

## **IMPROVING STUDENTS' VOCABULARY MASTERY BY USING THE *RUMAH BELAJAR* APPLICATION AT ONE OF JUNIOR HIGH SCHOOLS**

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### **Abstract**

Vocabulary is an important factor in learning a language. People cannot hear, speak, read, and write without knowing vocabulary. Likewise in learning a foreign language such as English, vocabulary plays a very important role. However, not all junior high school students learn vocabulary in English easily. This is caused by several factors including learning media that are less attractive so that children get bored quickly, teaching methods or techniques of teachers who are not creative and monotonous, and teaching and learning activities that are more dominated by teachers without involving or involving students to participate. Rumah Belajar application is one of application used in learning and found a new understanding of the new media used by the teacher in media online learning. In this research, the researcher used Classroom Action Research as the design method. The data was collected from the seventh grade which has been learned using Rumah Belajar. The sample was 24 students selected by purposive sampling. The research found that the majority of students had a positive perception of Rumah Belajar in learning based on the results of their interviews. They improved their vocabulary learning through the Rumah Belajar application in learning and found a new understanding of the new media used by the teacher in media online learning. On the other hand, some students gave the perception that online learning has obstacles affected by a poor network, the quality of the student's mobile phone, and the capacity of the online learning application.

**Keywords:** *Vocabulary, Rumah Belajar, Application.*

## INTRODUCTION

An application is a medium to achieve certain goals. About learning, applications are defined as ways to present learning materials to the students to achieve the desired goals that have been established. A teacher should be able to be creative to choose an application that is appropriate to use in the learning activities. The choice of application that is directly related to the teacher's effort to display the learning process knows a new application is *Rumah Belajar*. However, *Rumah Belajar* is not too familiar to teachers but has been implemented, despite not being notified. The result of observing the teaching-learning process at SMPN 4 Muaro Jambi in the academic year 2021/2022 showed that the students felt difficult to spell, pronounce, and memorize the meaning of words. The students were confused when they combined and applied some words in conversation and writing. As we know that vocabulary is an important element that must be mastered when one wants to be a good speaker and writer. According to Read (2000) vocabulary is knowledge of knowing the meaning of the words that they are as the elements that are combined to make an accurate choice, so it will effectively convey thought and ideas. Dealing with those statements, it could be concluded that the problem faced by the students is vocabulary.

This research is aimed to find out the improving student's vocabulary mastery by using *the Rumah Belajar* application at one of the high schools in Muaro Jambi. Previous studies are using some techniques and applications. Previous studies about the use of google classroom, what's up, Edmodo, Facebook, and so forth in teaching English. However, this research is different from other researchers, such as the level of study at junior high school, the research used classroom action research and the research questions in the researcher are focused on. In addition, the research is focused on how teachers implement the *Rumah Belajar* application in teaching English. *Rumah Belajar* is chosen by English teachers to make the students more active and understand vocabulary well. This problem is very interesting to become a research topic because vocabulary is a crucial thing in the teaching and learning process to make the student successful in studying English. So it is interesting to describe improving students' vocabulary mastery by using *Rumah Belajar* as an application in vocabulary learning. One interesting place to carry out the research with this concern is at *SMP Negeri 4 Muaro Jambi*. Based on the researcher's experience when teaching at SMP Negeri 4 Muaro Jambi for ten years, the students do not pay much attention to the teachers. The students also lack vocabulary in English. Based on the background, the main purpose is to describe the implementation of *Rumah Belajar* in improving the students' vocabulary.

## **LITERATURE REVIEW**

### **Vocabulary**

As we know that vocabulary is an important element that must be mastered when one wants to be a good speaker and writer. There is no language without vocabulary. According to Read (2000) vocabulary is knowledge of knowing the meaning of words they are elements that are combined to make an accurate choice, so it will effectively convey thoughts and ideas. Vocabulary is the first step to helping someone learn about English. According to Harmer (2007: 35) what a word means is often defined by its relationship to other words. It means that everyone needs to learn what words mean and how they are used. Because of that vocabulary should be mastered and applied in the appropriate context. Vocabulary is also essential when it comes to a teaching and learning process, especially in English subjects.

Mastering English Vocabulary is challenging for young students because English vocabularies are something new for them. In the position of acquiring skills, they need to examine a technique that can help them to master English vocabulary. Singer et al (2003) said that teaching is helping learners to acquire new knowledge or skills. Teaching consists, mainly, of telling, showing, guiding the learner in performance tasks, and then measuring the results. Dealing with the statement above, the teachers need to know what kinds of classroom activities so they can help their students to gain new vocabulary.

