intransitive, Finite

Sentence	Verb(s)	Verb Type(s)
He drove to the beach last weekend	drove	Lexical, Intransitive, Finite (past tense)
He accidentally broke his phone	broke	Lexical, Transitive, Finite
My grandfather told me an interesting story	told	Lexical, Transitive (ditransitive), Finite
The thief ran away from the police	ran away	Lexical, Intransitive, Finite (phrasal verb)
She lost her keys in the park	lost	Lexical, Transitive, Finite
We drank fresh juice at breakfast	drank	Lexical, Transitive, Finite
They went to the zoo last Sunday	went	Lexical, Intransitive, Finite
I found my lost wallet under the sofa	found	Lexical, Transitive, Finite
She slept early last night	slept	Lexical, Intransitive, Finite
She wrote a letter to her friend	wrote	Lexical, Transitive, Finite

The last part is the closing activity; in this part, students and teachers summarize today's learning, reflect verbally, and provide information on the next learning that will be continued after Zuhr. The teacher closes the class by praying together.

**Table 4. 9 Score Exercises Using Socratic in Third Meeting**

Student	Quiz 1	Quiz 2
Student 1	100	100
Student 2	100	100
Student 3	80	90
Student 4	100	90

Student 5	100	100
Student 6	100	100
Student 7	100	100
Student 8	100	100
Student 9	90	100
Student 10	90	100
Student 11	90	100
Student 12	100	100
Student 13	100	100
Student 14	80	90
Student 15	100	100
Student 16	100	90
Student 17	100	100
Student 18	90	100
Student 19	100	100
Student 20	90	90
Student 21	100	100
Student 22	100	100
Student 23	100	100
Student 24	100	100

**d. Fourth Treatment**

Students of class VIII C participated in the second Treatment on February 25, 2025, from 12:40 to 2:00 pm. Learning activities were divided into several parts to provide Treatment. The first part was the initial activity. In this part, the teacher said greetings and greeted the students. Learners and teachers prayed before the learning began. Because the fourth meeting was held on the same day as the third meeting, the teacher asked students some questions to reinforce their understanding of the material covered in the previous meeting.

The second part is the core activity. Before starting, the teacher divides the students into groups. The teacher displays a video with the title “Coin Operated -



Animated Short Film” (<https://youtu.be/5L4DQfVIcdg?si=zjA2jTAb6snHLYwe>) and asks students to watch it together. After finishing, the teacher will give games about verb vocabulary according to the video that the students watched using Socrative. In this quiz, students are instructed to write the appropriate verb from the photo taken from the video scene that has been watched. This quiz is done in groups. This quiz is done with the space race available in Socrative digital tools, where each group competes to do it as quickly and correctly as possible. (<https://b.socrative.com/teacher/#import-quiz/80583533>)



**Figure 4. 5 Fourth Treatment**

The next activity is the teacher's second quiz using the Socrative digital tool. In this quiz, the teacher gives several vocabulary verbs. Students are asked to make a one-paragraph story and include all the vocabulary verbs given.

(<https://b.socrative.com/teacher/#import-quiz/80585414>)

The last part is the closing activity; in this part, students and teachers summarize today's learning. Students' and teachers' reflections are verbal. The teacher closes the class by praying together.

**Table 4. 10 Score Exercises Using Socrative in Fourth Meeting**

Student	Quiz 1	Quiz 2
Student 1	80	90
Student 2	80	80
Student 3	80	90
Student 4	80	90
Student 5	100	90
Student 6	100	100

Student 7	100	100
Student 8	100	80
Student 9	90	80
Student 10	90	80
Student 11	90	80
Student 12	100	100
Student 13	100	100
Student 14	100	90
Student 15	80	100
Student 16	80	100
Student 17	80	100
Student 18	80	100
Student 19	100	100
Student 20	90	90
Student 21	100	80
Student 22	80	80
Student 23	80	80
Student 24	90	80

### 3. Student's Verb Vocabulary Achievement After Using The Socrative Digital Tool For Learning

The students took the post-test on February 26, 2025, from 9 to 10 am after using the Socrative digital learning tool.

#### a. Administering the Post-Test

After the Treatment, students took an initial test to measure their initial abilities. The post-test was given to 24 class VIII C students with 30 multiple-choice questions. The questions in this post-test are the same as those in the pre-test. During the post-test, only the order and answer choices were changed. The test consisted of 30 questions, including understanding verb meanings, choosing

the correct verb for a sentence, synonyms, and related verbs, matching verbs to context, completing a short recount text with the correct verbs, identifying verbs, and verb associations.



**Figure 4. 6 Administer the Post-test**

**b. Post-Test Results**

The post-test results table below shows the 24 students of class VIII C after they used the Socrative digital tool for learning

**Table 4. 11 The Post-Test Scores of Class VIII C Students.**

No	Students	Score
1.	Student 1	83
2.	Student 2	83
3.	Student 3	93
4.	Student 4	100
5.	Student 5	83
6.	Student 6	83
7.	Student 7	89
8.	Student 8	88
9.	Student 9	89
10.	Student 10	89
11.	Student 11	89
12.	Student 12	96
13.	Student 13	86

14.	Student 14	89
15.	Student 15	96
16.	Student 16	93
17.	Student 17	93
18.	Student 18	86
19.	Student 19	86
20.	Student 20	79
21.	Student 21	83
22.	Student 22	93
23.	Student 23	86
24.	Student 24	89

**Table 4. 12 Post-Test Statistical Calculation**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	24	79	100	88.50	5.082
Valid N (listwise)	24				

Table 4.5 shows the results of descriptive analysis of the post-test scores of 24 students of class VIII C after using the Socrative digital tool for learning using SPSS version 25. The highest score of the pre-test results of 24 students of class VIII C after using the Socrative digital tool was 100, and the lowest was 79. Meanwhile, the standard deviation was 5.082, and the Mean (median) was 88.50.

#### **B. Student's Verb Vocabulary Achievement Before and After Using The Socrative Digital Tool**

This part describes students' verb vocabulary achievement before and after using the Socrative digital tool and its effect on improving students' verb vocabulary achievement.

## 1. Pre-Test and Post-Test Calculations

### a. The Students' Verb Vocabulary Achievements Before Using The Socrative Digital Tool

The pre-test results of 24 students of class VIII C before using Socrative digital tools showed that the lowest score was 46 and the highest score was 89. Furthermore, the average pre-test result of 24 students of class VIII C before using Socrative digital tools was 73.42. The score classification of 66-79 is a good score. As a result, the classification of the student's verb vocabulary achievement of 24 students of class VIII C before using Socrative digital tools is good.

**Table 4. 13 Pre-Test Statistical Calculations**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	24	46	89	73.42	11.205
Valid N (listwise)	24				

The results of the students' answers to the pre-test were varied. According to the minimum standard score at SMP Tunas Harapan School, it is 70. The pre-test had nine students below the minimum standard score, receiving a score of 46, one student, 59, three students, 64, one student, 66, two students, and 69, two students. There were 15 students above the minimum standard, with scores of 73 for four students, 76 for three students, 83 for four students, 86 for one student, and 89 for three students. The difference in the number of students receiving scores under the minimum score and those receiving scores above the minimum score is quite significant in this pre-test. Therefore, conducting a treatment and post-test is essential to determine whether Socrative digital tools can enhance students' verb vocabulary achievement.

