



## **The Effect of English Stories With Level Application: a Media for Learning Vocabulary at Seventh Grade of SMP Negeri 4 Pematangsiantar**

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### **ABSTRACT**

The aim of this research is to determine the effect of using English Stories With Level application on students' vocabulary mastery in the seventh grade of SMP Negeri 4 Pematangsiantar in 2024/2025 academic year. The research aimed to determine the effect of using the English Stories With Level Application as a media for learning vocabulary at seventh grade of SMP Negeri 4 Pematangsiantar. The objective of the study was to find out whether this application could significantly improve students' vocabulary mastery. The research utilized a quantitative approach with a quasi-experimental design, which included both a pre-test and post-test. The population consisted of 300 students, from which two classes were selected via cluster random sampling. The experimental group received instruction using English Stories with Level Application, while the control group used conventional media (handbook). Data collection involved administering pre-tests and post-tests to both the experimental and control groups. The descriptive analysis revealed that the mean post-test score for the experimental group was 73.00, while the control group scored 66.50. A paired-sample t-test confirmed a statistically significant difference between the pre-test and post-test scores of the experimental group, with a p-value of 0.000 ( $p < 0.05$ ), leading to the acceptance of the alternative hypothesis ( $H_a$ ). This suggested that the use of this application as a media for vocabulary learning was more effective than traditional methods. In conclusion, the research demonstrated that English Stories with Level Application significantly enhanced vocabulary acquisition among seventh grade students.

**Keywords:** English Stories, Application, Media, Vocabulary

### **INTRODUCTION**

Language is a crucial tool for communication and interaction in daily life, whether spoken or written (Rabiah, 2018). As a global lingua franca, many aspire to learn languages to connect worldwide. English stands out as the most widely spoken language, with 1.34 billion people using it as either their first or second language (Silaban et al., 2023). English is pivotal across multiple domains, including education, economics, health, and politics. In Indonesia, it is the primary foreign language taught from elementary to high school (Baa et al., 2023). English instruction aims to enable students to exchange and access information, focusing on developing reading, listening, speaking, and writing skills (Antika & Afriyanti, 2021). Vocabulary is essential for language acquisition, as it underpins understanding and communication (Rahmah et al., 2023).

For effective communication, a robust vocabulary is indispensable. Students are expected to master basic vocabulary pertinent to their education level, such as names of animals, objects, people, and places. However, many students face challenges in learning English due to various factors. Research by Sari and Galingging (2021) identifies several challenges. From the teacher's perspective, issues include a lack of friendliness, less interactive teaching methods, and insufficient expertise in English. From the students' side, difficulties arise from perceptions that English is confusing, uninteresting, or unimportant. To overcome these hurdles, teachers should employ engaging, creative, and interactive teaching methods. Effective teaching strategies can stimulate student interest and enhance the learning experience.

During practical fieldwork at SMP Negeri 4 Pematangsiantar, it was observed that many seventh-grade students struggle with limited vocabulary, insufficient practice, and lack of motivation. This is reflected in their exam results, with students like ARNP scoring 30 and JAS scoring 50, both below the minimum passing grade. Research indicates that integrating educational games into the learning process can create a more engaging classroom atmosphere, boosting student attention and participation (Trisnadewi, 2018). These games offer a positive impact by utilizing technological resources, such as applications providing leveled English stories, tailored to students' vocabulary and comprehension levels. This personalized approach makes learning both enjoyable and effective.

Teaching media can be divided into print, non-print, and electronic media (Ritakumari, 2019). Traditional media like handbooks often result in less interactive and passive learning experiences (Valkenburg & Peter, 2020). In contrast, the English Stories With Level application has proven effective in enhancing vocabulary learning among seventh graders at SMP Negeri 4 Pematangsiantar. This app offers stories matching students' language proficiency, facilitating vocabulary expansion in a structured and enjoyable way (Arifin & Hala, 2019).