Teaching English vocabulary needs a variety of instructional media that will be able to help the students be more attractive in receiving the lesson in the classroom. In other words, the variety of instruction can avoid students to get bored. Cameron (2001) states that the words of a language are split roughly into two groups according to how they are used to construct sentences. In the first group, function words are words that must be learned in connection with their use in the sentence. These kinds of words such as noun determiners, auxiliaries, qualifiers, prepositions, coordinators, interrogators, and sentence liners. The second group, content words or lexical words are words whose meaning is recorded in dictionaries and often states employing definitions, synonyms, antonyms, and contextual explanations. These kinds of words are nouns, verbs, adjectives, and adverbs.

### **Vocabulary Mastery**

Vocabulary mastery is important for language learners in learning the language. Vocabulary mastery refers to great skills in processing words in the language. It is an individual achievement and possession (Rivers, 1989). Longman (2000, p.252) states that mastery is great skill or knowledge. In summary, vocabulary mastery is the great knowledge of the words or the great skill in understanding the set of words.

Wills (2008, p.80) says that when students build vocabulary mastery, they can more effectively communicate their ideas, knowledge, and voice. It means that by mastering the vocabulary of a language, the student will be able to express their ideas to others. It means that mastery of vocabulary is very important to communicate with others.

### **Types of Vocabulary**

Gairn and Redman (1986, p.64) divided vocabulary into two kinds, which are receptive and productive vocabulary. Receptive vocabulary means language items that can only be recognized and comprehended in the context of reading and listening. While productive vocabulary is language items that the learner can recall and use appropriately in speech and writing.

In similar, Hiebert and Kamil (2005, p.3) give the differences between receptive vocabulary and productive vocabulary as follow: productive vocabulary is the set of words that an individual can use when writing and speaking. They are well-known, familiar, and used frequently. Conversely, receptive vocabulary is the set of a word that an individual can assign meaning to when listening or reading. These are words that are often less well-known to students and less frequently used.

In the other words, hatch and brown (1995,p.370) state that receptive vocabulary is words that the students recognize and understand when they occur in a context, but which they cannot produce correctly, and productive vocabulary is the word that students understand, can pronounce correctly and use constructively in speaking and writing.

The researcher concluded that productive vocabulary is vocabulary that related to writing and speaking skill: the vocabulary that the students used in expressing their ideas written or spoken, receptive vocabulary relate to reading and listening skill: the vocabulary that the students used when the students read the written sentence, paragraph, text, etc. or when the students listen. In this research, the researcher researched students' productive vocabulary, and the students were asked to use their vocabulary in writing skills. They had to apply their vocabulary in writing a paragraph based on the given topic.

### **Method of Teaching Vocabulary**

Some terms were used in this research to make it easier because without them we could not find a way to solve the problem.

### ***Teaching Vocabulary as a Component of Language***

In communication, students need vocabulary, which can support them to produce and use meaningful sentences because vocabulary provides an organ of

a sentence. That is why, vocabulary is very important to be taught. Harmer (1991: 103) states that "...then it is vocabulary that provides the vital organs and flesh.....". For that reason the students have to develop their vocabulary and master it in order to be able to communicate with other.

Mehta (2009: 18) explains about methodologies for teaching vocabulary items in an English language classroom: First, Listening carefully. Careful listening to the words may be a good option in teaching vocabulary items in a heterogenic classroom. According to Lado (1964: 189), let the students hear the word in isolation and in a sentence. If the sounds of the word have been mastered, the students will hear it correctly with two or three repetitions. Slow pronunciation without distortion will help. Breaking the word into parts and building up to the whole word will also be helpful. Second is pronouncing the word. Pronouncing the word enables the students to remember it longer and identify it more readily when they hear or see it. The last is methods of grasping the meaning. The teacher should try to get the meaning to the class without using translation. This is not preferable on the ground that translation may or may not provide the meaning of the word accurately and precisely. It is advocated as it enables the class to go without grasping the meaning of a word that they have learned.

According to Rasinski, et al (2007: 211) differentiation encompasses what is taught, how is taught, and the products students create to show what they have learned. These three categories are often referred to as content, process, and product. Teachers should differentiate content, process, and product according to students' characteristics. These characteristics include students' readiness, learning styles, and interests. If a learning experience matches closely with their skills and understanding of a topic (readiness), they will learn better.

Based on the explanation above, it can be concluded that teaching vocabulary at junior high school is very important because vocabulary as a foundation for students to communicate. In teaching vocabulary, the teacher should be aware about what is taught, how is taught, and the result of teaching.