**Table 4. 14 Pre-Test Frequency Calculations**

Pretest					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	46	1	4.2	4.2	4.2
	59	3	12.5	12.5	16.7
	64	1	4.2	4.2	20.8
	66	2	8.3	8.3	29.2
	69	2	8.3	8.3	37.5
	73	4	16.7	16.7	54.2
	76	3	12.5	12.5	66.7
	83	4	16.7	16.7	83.3
	86	1	4.2	4.2	87.5
	89	3	12.5	12.5	100.0
	Total	24	100.0	100.0	

Many factors, internal and external, can cause a difference in the results of this pre-test. The most dominant component of internal factors is attention; when students pay attention during the learning process, they will understand what they are learning more effectively. The most dominant external factor is the family environment, as students spend more time with their families, and their families are the first environment they know (Damayanti, 2022).

After talking with the English teacher at the school, I learned that digital games or other digital tools had never been used during class. Since only traditional tools such as books were used during learning, this was estimated to be the source of students' lack of enthusiasm and attention. After collecting the pre-test data, the researchers conducted a Treatment and post-test to determine whether Socrative digital tools affected student learning outcomes, specifically the enhancement of English verb vocabulary.

**b. The Students' Verb Vocabulary Achievements After Using The Socrative Digital Tool**

The post-test results of 24 students of class VIII C after using Socrative digital tools showed that the lowest score was 76, and the highest score was 100. Furthermore, the average pre-test result of 24 students of class VIII C after using Socrative digital tools was 88.50. The score classification of 88-100 is a perfect score. As a result, the classification of the student's verb vocabulary achievement of 24 students of class VIII C after using Socrative digital tools is ideal.

**Table 4. 15 Post-Test Statistical Calculations**

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	24	79	100	88.50	5.082
Valid N (listwise)	24				

**Table 4. 16 Post-Test Frequency Calculation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	79	1	4.2	4.2	4.2
	83	5	20.8	20.8	25.0
	86	4	16.7	16.7	41.7
	88	1	4.2	4.2	45.8
	89	6	25.0	25.0	70.8
	93	4	16.7	16.7	87.5
	96	2	8.3	8.3	95.8
	100	1	4.2	4.2	100.0
	Total	24	100.0	100.0	

The results of the students' answers on the post-test varied. In English subjects, the minimum standard score at SMP Tunas Harapan school is 70. In the pre-test, there were nine students below the minimum standard score; however, in the post-test, all 24 students scored above the minimum standard score, receiving 79 one student, 83 five students, 86 four students, 88 one students, 89 six students, 93 four students, 96 two students, and 100 one student. Based on the results of the post-test, it was found that all students improved in acquiring verb vocabulary. This can be seen from the post-test results; none of the students scored below the minimum score.

**c. The Significant are The Students' Verb Vocabulary Achievement Before and After Using The Socratic Digital Tool**

A comparison of the pre-test and post-test scores of 24 students in class VIII C showed a significant change in the average score. Before using the Socratic digital tool, the students' pre-test results had an average score of 73.42, which was included in the good category. After using the Socratic digital tool, students in class VIII C experienced a significant change, with their post-test average score increasing to 88.50 and categorized as perfect. Thus, the pre-test



and post-test data showed a considerable improvement of 15.08 in students' verb vocabulary achievement.

**Table 4. 17 The Comparison of the Students' Verb Vocabulary Achievement between Pre-test and Post-test**

Student	Pre-Test	Post-Test
1.	66	83
2.	73	83
3.	66	93
4.	89	100
5.	76	83
6.	59	83
7.	73	89
8.	59	88
9.	86	89
10.	89	89
11.	73	89
12.	76	96
13.	76	86
14.	83	89
15.	83	96
16.	83	93
17.	89	93
18.	83	86
19.	69	86
20.	46	79
21.	69	83
22.	73	93
23.	59	86
24.	64	89

**Table 4. 18 Descriptive Statistics of Pre-Test & Post-Test**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	24	46	89	73.42	11.205
Posttest	24	79	100	88.50	5.082
Valid N (listwise)	24				

## 2. Hypothesis Testing

### a. Normality Test

The sample used in this study was less than 50. Therefore, the Shapiro-Wilk Test on SPSS version 25 was used to test the data's normality. Below are the hypotheses of the normality test.

- a) H0: The data will generally be distributed if the significance value exceeds 0.05.
- b) H1: A significant value smaller than 0.05 indicates that the data is not normally distributed.

**Table 4. 19 Normality Test Data Calculation**

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.137	24	.200 <sup>*</sup>	.950	24	.270
Posttest	.169	24	.074	.957	24	.372
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Table 4.5 shows the normality test results for the pre-test and post-test for 24 students in class VIII C. The pre-test normality value is 0.270, and the post-test normality value is 0.372. Based on the results of the two tests with a normality value of more than 0.05, the results are considered normally distributed.

### b. Paired Sample T-Test

There are two independent variables in this study: before and after. Therefore, the pre-post or before-and-after study approach was examined using a paired sample t-test. Two observation periods are used to assess a therapy on the same sample using the t-test. The paired sample t-test is employed if the data are regularly distributed.

SPSS Windows version 25 was used to process the paired t-test with a significance level of 5% (0.05). Sugiyono (2015) states that a paired sample t-test is one way to evaluate the efficacy of treatment, as evidenced by differences in the average after treatment. The significance value (Sig) is used to guide decision-making in the paired sample t-test. SPSS output results, test criteria, and hypothesis results are as follows:

- a) If the Sign Value > (0.05), then Ha is rejected

b) If the Sign Value < (0.05), then  $H_a$  is accepted

**Table 4. 20 Paired Samples Statistic**

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	73.42	24	11.205	2.287
	Posttest	88.50	24	5.082	1.037

The descriptive statistical findings of the pre-test and post-test scores of the two samples under study are compiled in this output. The pre-test value's mean, or average learning outcome, is 73.42. The average learning outcomes score for the post-test is 88.50. For the value of Std, a total of 24 respondents or students were employed as study samples. The standard deviation of the pre-test was 11.205, whereas the post-test was 5.082.

Because the average value of learning outcomes in the Pre Test is 73.42 < Post Test 88.50, it means that there is an average difference in learning outcomes between the Pre Test and Post Test results descriptively.

**Table 4. 21 Paired Samples Correlations**

			N	Correlation	Sig.
Pair 1	Pretest & Posttest		24	.595	.002

The output above shows the correlation or relationship test results between the two datasets, or the relationship between the pre-test and post-test variables. Based on the output above, it is known that the correlation coefficient (Correlation) value is 0.595 with a significance value (Sig.) of 0.002. Because of the value of Sig.  $0.002 < 0.05$  probability, there is a relationship between the pre-test and post-test variables.

**Table 4. 22 Paired Samples Test**

Paired Samples Test								
			Paired Differences					
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df
					Lower	Upper		
Pair 1	Pretest - Posttest	-15.083	9.146	1.867	-18.945	-11.221	-8.079	23
								Sig. (2-tailed)
								.000

The Sig is known based on the "Paired Samples Test" output table above. Sig (2-tailed) is 0.000 < 0.05, then H<sub>0</sub> is rejected, and H<sub>a</sub> is accepted. From the result, there is an average difference between the Pre-Test and Post-Test learning outcomes, which means that there is an effect of using Socratic digital tools on students' verb vocabulary achievement.