The English Stories With Level application effectively tackles issues related to vocabulary, practice, and motivation by providing a dynamic and interactive learning experience. Its storybook-inspired design is user-friendly, which encourages students to engage actively in their learning journey (Ismatullah, 2022). This application can replace conventional teaching and learning resources, offering a distinctive and enjoyable approach to language education (Zikri, 2022). It features stories at different proficiency levels, enabling students to gradually enhance their vocabulary and comprehension skills.

Research by Hardianti Hamzah (2021) reveals that students have a positive perception of Android-based English vocabulary materials. These materials are easy to understand, with interesting topics and pronunciation features, enhancing the learning experience. Additionally, Lailatussifa Ritonga (2020) found that students using the English Vocabulary application show significant vocabulary mastery improvement compared to those who do not, due to the app's engaging and meaningful practice opportunities.

Based on the background above, the researcher tries to conduct a research with the title **“The Effect Of English Stories With Level Application : A Media For Learning Vocabulary At Seventh Grade Of SMP Negeri 4 Pematangsiantar”**

## METHOD

This study employs a quantitative research method with a quasi-experimental design to determine the impact of the English Stories With Level application on vocabulary learning among seventh graders at SMP Negeri 4 Pematangsiantar. As Creswell (2018) explains, quantitative research involves testing objective theories by exploring relationships among variables. Quasi-experimental designs, according to Creswell (2018), involve assigning

participants to groups without random assignment. This approach is suitable for school settings where schedules cannot be disrupted or classes reorganized.

In this research, participants are divided into two groups: an experimental group and a control group. Two classes, VII-1 and VII-3, comprising 60 students in total, were selected. Thirty students were assigned to the control group, using conventional media like handbooks, while the other thirty were placed in the experimental group, using the English Stories With Level application. The sampling method used was cluster random sampling, which allowed for the random selection of one class for each group from the organized classes. The study population consists of seventh-grade students from SMP Negeri 4 Pematangsiantar for the academic year 2024/2025.

## RESULT AND DISCUSSION

### Data Description

For this quantitative study, the pre-test and post-test results were collected from both the experimental and control classes, requiring comprehensive data analysis. The analysis will be performed using SPSS version 26, a robust statistical software commonly utilized for data management and analysis in research.

### Normality Test

		Tests of Normality					
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Students Learning Outcomes	Pre-test	.137	30	.157	.947	30	.144
	Experimental						
	Post-test	.133	30	.187	.944	30	.115
	Experimental						
	Pre-test Control	.126	30	.200 <sup>*</sup>	.979	30	.805
	Post-test Control	.153	30	.069	.938	30	.082

\*. This is a lower bound of the true significance.

#### a. Lilliefors Significance Correction

The dataset in this study contains no more than 50 entries, so the emphasis is placed on the significance value (Sig.) obtained from the Shapiro-Wilk test. All significance values from the Shapiro-Wilk test indicate that the data is normally distributed, as the significance value exceeds 0.05.

### Homogeneity Test

Test of Homogeneity of Variance						
		Levene Statistic	df1	df2	Sig.	
Students Learning Outcomes	Based on Mean	.497	3	116	.685	
	Based on Median	.518	3	116	.671	
	Based on Median and with adjusted df	.518	3	110.188	.671	
	Based on trimmed mean	.513	3	116	.674	

Given that the significance value (Sig.) based on the mean is 0.685, which exceeds 0.05, we can infer from the homogeneity test results presented in the table that the variances of the data are homogeneous.

**Paired Samples Test**

<b>Paired Samples Test</b>									
Paired Differences									
95% Confidence									
Interval of the									
Std. Error Difference									
	Mean	Std. Deviation	Mean	Lower	Upper	t	df	Sig. (2-tailed)	
Pair 1 PreTest_Experimental PostTest_Experimenta 1	-28.333	12.617	2.304	-33.045	-23.622	-12.300	29	.000	

The assessment of valid data to evaluate the hypothesis regarding the significant effect of the treatment can be observed in the Sig. (2-tailed) value. In this instance, the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_a$ ) is accepted because the Sig. (2-tailed) value is 0.000, which is less than 0.05. This result indicates that the treatment had a statistically significant effect.