### ***Types of Learning and Teaching Activities.***

From the beginning of class, the emphasis is on the present if comprehensible input in the target language. Teacher talk focuses on objects in the classroom and the content of *Rumah Belajar*. When the learners are ready to talk, the teacher provides comprehensible language and simple response opportunities.

The characteristic of the natural approach is the use of familiar techniques within the framework of the method that focused on providing comprehensible input

and a classroom environment that cues it, minimizes learner anxiety, and maximizes learner self-confidence. (Zaini, 1993:12)

### 1. Learner Roles

In the pre-activity stage, students participate in the language learning activity without having to respond in the target language. In the early activity stage, students respond to either –or questions using single words and short phrases. Materials come from the world of reality rather than from *Rumah Belajar*. The aim of the materials is vocabulary. Pictures and other visual aids are essential because they supply the content of communication, and facilitate the acquisition of a large vocabulary. In the speech emergent phase, students involve themselves in teaching and learning activities. Learners have four kinds of responsibilities: 1) providing information about their specific goals, 2) taking an active role in ensuring comprehensible input, 3) deciding when to start producing speech, 4) deciding with the teacher the relative amount of time to be devoted to them, and complete and correct them independently. (Zaini, 1993:12)

### 2. Teacher Roles

In the natural approach, the teacher has three central roles: 1. The teacher is the primary source of comprehensible input in teaching and learning, 2. The teacher creates a classroom atmosphere that is interesting friendly and in which there is a low affective filter for learning, 3. The teacher must choose and orchestrate a rich mix of classroom activities (Zaini, 1993: 18)

### 3. Roles of Instructional Materials

The materials function to make the classroom activities meaningful by supplying the extra-linguistic context that helps the acquirer to understand and thereby to acquire by relating classroom activities to the real world, and by fostering real communication and facilitating the acquisition of a large vocabulary.

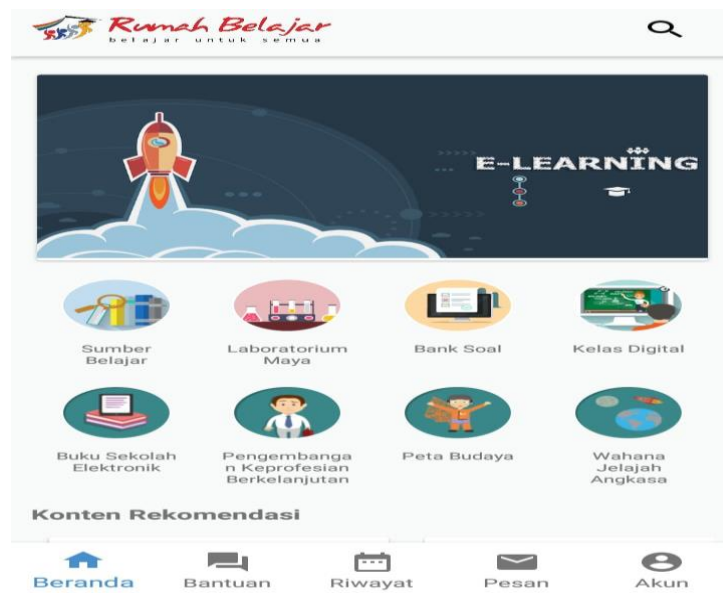
### ***Factors that influence Learning***

Rosen shine and Furst (1973:12) identified two factors that influence learning. The first factor is clarity. This refers to the ability of the learner to see, hear, and understand what is said. Threats to clarity included small fonts, jargon, slurred speech, obstructions to sight, and ambiguous language. The second one is task orientation. People tend to learn better when they are engaged in a task. If they spend time with an introduction, attendance, or other housekeeping chores they have less time to spend on their task. Teachers and presenters who keep guiding their students and audience back to the topic have a better chance of achieving their objectives. Furthermore, it is important for there to be clear instruction regarding just what the learner is to do. A checklist, procedure sheet, and other aids may help the learner stay on task.

## ***Rumah Belajar***

*Rumah Belajar* is an application used in teaching in the classroom. *The Rumah Belajar* application it launched by Indonesian Education Ministry to solve the problem faced by teachers because of a lack of material for education. *Rumah Belajar* can help teachers to look for others sources, also as a medium to learn how to teach well and watch other teachers deliver the material to their students. It can enrich the knowledge of the teachers themselves to teach well.

The learning portal provides learning material and communication facilities that support intercommunity interaction. *Rumah Belajar* presented a learning innovation in industry era 4.0 that can be used by teachers and students starting from basic, elementary school, junior high school, and senior high school. We can use *Rumah Belajar* to study anywhere, anytime with anyone. All of the content at home learning is accessible and used for free. There are many contents consisting of Maya classrooms, Material sources, and Laboratories Maya.