### c. N-Gain

The researcher used n-gain to measure the difference between pre-test and post-test scores. The n-gain technique was used to measure the improvement of students' verb vocabulary achievement before and after using Socratic digital tools as a learning tool. Researchers tested the difference in pre-test and post-test scores using SPSS version 25. The table that follows shows the analysis of the pre-test and post-test N-Gain scores:

**Table 4. 23 N-Gain Score**

Student	Pre-test	Post-test	Posttest-pretest	Maximum score-pretest	N Gain	N Gain %
Student 1	66	83	17.00	34.00	.50	50.00
Student 2	73	83	10.00	27.00	.37	37.04
Student 3	66	93	27.00	34.00	.79	79.41
Student 4	89	100	11.00	11.00	1.00	100.00
Student 5	76	83	7.00	24.00	.29	29.17
Student 6	59	83	24.00	41.00	.59	58.54
Student 7	73	89	16.00	27.00	.59	59.26
Student 8	59	88	29.00	41.00	.71	70.73
Student 9	86	89	3.00	14.00	.21	21.43
Student 10	89	89	.00	11.00	.00	.00
Student 11	73	89	16.00	27.00	.59	59.26
Student 12	76	96	20.00	24.00	.83	83.33

Student 13	76	86	10.00	24.00	.42	41.67
Student 14	83	89	6.00	17.00	.35	35.29
Student 15	83	96	13.00	17.00	.76	76.47
Student 16	83	93	10.00	17.00	.59	58.82
Student 17	89	93	4.00	11.00	.36	36.36
Student 18	83	86	3.00	17.00	.18	17.65
Student 19	69	86	17.00	31.00	.55	54.84
Student 20	46	79	33.00	54.00	.61	61.11
Student 21	69	83	14.00	31.00	.45	45.16
Student 22	73	93	20.00	27.00	.74	74.07
Student 23	59	86	27.00	41.00	.66	65.85
Student 24	64	89	25.00	36.00	.69	69.44

The N-Gain results for each of the 24 students are shown in the following table. The researcher constructed the data by taking the maximum score from the pre-test, subtracting it from the post-test, and dividing the results into percentages and N-Gain scores. The following table will be provided to determine the level of effectiveness of each student.

**Table 4. 24 The Summary of Student N-Gain Score Analysis**

Student	Interpretation of Improvement
Student 1	Medium
Student 2	Medium
Student 3	High
Student 4	High
Student 5	Low
Student 6	Medium
Student 7	Medium

Student 8	High
Student 9	Low
Student 10	No increase occurred
Student 11	Medium
Student 12	High
Student 13	Medium
Student 14	Medium
Student 15	High
Student 16	Medium
Student 17	Medium
Student 18	Low
Student 19	Medium
Student 20	Medium
Student 21	Medium
Student 22	Medium
Student 23	High
Student 24	Medium

Based on the results of the analysis that have been summarized in Table 4, it was identified that there was an increase in the achievement of students' verb vocabulary in 6 out of 24 learners (25%) in the “high” category. A total of 14 out of 24 learners (58.33%) were in the “medium” category. A total of 3 out of 24 learners (12.5%) were in the “low” category. A total of 1 out of 24 did not experience changes in understanding. While 1 out of 24 learners (4.17%). In conclusion, a statistical breakdown of the overall average N-Gain is shown below.

**Table 4. 25 Descriptive Statistics of N-Gain**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
→ Ngain_skor	24	.00	1.00	.5354	.23261
Ngain_perce	24	.00	100.00	53.5380	23.26077
Valid N (listwise)	24				

The data in Table 4.16 shows that the mean N-Gain score is 0.53. This score is included in the "average" range, with scores between  $0.3 \leq g \leq 0.7$  and specifically between  $0.3 \leq 0.53 \leq 0.7$ . The Socrative digital tool partially improves students' verb vocabulary achievement, achieving a balance between not being too low and not being too high. This study shows that the Socrative digital tool partially improves students' verb vocabulary achievement.

### **C. Discussion**

This section discusses the research findings. The effect of Socrative digital tools on the achievement of verb vocabulary inventors in high school students' class VIII at Tunas Harapan has been assessed. This section investigates students' ability to master verb vocabulary before and after using Socrative during learning, which answers the research question. Using pre-test and post-test tests makes it possible to find the result of this research question.

#### **1. The Student's Verb Vocabulary Achievements Before Using The Socrative Digital Tool**

Learning vocabulary is one of the most significant issues in middle and high school. Studies show that many students who graduate from high school do not have a command of the English language. According to a survey by Salam and Nurnisa (2021), this is caused by a lack of vocabulary. Their research shows that students have problems with vocabulary, such as pronunciation, spelling, memorization of long words, and understanding the meaning of words. According to Webster (1828), verbs have many kinds, including Identifying Verb Complements, Predicate Verbs and Linking Verbs, Transitive Verbs and Intransitive Verbs, Reflexive Verbs, Classified by Verb Form, Auxiliary Verbs and Lexical Verbs, Finite Verbs and Indefinite Verbs.

The researchers administered a pre-test to determine the students' English verb vocabulary achievement. The pre-test results of 24 students of class VIII C before using Socrative digital tools showed that the lowest score was 46 and the highest score was 89. Furthermore, the average pre-test result of 24 students of class VIII C before using Socrative digital tools was 73.42. The score classification of 66-79 is a good score. As a result, the classification of the



student's verb vocabulary achievement of 24 students of class VIII C before using Socrative digital tools is good.

## **2. The Student's Verb Vocabulary Achievements After Using The Socrative Digital Tool**

The second question aims to determine the students' verb vocabulary achievement after using the Socrative Digital Tool. Table 4.10 displays the students' scores in the post-test. The post-test results show increased students' verb vocabulary, as seen from the average score of 88.50. The highest score obtained was 100, while the lowest score was 79. Based on the score classification in Tables 4.10 and 4.11, a score of 100 is classified as high. In this activity, all 24 students scored above the minimum standard score, namely 79, one student, 83, three students, 86, four students, 88, one student, 89, six students, 93, four students, 96, two students, and 100, one student. Based on the post-test results, it was found that all students experienced an increase in the achievement of verb vocabulary. This can be seen from the post-test results; none of the students scored below the minimum score. In addition, as measured through the post-test, the verb vocabulary achievement of 24 students of class VIII C before using Socrative digital tools is perfect.

## **3. The Students' Verb Vocabulary Achievement Before And After Using The Socrative Digital Tool**

The results of the pre-test showed that students' initial verb vocabulary achievement had a mean score of 73.42, which falls into the "sufficient" category. This result indicates that students had basic knowledge of past tense verbs, but their understanding was still limited. This aligns with Sari (2021), who stated that students often struggle with vocabulary mastery due to limited exposure to authentic language use, lack of engaging media, and insufficient reinforcement both at school and home. In EFL settings, students rely heavily on classroom input for vocabulary development, and without varied learning strategies, their progress tends to stagnate (Cameron, 2001; Alqahtani, 2015).

After receiving treatment using the Socrative digital tool, students' post-test scores increased significantly, with a mean of 88.50, categorized as "very

good.” The improvement suggests that interactive digital tools can enhance vocabulary mastery by providing engaging and repeated exposure to target verbs. This finding is supported by Rahmawati (2021), who found that using Socrative-based vocabulary instruction significantly improved learners' retention and motivation compared to traditional methods. Socrative's game-based quizzes and instant feedback likely increased student attention, made practice enjoyable, and contributed to deeper understanding.