**Findings**

After conducting the data analysis process, several findings were obtained that could answer the research problems:

1. The analysis indicated that the use of English Stories with Level Application significantly affects vocabulary mastery among seventh grade students at SMP Negeri 4 Pematangsiantar. The value of Sig. (2-tailed) on the Paired Samples Test was 0.000, which is less than 0.05, thus meeting the condition for accepting  $H_a$ . This result suggests a significant effect of the intervention.
2. In the experimental class, the pre-test scores ranged from 20 to 65, with an average of 44.67 and a standard deviation of 13.060. The post-test scores showed a minimum value of 50, a maximum value of 90, an average of 73.00, and a standard deviation of 11.265. This indicates a notable improvement in vocabulary mastery after the intervention.
3. The control class had pre-test scores ranging from 20 to 75, with a mean of 48.00 and a standard deviation of 12.839. The post-test scores for the control class ranged from 50 to 90, with an average of 66.50 and a standard deviation of 11.153. The improvement in the control class was less pronounced compared to the experimental class.
4. The hypothesis testing results support the conclusion that the use of English Stories with Level Application has a significant impact on students' vocabulary mastery. Since the Sig. (2-tailed) value was 0.000, which is less than 0.05, we accept  $H_a$ , indicating that the intervention was effective in enhancing vocabulary learning among the students.

In summary, the findings demonstrate that the implementation of English Stories With Level Application positively influences vocabulary mastery, with the experimental group showing a significant improvement compared to the control group.

**Discussion**

This study aimed to assess the impact of the English Stories with Level application on vocabulary mastery among seventh-grade students at SMP Negeri 4 Pematangsiantar. The analysis revealed a significant effect, as indicated by a Sig. (2-tailed) value of 0.000, which is below the 0.05 threshold. This supports the acceptance of the alternative hypothesis ( $H_a$ ), confirming that the intervention positively influenced students' vocabulary skills. In the experimental group, pre-test scores ranged from 20 to 65, with an average of 44.67 and a standard deviation of 13.060. After the intervention, post-test scores improved significantly, with a minimum of 50, a maximum of 90, an average of 73.00, and a standard deviation of

11.265. This improvement underscores the effectiveness of the application in enhancing vocabulary skills.

Conversely, the control group had pre-test scores ranging from 20 to 75, with a mean of 48.00 and a standard deviation of 12.839. Their post-test scores ranged from 50 to 90, with an average of 66.50 and a standard deviation of 11.153. The improvement in the control group was less pronounced, highlighting the benefits of the intervention. Overall, the findings demonstrate that the English Stories with Level application significantly enhances vocabulary mastery, emphasizing the value of innovative teaching methods in education.

## CONCLUSION

Based on the findings from the previous chapter, the researcher concludes that the English Stories With Level application is an effective tool for helping students master vocabulary. The data analysis indicates that this application has a significant and strong impact on students' vocabulary acquisition. The research results demonstrate that, after using the application, the experimental class showed improved vocabulary mastery. This suggests that the English Stories With Level application is effective when used as a learning medium for teaching English, positively influencing students' scores, particularly in vocabulary. When using the application, students found it easier to memorize vocabulary and understand word meanings, especially verbs. Additionally, the application provides guidance on correct spelling, aiding students in writing accurately. Therefore, it is concluded that the English Stories With Level application is an effective medium for vocabulary learning, reducing students' difficulties in memorizing and writing vocabulary. It is recommended as a superior learning tool. The study suggests that English teachers should enhance their knowledge and skills by incorporating technology into teaching and learning activities, utilizing applications such as English Stories With Level, Kahoot, Duolingo, and Cake. Future researchers are encouraged to explore or innovate with other applications to boost students' interest in learning, potentially using platforms like Canva, Instagram, Kahoot, Duolingo, and Cake.

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