## ***Review of the Previous Research Findings***

There are so many types of social networks for example blogs, websites, Twitter, Facebook, blog spot, Edmodo, and so forth. Through this content, these social media can connect people even though they are bordered by places, even regions. *Rumah Belajar* is one of the new applications launched by the ministry of education. That launched to help the teacher to teach easily for their students.

Some relevant studies have been carried out by the previous researcher related to the use of *Rumah Belajar* in teaching. First, Amrina (2022), in her research, investigated the effect of the online learning model of *Rumah Belajar*

Muhammadiyah (Rubelmu) on students' vocabulary achievement at second grade of SMP Muhammadiyah 3 Bandarlampung. The research objectives were to find out whether online learning using Rubelmu has a significant difference in students' vocabulary mastery at SMP Muhammadiyah 3 Bandarlampung and the students' perceptions of online learning using Rubelmu. The finding shows the students had a positive perception of online learning using Rubelmu. There was an improvement in students' vocabulary mastery based on the gain of mean score that was indicatively increased from 59.5 to 80.5.

Al- Kathiri (2015) in her research "Beyond the Classroom Walls: Edmodo in Saidu Secondary School EFL Instruction Attitudes and Challenge: This research purposes were to investigate the prospect of integrating Edmodo into Saudi EFL Female secondary instruction. The result, she found that the use of Edmodo for secondary students had more positive attitudes toward learning English as a Foreign Language (EFL) than those who only received a traditional EFL lesson. The similarity aspect with this research is that both researchers use Edmodo in teaching the difference is this research design will be action research while Al -Kathiri used a field quasi-experiment design.

The previous research with the same theme of Edmodo Warawudhi (2016) in her research entitled "The evaluation of Edmodo in Business Reading Class". The purpose of this research is to evaluate the use of Edmodo and whether it can be equivalent to the use of university Moodle. The finding reveals the students report positive attitudes toward Edmodo in terms of interaction and function and interaction between students and teachers. The difference is that Warawudhi's research is more specific to business reading class while this research will e conducted in reading comprehension class.

Another research is by Pratama (2015). He explored the implementation of a blended learning method using Edmodo (A Social Networking Site) in Teaching Reading Comprehension. A Mixed-Method Study at University in west Java)". The findings showed that the implementation of blended learning using Edmodo and students' positive attitude toward the implementation of it may be the factor in their significant increase o the students' reading comprehension test. The similarity with this research is that both researchers use Edmodo in teaching Reading comprehension. The difference is Pratama used both true experimental and case study designs while in this study researcher will use action research.

## **METHODS**

### **Research Design**

The research design used in this study is classroom action research (CAR). Mac Naughton and Huges (2008) note that action research is the cyclical process of



“think-do-think” to research and create change. They also state that action research begins with hope, dreams, and desire. An action researcher hopes he can create a change, dreams of a better world, and desires to make a difference. Furthermore, Mills (2003, p.5) says that action research is any systematic inquiry conducted by the teachers researchers, principles, school counselors, or other stakeholders in the teaching/ learning environment to gather information about how their particular school operates, how they teach and how their students learn. Mill (2003, p.10) also says that action research is largely about developing the professional disposition of teachers, which is encouraging the teachers to be continuous learners in the classroom and their practice.

It is related to the ideas of “reflective practice” and the teacher as a researcher”. A teacher, in action research, becomes an “investigator” or explorer” of his/her teaching context, while at the same time she/he is being one of the participants. In summary, based on some previous definitions the researcher concluded that classroom action research is research that has repeated cycle procedures conducted in a classroom by a teacher or a person that has empowered to achieve his/her purposes, hope, or dream to make a change related to teaching and learning process.

#### **Research Site and Participants**

The research setting, in this occasion take place in Junior High School 4 At Muaro Jambi the located at Jl. Jambi Suak Kandis km 12 Sakean Kec. Kumpeh Ulu Kab. Muaro Jambi. This school started 1986, the first name is SMPN Kota Karang, then Change to SLTPN 1 Kumpeh Ulu, and the last SMPN 4 Muaro Jambi.