The statistical analysis using a paired sample t-test revealed a Sig. (2-tailed) value of 0.000, which is less than 0.05. This means there is a statistically significant difference between the pre-test and post-test scores, thus rejecting the null hypothesis and accepting the alternative hypothesis. The N-Gain score was 0.53, which falls into the “average” effectiveness range. According to Hake (1999), a gain score between 0.3 and 0.7 indicates meaningful improvement. This suggests that although Socrative positively impacted students' vocabulary achievement, the effect was not absolute and other factors such as learning habits, teacher guidance, and classroom atmosphere might have also contributed, as suggested by Sari (2021) and Thornbury (2002).



## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

This chapter discusses the conclusions based on the data and findings from the previous chapters. In addition, several suggestions are provided for English teachers, EFL students, and further researchers concerning efforts to improve students' verb vocabulary achievement by using the Socrative digital tool.

#### **A. CONCLUSION**

This section explains the conclusion of the research on the use of the Socrative digital tool to improve students' verb vocabulary achievement. To assess the students' verb vocabulary before treatment, a pre-test was administered to 24 students of class VIII. The pre-test consisted of multiple-choice questions focused on past tense verb vocabulary. The results showed that the lowest pre-test score was 55, the highest was 90, and the mean score was 73.42, which falls into the "sufficient" category based on Arikunto's (2010) classification. These results indicated that students had basic knowledge of verb vocabulary but still needed improvement, particularly in applying verbs in meaningful contexts. Limited exposure to English outside the classroom may have contributed to this level of performance (Sari, 2021; Alqahtani, 2015).

Following the pre-test, students received treatment using Socrative in three learning sessions. The learning activities included interactive quizzes, "Space Race" competitions, vocabulary matching, and gap-fill exercises designed to help students engage with verbs in various contexts. After the treatment, a post-test was conducted to measure improvement. The post-test average score increased to 88.50, which falls into the "very good" category. This result suggests that Socrative enhanced students' ability to recognize and use verb vocabulary more accurately. Features such as real-time feedback, gamified tasks, and repeated exposure supported students' motivation and understanding (Rahmawati et al., 2021). Most students showed improvement, particularly in recognizing verb forms and using them in context.

To determine the significance of the score difference, a paired sample t-test was conducted. The test revealed a Sig. (2-tailed) value of  $0.000 < 0.05$ ,

which means there was a significant difference between students' scores before and after using Socrative. Additionally, the N-Gain score of 0.53 indicates a “moderate” level of effectiveness (Hake, 1999). While most students improved, four students did not show gains, which may have been influenced by internal factors such as motivation or prior knowledge, as well as external learning conditions. Nonetheless, these results demonstrate that Socrative had a statistically significant and educationally meaningful effect on students' vocabulary achievement.

In conclusion, the findings support the idea that Socrative is an effective supplementary tool for teaching vocabulary, especially verb usage in recount texts. The tool supports formative assessment, encourages student engagement, and helps reinforce vocabulary through repetition and interactivity. Although some students may not benefit equally, integrating digital tools like Socrative into vocabulary instruction can complement traditional methods and improve overall student outcomes in EFL settings.

## **B. SUGGESTIONS**

### **1. For EFL Students**

In the learning process, using Socrative will increase students' enjoyment and attention during the learning process and make it easier for them to remember verb vocabulary. Students can also use Socrative to practice verb vocabularies or other materials at home.

### **2. For EFL Teachers**

Teachers are advised to use Socrative digital tools in English lessons during the learning process to help students learn vocabulary, especially verbs. These tools are mainly used to teach and reinforce verb vocabulary. Teachers can create different types of questions, such as multiple-choice, true/false, and short answers, increasing students' enthusiasm and focus in the classroom. The Socrative digital tools include a menu of data and reports that can be used to identify common problems, monitor student performance, and build targeted teaching approaches.

### **3. For Future Researchers**

Future researchers are advised to conduct research with a larger number of participants or choose a higher level so that the results of this study are more reliable and widely applicable. In addition to knowing the survey results in numbers or quantitative terms, it would be helpful to see how Socrative affects students from the perspective that the students can use other methods. Researching what works best across different learning tools; Comparing Socrative with other popular digital tools such as Wordwall, Kahoot, or Quizizz would be beneficial.



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## Appendices A. 4 Statement Letter of Research Supervisor

**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN  
UIN SUNAN GUNUNG DJATI BANDUNG**  
Nomor: B.069/Un.05/III.2/PP.00.9/01/2025

Tentang  
**PEMBIMBING SKRIPSI MAHASISWA STRATA SATU (S-1)**  
DEKAN FAKULTAS TARBIYAH DAN KEGURUAN

- Menimbang
- Bahwa dalam rangka memperlancar tertibnya pelaksanaan pembuatan skripsi mahasiswa Fakultas Tarbiyah dan keguruan UIN Sunan Gunung Djati Bandung, perlu adanya pengangkatan dosen pembimbing;
  - Bahwa Saudara yang namanya tercantum dalam Surat Keputusan ini dipandang mampu dan memenuhi syarat untuk diangkat menjadi pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan;
- Mengingat
- Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
  - Undang-Undang RI Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
  - Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
  - Peraturan Pemerintah Nomor 66 Tahun 2010 tentang Perubahan Atas Peraturan Pemerintah Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
  - Peraturan Presiden RI Nomor: 57 Tahun 2005 tentang Perubahan IAIN menjadi UIN Sunan Gunung Djati Bandung;
  - Peraturan Menteri Agama RI Nomor: 77 Tahun 2013 tentang Perubahan Peraturan Menteri Agama RI Nomor: 7 Tahun 2013 tentang Ortaker UIN SGD Bandung;
  - Peraturan Menteri Agama RI Nomor: 1 Tahun 2015 Tentang Perubahan Atas Peraturan Menteri Agama RI Nomor: 11 Tahun 2014 Tentang Pengangkatan dan Pemberhentian Rektor dan Ketua pada Perguruan Tinggi Keagamaan yang diselenggarakan oleh Pemerintah;
  - Keputusan Menteri Agama RI. Nomor: 082525/B.11/3/2023 tanggal 09 Agustus 2023 tentang Pengangkatan Rektor UIN Sunan Gunung Djati Bandung;
  - Surat Keputusan Rektor Nomor: 136/Un.05/1.1/PP.00.9/07/2019 tentang Kurikulum UIN Sunan Gunung Djati Bandung;
  - Surat Keputusan Rektor Nomor 457 Tahun 2019 tentang Pedoman Penyusunan Karya Ilmiah Skripsi, Tesis dan Disertasi;
  - Surat Keputusan Rektor UIN Sunan Gunung Djati Bandung Nomor 325/Un.05/11.2/K.p.07.6/08/2023 tanggal 22 Agustus 2023 Tentang Pemberhentian dan Pengangkatan Dekan Fakultas Periode 2023-2027 di Lingkungan Sunan Gunung Djati Bandung.

**MEMUTUSKAN**

- Menetapkan
- Pertama
- Dalam pembuatan skripsi mahasiswa:
- Nama : LUTHFIAH HUSAINI ASSYAUQY
- NIM : 1212040092
- Jurusan/Prodi : Pendidikan Bahasa Inggris
- Judul Skripsi :
- Mengangkat Saudara yang namanya tersebut dibawah ini :
- Muhammad Aminuddin, M.Pd., Ph.D. Pembimbing I
  - Dr. DARWIS JAUHARI BANDU, S.S., M.Pd. Pembimbing II

**THE EFFECT OF USING SOCRATIVE DIGITAL TOOL ON VERB VOCABULARY ACHIEVEMENT IN  
JUNIOR HIGH SCHOOL STUDENTS: A PRE-EXPERIMENTAL DESIGN**

- Kedua
- Ketiga
- Kepada pembimbing tersebut diberikan honorarium sesuai dengan peraturan yang berlaku.
- Surat Keputusan ini berlaku sejak tanggal ditetapkan sampai dengan skripsi mahasiswa tersebut lulus diuji pada sidang (Munaqosyah) dengan ketentuan, apabila terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan sebagai mana mestinya.
- SALINAN Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan diindahkan



Ditetapkan di Bandung  
pada Tanggal, 24 Januari 2025

Dekan

**H. Fakry Hamdani, M.Hum., M.Res., Ph.D.**  
NIP. 198008242009121004





## Appendices A. 5 Permission Letter of Research



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI SUNAN GUNUNG DJATI BANDUNG  
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Soekarno Hatta Kel. Cimincrang Kec. Gedebage Kota. Bandung 40294  
Fax (022) 7803936 email. [ftk@uinsgd.ac.id](mailto:ftk@uinsgd.ac.id) Website: [www.ftk.uinsgd.ac.id](http://www.ftk.uinsgd.ac.id)

Nomor : **B.127 /Un.05/III.2/TL.009/02/ 2025**  
Lampiran : -  
Perihal : **Mohon Izin Penelitian**

Bandung, 03 Februari 2025

Kepada  
Yth. Kepala **SMP TUNAS HARAPAN**  
Kab/Kota. Kabupaten Bogor

*Assalamu'alaikum Wr.Wb.*

Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri (UIN) Sunan Gunung Djati Bandung dengan ini menerangkan bahwa :

Nama : **LUTHFIAH HUSAINI ASSYAUQY**  
NIM : 1212040092  
Jurusan/Prodi : Pendidikan Bahasa Inggris  
Semester : VIII  
Alamat Tinggal : Jln. Pradana 18, NO 22, Villa Pabuaran Indah, Kabupaten Bogor, Jawa Barat

adalah mahasiswa Fakultas Tarbiyah dan Keguruan UIN Sunan Gunung Djati Bandung bermaksud mengadakan penelitian pada Instansi yang Bapak/Ibu/Saudara Pimpin, dalam rangka tugas akhir pembuatan skripsi Program S-1.

Adapun judul penelitian mahasiswa tersebut :

**"THE EFFECT OF USING SOCRATIVE DIGITAL TOOL ON VERB  
VOCABULARY ACHIEVEMENT IN JUNIOR HIGH SCHOOL STUDENTS:  
A PRE-EXPERIMENTAL DESIGN"**

Dengan pembimbing :

1. **Muhammad Aminuddin, M.Pd., Ph.D**
2. **Rully Agung Yudhiantara, M.Pd.**

Untuk itu kami mohon agar Bapak/Ibu/Sdr. dapat membantu dalam pelaksanaannya dari tanggal **10 Februari 2025** s.d selesai.

Demikian, atas perhatian dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

a.n Dekan,  
Bidang Akademik



**Dr. ...an, S.Pd., M.Hum., CESE.**  
NIP. 197208221999031006

Tembusan:  
Yth. Dekan Fakultas Tarbiyah dan Keguruan UIN Sunan Gunung Djati Bandung



*Appendices A. 6 Statement Letter of Research*



YAYASAN PENDIDIKAN TUNAS HARAPAN  
SEKOLAH MENENGAH PERTAMA  
**SMP TUNAS HARAPAN**

Alamat: Jl. Raya Nanggerang No.89 Ds. Sukmajaya Kec. Tajurhalang Kab. Bogor  
Status terakreditasi "A" NSS: 202020237408 NDS: 2002050131 NPSN: 20200740

**SURAT KETERANGAN**

422.11/061/102.5/SMP.TH/V/2025

Yang bertanda tangan dibawah ini, Kepala Sekolah SMP Tunas Harapan Kecamatan Tajurhalang Kab. Bogor Provinsi Jawa Barat menerangkan bahwa:

Nama : LUTHFAH HUSAIN ASSYAUQY  
Tempat dan tanggal lahir : Depok, 6 Juli 2002  
NPM : 1212040092  
Fakultas/Prodi : Bahasa Inggris  
Perguruan Tinggi : UIN Sunan Gunung Djati Bandung  
Alamat : Jl. Cimincrang, Cimincerang Kec. Gedebage Kota. Bandung-Jawa Barat

Adalah benar nama tersebut diatas telah melaksanakan Penelitian di SMP Tunas Harapan Kecamatan Tajurhalang Kab. Bogor pada tanggal 6-26 Februari 2025 dalam rangka penyusunan skripsi dengan judul:

*" THE EFFECT OF USING SOCRACTIVE DIGITAL TOOL ON VERB VOCABULARY ACHIEVEMENT IN JUNIOR HIGH SCHOOL STUDENTS: A PRE-EXPERIMENTAL STUDY"*

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

  
Tajurhalang, 14 Mei 2025  
Kepala SMP Tunas Harapan  
**Ade Gunawan, S.Pd**

*Appendices B. 5 Teaching Module First and Second Treatment*

NO.	Component	Description/Description
1.	<b>General Information</b>	
	Compiler Name	Luthfiah Husaini Assyauqy
	Madrasah Name	Tunas Harapan Junior High School
	Year of Preparation Teaching Module	2025
	Outcome Phase/Class	D/VIII
	Subjects	English
	Course Content	Recount Text
	Time Allocation	4 Lesson Hours (JP)= 4 X 40 (2 meetings)
2.	<b>Phase D Learning Outcomes</b>	
	Achievement Phase Learning (CP)	By the end of phase D, students are able to interact and communicate in a broader range of formal and informal settings using spoken, written, and visual English texts. The primary sources of information for learning English during this phase include narratives, descriptions, procedures, specialized texts (such as advertisements or brief messages), and original texts. Students talk and express their desires and emotions in English. Their comprehension of textual materials is expanding, and when they comprehend information that is hinted at, their ability to conclude starts to show. With a broader vocabulary, they create written and visual pieces in organized English. When creating written and visual communications in English, they are aware of the goal and target audience. When creating written and visual communications in English, they are aware of the audience and the aim.
	Elements/Topics	Listening and Speaking Reading and Viewing Writing and Presenting
	Learning Objectives	Students are able to identify, understand, and use Recount Text to express abilities according to the context of daily life. Students are able to use verbs for present, past, and future sentences in daily dialogue, orally and in writing. <b>By the end of the lesson, students should be able to:</b> students should be able to recognize, gather, and create social functions, text structures, and linguistic components of brief, direct recount texts about events, activities, and activities based on the context of use.
3.	<b>Criteria for Achievement of Learning Objectives (KTTP)</b>	
	Competency or	Students are considered to have met the Criteria for

	Ability and Knowledge Assessment	Achievement of Learning Objectives if they can compose short and simple recount texts about activities, events, and experiences in daily conversation, both in writing and orally.
<b>4.</b>	<b>Profile of Pancasila Students</b>	
	Student Profile Pancasila related	Faithful, devoted to God Almighty, cooperative, critical thinking, creative, innovative, independent and globally diverse.
<b>5.</b>	<b>Facilities and Infrastructure</b>	
	Learning media	Laptop, Projector, Whiteboard, Internet Access
	Learning resources	Material Handout (pdf), Textbook, Worksheet
<b>6.</b>	<b>Learning Model and Method</b>	
	Learning Model	Genre based learning, Collaborative learning
	Learning Methods	Peer Discussion, Individual Assessment, Group presentation
<b>7.</b>	<b>Materials, Tools, and Supplies</b>	
	Teaching Materials	1. <i>Recount</i> 2. <i>Dialogue/example text</i>
	Tools and Materials	Learner Worksheet
	Learning Media	Using Digital-based media namely Socrative, Canva, and Youtube
<b>8.</b>	<b>Learning Activity Steps</b>	
	Meeting 1	<input type="checkbox"/> Introduction (10 min) <ol style="list-style-type: none"> <li>The teacher says greetings and greets the learners.</li> <li>Learners and teachers pray before learning begins</li> <li>The teacher checks the attendance of the learners</li> <li>Ice breaking</li> </ol> <p><b>Building Knowledge of the Field (BKOF)</b></p> <ol style="list-style-type: none"> <li>The teacher gives a trigger in the form of a question <ol style="list-style-type: none"> <li>What is your most memorable vacation experience?</li> <li>What was your most memorable experience at school?</li> </ol> </li> <li>Students give their opinions about the lighter.</li> <li>The teacher tells today's learning goals.</li> </ol> <input type="checkbox"/> Core Activities (Introduction (60 min)) <ol style="list-style-type: none"> <li>The teacher explains the <i>recount text</i> material using Canva media</li> </ol> <p><b>Modeling of the Text (MOT)</b></p> <ol style="list-style-type: none"> <li>The teacher gives examples of <i>recount text</i></li> </ol>

		<p>sentences</p> <ol style="list-style-type: none"> <li>The teacher displays a complete <i>recount text</i> and guides students to highlight verbs vocabulary.</li> </ol> <p><b>Joint Construction of the Text (JCOT)</b></p> <ol style="list-style-type: none"> <li>The teacher gives practice questions that are answered together to ensure students understand the <i>recount text</i></li> <li>Students practice questions together related to the material with a focus on verb vocabulary using Socrative media.  <a href="https://b.socrative.com/teacher/#import-quiz/80148587">https://b.socrative.com/teacher/#import-quiz/80148587</a></li> </ol> <p><b>Independent Construction of the Text (ICOT).</b></p> <ol style="list-style-type: none"> <li>Students practice questions related to the material with a focus on verb vocabulary using Socrative media  <a href="https://b.socrative.com/teacher/#import-quiz/80149398">https://b.socrative.com/teacher/#import-quiz/80149398</a></li> <li>Students practice questions related to the material with a focus on verb vocabulary using Socrative media  <a href="https://b.socrative.com/teacher/#import-quiz/80150933">https://b.socrative.com/teacher/#import-quiz/80150933</a></li> </ol> <p><input type="checkbox"/> Closing (10 minutes)</p> <ol style="list-style-type: none"> <li>Students and teacher summarize today's learning</li> <li>Oral student and teacher reflection</li> <li>The teacher provides information on the next lesson</li> <li>The teacher ends the lesson by giving motivation and praying together</li> </ol>
	Meeting 2	<p><input type="checkbox"/> Introduction (10 min)</p> <ol style="list-style-type: none"> <li>The teacher says greetings and greets the learners.</li> <li>Learners and teachers pray before learning begins</li> <li>The teacher checks the attendance of the learners</li> <li><i>Ice breaking</i></li> <li>The teacher reviews the material from meeting 1</li> <li>The teacher tells today's learning goals.</li> </ol> <p><input type="checkbox"/> Core Activities (Introduction (60 min))</p> <p><b>Collaborative learning</b></p> <ol style="list-style-type: none"> <li>The teacher divides the students into</li> </ol>

		<p>groups</p> <ol style="list-style-type: none"> <li>The teacher shows the vlog video "A Day in My Life"  <a href="https://youtu.be/n2ez-N2g--Y?si=pVSJfIPxPm60hqTC">https://youtu.be/n2ez-N2g--Y?si=pVSJfIPxPm60hqTC</a></li> <li>The teacher gives games containing questions about the video that students watch in groups.</li> <li>Students practice questions related to the material with a focus on verb vocabulary using Socrative media.  <a href="https://b.socrative.com/teacher/#import-quiz/80210583">https://b.socrative.com/teacher/#import-quiz/80210583</a></li> <li>Students present their group work in front of the class.</li> <li>The last activity asks students to mark the vocabulary <i>verbs</i> in their recount text.</li> </ol> <p>□ Closing (10 minutes)</p> <ol style="list-style-type: none"> <li>Students and teacher summarize today's learning</li> <li>Oral student and teacher reflection</li> <li>The teacher provides information on the next lesson</li> <li>The teacher ends the lesson by giving motivation and praying together</li> </ol>
9.	<b>Reflection</b>	
	Teacher Reflection	<ol style="list-style-type: none"> <li>What are the barriers found?</li> <li>Perceived positive activities?</li> <li>Improvements for the next class?</li> </ol>
	Student Reflection	<ol style="list-style-type: none"> <li>Do I know the definition of <i>recount text</i>?</li> <li>Was I energized during the learning process?</li> <li>Which parts do I understand best and find most enjoyable to learn?</li> </ol>



*Appendices B. 6 Teaching Module Third and Fourth Treatment*

NO	Component	Description/Description
1.	<b>General Information</b>	
	Compiler Name	Luthfiah Husaini Assyauqy
	Madrasah Name	Tunas Harapan Junior High School
	Year of Teaching Module Development	2025
	Outcome Phase/Class	D/VIII
	Subjects	English
	Course Content	Simple Past Tense
	Time Allocation	4 Lesson Hours (JP)= 4 X 40 (2 meetings)
2.	<b>Phase D Learning Outcomes</b>	
	Achievement Phase Learning (CP)	By the end of Phase D, students are able to communicate in English with peers, instructors, and other people in a range of formal and informal settings, sharing ideas, experiences, interests, opinions, and points of view. Through word replacement and repetition, students gain an understanding of the key points and pertinent details of presentations or conversations on a range of well-known subjects, as well as in the context of daily life at home and at school. For instance, they express preferences, make comparisons, and provide opinions during talks. They use basic verbs and sentence structures to elucidate and clarify their responses.
	Elements/Topics	Listening and Speaking Reading and Viewing Writing and Presenting
	Learning Objectives	Students are able to identify, understand, and use <i>the Simple Past Tense</i> to express ability in daily life. They can use the <i>Simple Past Tense</i> in daily dialogue, orally, and in writing.  <b>By the end of the lesson, students are expected to be able to:</b> 1. Learners can talk about past incidents or events. 2. Learners can ask questions for a short interview about past incidents or events.
3.	<b>Criteria for Achievement of Learning Objectives (KTTP)</b>	
	Competency or Ability and Knowledge Assessment	Students are considered to have met the criteria for achieving learning objectives if they can compose short and straightforward recount texts about activities and events in daily conversation, both in writing and orally.
4.	<b>Profile of Pancasila Students</b>	
	Student Profile	Faithful, devoted to God Almighty, cooperative, critical



	Pancasila related	thinking, creative, innovative, independent and globally diverse.
<b>5.</b>	<b>Facilities and Infrastructure</b>	
	Learning media	Laptop, Projector, Whiteboard, Internet Access
	Learning resources	Material Handout (PDF), Textbook, Worksheet
<b>6.</b>	<b>Learning Model and Method</b>	
	Learning Model	Genre-based learning, Collaborative learning
	Learning Methods	Peer Discussion, Individual Assessment, Group presentation
<b>7.</b>	<b>Materials, Tools, and Supplies</b>	
	Teaching Materials	1. <i>Simple Past</i> 2. <i>Dialogue/example text</i>
	Tools and Materials	Learner Worksheet
	Learning Media	Using Digital-based media, namely Socrative, Canva, and YouTube
<b>8.</b>	<b>Learning Activity Steps</b>	
	Meeting 1	<input type="checkbox"/> Introduction (10 min) <ol style="list-style-type: none"> <li>1. The teacher says greetings and greets the learners.</li> <li>2. Learners and teachers pray before learning begins</li> <li>3. The teacher checks the attendance of the learners</li> <li>4. Ice breaking</li> </ol> <p><b>Building Knowledge of the Field (BKOF)</b></p> <ol style="list-style-type: none"> <li>5. The teacher gives a trigger in the form of a question               <ol style="list-style-type: none"> <li>a) What is your most memorable childhood experience?</li> <li>b) What was your most memorable experience last year?</li> </ol> </li> <li>6. Students give their opinions about the lighter.</li> <li>7. The teacher tells today's learning goals.</li> </ol> <input type="checkbox"/> Core Activities (Introduction (60 min)) <ol style="list-style-type: none"> <li>1. The teacher explains the <i>Simple Past Tense</i> material using Canva media</li> </ol> <p><b>Modeling of the Text (MOT)</b></p> <ol style="list-style-type: none"> <li>2. The teacher gives examples of <i>Simple Past Tense</i> sentences</li> <li>3. The teacher gives examples of <i>verb</i> in using <i>Simple Past Tense</i> sentences</li> </ol> <p><b>Joint Construction of the Text (JCOT),</b></p>

		<ol style="list-style-type: none"> <li>4. The teacher gives practice questions that are answered together to ensure students understand <i>Simple Past Tense</i>.</li> <li>5. Students practice questions together related to the material with a focus on verb vocabulary using Socrative media.  <a href="https://b.socrative.com/teacher/#import-quiz/80229553">https://b.socrative.com/teacher/#import-quiz/80229553</a> </li> </ol> <p><b>Independent Construction of the Text (ICOT).</b></p> <ol style="list-style-type: none"> <li>6. The teacher discusses the answers to each question given</li> <li>7. Students practice questions related to the material with a focus on verb vocabulary using Socrative media.  <a href="https://b.socrative.com/teacher/#import-quiz/80230546">https://b.socrative.com/teacher/#import-quiz/80230546</a> </li> <li>8. The teacher discusses the answers to each question given</li> </ol> <p><input type="checkbox"/> Closing (10 minutes)</p> <ol style="list-style-type: none"> <li>1. Students and teacher summarize today's learning</li> <li>2. Oral student and teacher reflection</li> <li>3. The teacher provides information on the next lesson</li> <li>4. The teacher ends the lesson by giving motivation and praying together</li> </ol>
	Meeting 2	<p><input type="checkbox"/> Introduction (10 min)</p> <ol style="list-style-type: none"> <li>1. The teacher says greetings and greets the learners.</li> <li>2. Learners and teachers pray before learning begins</li> <li>3. The teacher checks the attendance of the learners</li> <li>4. <i>Ice breaking</i></li> <li>5. The teacher reviews the material from meeting 1</li> <li>6. The teacher tells today's learning goals.</li> </ol> <p><input type="checkbox"/> Core Activities (Introduction (60 min)</p> <p><b>Collaborative learning</b></p> <ol style="list-style-type: none"> <li>1. The teacher divides the students into groups</li> <li>2. The teacher shows a video with the title "Coin Operated - Animated Short Film"  <a href="https://youtu.be/5L4DQfVlCdg?si=zjA2jTAb6snHLywe">https://youtu.be/5L4DQfVlCdg?si=zjA2jTAb6snHLywe</a> </li> <li>3. The teacher gives games containing questions about the video that students watch.</li> <li>4. Students do practice questions related to</li> </ol>

		<p>material with a focus on verb vocabulary using Socrative media.</p> <p><a href="https://b.socrative.com/teacher/#import-quiz/80147826">https://b.socrative.com/teacher/#import-quiz/80147826</a></p> <p>5. The teacher discusses the answers to each question given</p> <p><input type="checkbox"/> Closing (10 minutes)</p> <ol style="list-style-type: none"> <li>1. Students and teacher summarize today's learning</li> <li>2. Oral student and teacher reflection</li> <li>3. The teacher provides information on the next lesson</li> <li>4. The teacher ends the lesson by giving motivation and praying together</li> </ol>
9.	<b>Reflection</b>	
	Teacher Reflection	<ol style="list-style-type: none"> <li>1. What are the barriers found?</li> <li>2. Perceived positive activities?</li> <li>3. Improvements for the next class?</li> </ol>
	Student Reflection	<ol style="list-style-type: none"> <li>1. Do I know the definition of <i>Simple Past Tense</i>?</li> <li>2. Was I energized during the learning process?</li> <li>3. Which parts do I understand best and find most enjoyable to learn?</li> </ol>

*Appendices B. 7 Pre-Test & Post-Test Question*

(The format and type of questions were designed by adapting models from English Vocabulary in Use (McCarthy & O'Dell, 2010) and English for Nusantara Grade 8 textbook).

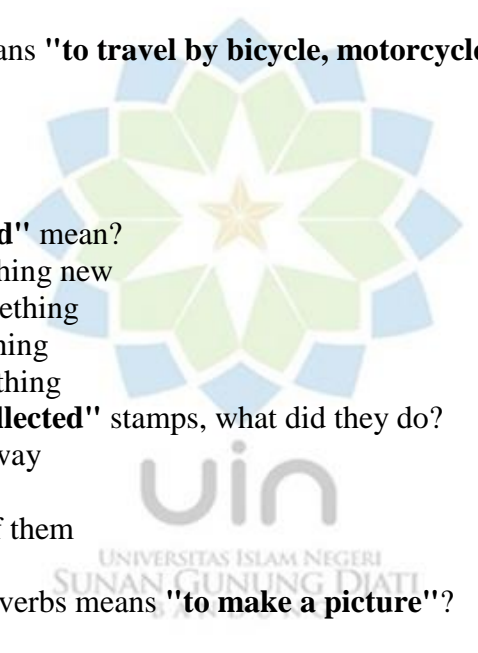
NAME:

CLASS:

Pre-test & Post-Test – Verb Vocabulary

*(Pilihlah jawaban yang paling tepat!)*

**Part 1: Understanding Verb Meanings (Memahami Arti Kata Kerja dalam Recount Text)**

- 
1. Which verb means **"to travel by bicycle, motorcycle, or horse"**?
    - a. write
    - b. ride
    - c. speak
    - d. build
  2. What does **"find"** mean?
    - a. To see something new
    - b. To write something
    - c. To eat something
    - d. To buy something
  3. If someone **"collected"** stamps, what did they do?
    - a. Gave them away
    - b. Threw them
    - c. Kept many of them
    - d. Sold them
  4. Which of these verbs means **"to make a picture"**?
    - a. draw
    - b. talk
    - c. repair
    - d. listen
  5. What does **"runaway"** mean?
    - a. To go fast to escape
    - b. To build something
    - c. To eat quickly
    - d. To help someone

**Part 2: Choosing the Right Verb for a Sentence**

6. I was very tired, so I \_\_\_\_\_ early last night.
  - a. danced
  - b. slept

- c. painted
- d. cooked
- 7. The explorers \_\_\_\_\_ a new cave in the forest.
  - a. found
  - b. finished
  - c. remembered
  - d. borrowed
- 8. My friend \_\_\_\_\_ a funny story that made everyone laugh.
  - a. climbed
  - b. told
  - c. drove
  - d. wrote
- 9. After the race, the runners \_\_\_\_\_ some water.
  - a. drank
  - b. fixed
  - c. arrived
  - d. cleaned
- 10. She \_\_\_\_\_ a beautiful dress for the party last night.
  - a. wore
  - b. played
  - c. studied
  - d. opened



### Part 3: Synonyms and Related Verbs

- 11. Which verb means the same as "**fix**"?
  - a. break
  - b. repair
  - c. lose
  - d. hide
- 12. The verb "**buy**" has the same meaning as...
  - a. Purchase
  - b. Find
  - c. Teach
  - d. Build
- 13. A word that means "**jump into water**" is...
  - a. climb
  - b. dive
  - c. drive
  - d. wash
- 14. If someone "**finished**" a project, it means they...
  - a. Started it
  - b. Completed it
  - c. Lost it
  - d. Forgot it

15. Which of these verbs means "to make something bigger"?
- a. reduce
  - b. enlarge
  - c. delete
  - d. freeze

**Part 4: Matching Verbs to Context (Memilih Kata Kerja yang Tepat untuk Situasi Tertentu)**

16. I \_\_\_\_\_ a beautiful sunset when I was at the beach.
- a. heard
  - b. saw
  - c. touched
  - d. smelled
17. The firefighters \_\_\_\_\_ the fire in less than an hour.
- a. made
  - b. stopped
  - c. burned
  - d. painted
18. The thief tried to \_\_\_\_\_ the painting from the museum.
- a. steal
  - b. build
  - c. share
  - d. collect
19. My grandmother \_\_\_\_\_ an interesting story about her childhood.
- a. drank
  - b. heard
  - c. told
  - d. lost
20. The scientist \_\_\_\_\_ a new medicine for the disease.
- a. made
  - b. erased
  - c. missed
  - d. threw

**Part 5: Completing a Short Recount Text with the Correct Verbs**

(Choose the correct verbs to complete the story.)

Last summer, my family and I (21)\_\_\_\_\_ to a beautiful island.

21. a. go  
b. went  
c. going  
d. goes

**Part 6: Identifying Verbs (Bayangkan Gambar dan Pilih Kata yang Sesuai)**

22. If you see someone putting food in their mouth, they are \_\_\_\_\_.  
a. eating  
b. singing  
c. dancing  
d. flying
23. If a boy is jumping into a swimming pool, he is \_\_\_\_\_.  
a. running  
b. diving  
c. riding  
d. reading
24. When someone moves a car using the steering wheel, they are \_\_\_\_\_.  
a. driving  
b. drawing  
c. baking  
d. washing
25. When an artist makes a picture using a pencil, they are \_\_\_\_\_.  
a. drinking  
b. climbing  
c. drawing  
d. writing

**Part 7: Verb Associations (Menghubungkan Kata Kerja dengan Konteks yang Benar)**

26. A teacher usually \_\_\_\_\_ a lesson.  
a. teaches  
b. cooks  
c. washes  
d. jumps
27. A musician \_\_\_\_\_ a song on the stage.  
a. sings  
b. dances  
c. writes  
d. throws
28. If a person uses a knife and ingredients, they are probably \_\_\_\_\_.  
a. running  
b. cooking  
c. swimming  
d. climbing
29. If you use your feet to move fast, you are \_\_\_\_\_.  
a. writing  
b. running  
c. baking  
d. listening
30. If someone is using a book and a pen to learn, they are \_\_\_\_\_.  
a. sleeping



- b. studying
- c. driving
- d. laughing

*Appendices B. 8 Pre-Test & Post-Test Result*

Student	Pre-Test	Post-Test
1.	66	83
2.	73	83
3.	66	93
4.	89	100
5.	76	83
6.	59	83
7.	73	89
8.	59	88
9.	86	89
10.	89	89
11.	73	89
12.	76	96
13.	76	86
14.	83	89
15.	83	96
16.	83	93
17.	89	93
18.	83	86
19.	69	86
20.	46	79
21.	69	83
22.	73	93
23.	59	86
24.	64	89

Appendices C. 3 Recount Text Materials  
Source : British Council – Teaching English

**RECOUNT TEXT**  
Presented by Luthfiah Husaini

**GENERIC STRUCTURE OF RECOUNT TEXT**

- 1. Orientation – Provides background information (who, when, where, what happened).
- 1. Events – Describes the events in chronological order.
- 2. Reorientation – Summarizes the experience or provides the writer's personal comment.

**WHAT IS RECOUNT TEXT?**

A recount text is a type of text that retells past events or experiences. The purpose is to inform or entertain the reader by sharing what happened in the past.

**EXAMPLE OF A SHORT RECOUNT TEXT**

My Summer Vacation

Last summer, my family and I went to a beautiful island. We walked along the beach, collected seashells, and ate delicious seafood. My brother built a sandcastle while I took pictures of the ocean. It was a wonderful trip!

**IT'S TIME TO PRACTICE!**

My Summer Vacation

Last summer, my family and I went to the beach. We swam in the sea and played in the sand. My father built a big sandcastle, and my mother took many pictures. We also collected seashells and ate fresh seafood. It was a fun and unforgettable day!

Appendices C. 4 Simple Past Tense Materials  
Source : British Council – Teaching English

**SIMPLE PAST TENSE**  
By Luthfiah Husaini Assyaugy

**Definition:**

Simple past tense is used to talk about things that happened in the past and are finished.

**Formula:**

- ⊕ Positive: Subject + Verb-2 (Past form) + Object
- ⊖ Negative: Subject + did not + Verb-1 + Object

**⊕ Positive:**

- Collect → She **collected** stamps when she was a child.
- Talk → We **talked** about our holiday last night.
- Repair → He **repaired** his broken phone yesterday.

**⊖ Negative:**

- Collect → She **did not collect** any stamps last year.
- Talk → We **did not talk** about the exam yesterday.
- Repair → He **did not repair** his broken phone.

Verb 1 (Present)	Verb 2 (Past)
collect	collected
talk	talked
repair	repaired
listen	listened
dance	danced
paint	painted
cook	cooked
explore	explored
finish	finished
remember	remembered