#### **Research Procedure**

In teaching vocabulary by using Rumah Belajar Application, the teaching procedures used cycle while each cycle divided into 4 steps. The steps of the cycle include planning, action, observation, and reflection. In this research, there are 3 cycles as cycle 1, cycle 2 and cycle 3. The first cycle may become a continuing or interactive, spiral of the cycle which reoccurs until the action research has achieved a satisfactory outcome and feels it is time to stop. The researcher chose Kemmis and McTaggart's model of action research because this model is the best known. It summarizes succinctly the essential phrases of the action research process. Kemmis (2010) said that the cycle consisted of four steps: planning, acting, observing, and reflecting and each cycle consisted of three meetings. Every meeting was similar to two hours (2x40 minutes). The cycles of the research were as follows:

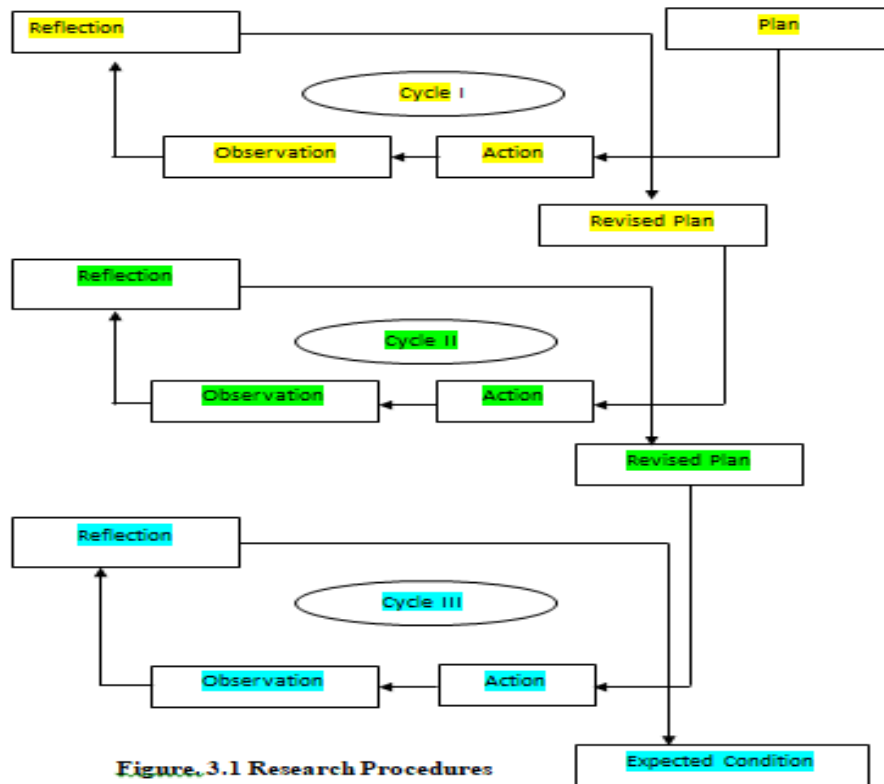


Figure. 3.1 Research Procedures

(adapted from Kemmis and Mc Taggart (1988) in Burn (2010, p.7). According to figure 3.1, some activities that were done in each step of the cycle can be seen in the following explanation:

**Planning**

In this planning, the researcher does some activity. The planning steps were as follow. (1) Checked the syllabus of K 13, (2) Made the lesson plans. It based on the syllabus used that include the following ways: a) determine the standard competence; that is express the meaning in written functional text and short simple essay to interact with the environment, b) determine the basic competence that is express the meaning in a short simple essay, fluently and accepted to interact with the environment in form of procedure, c) determine the indicator; that is to write short simple text in the form of the procedure with the accurate steps, d) arrange the material; the material that was taught was about procedure text, e) determine the teaching and learning activities, f) determine the media and sources of learning, g) did the evaluation, (3) made the writing task to evaluate students' understanding of the material, (4) arranged the questionnaire. The way of the researcher wanted to get data about the students' responses toward the use of *Rumah Belajar in learning*, and (5) arranged the observation sheet for students and teachers.

**Action**

They are pre-teaching, whilst-teaching (exploration, elaboration and confirmation) and post-teaching. In pre-teaching stage, the researcher introduced herself, greeted the students, checked students' attendance, and reviewed students' knowledge by asking some questions about their last material and asking about

students' prior knowledge about the topic. In whilst teaching stage, the researcher taught the students by using *the Rumah Belajar* application. Firstly, the researcher explained to the students about *Rumah Belajar*. Secondly, the teacher taught the material about asking for information, animals, people, and things' characteristics. Then the researcher explained the material about appearance and adjectives by asking the students' prior knowledge about the adjective. Then the researcher gave the clue about adjectives, and explains the structure and language context. After that, the researcher gave the example of an adjective by using *Rumah Belajar*. The teacher wrote the words/ phrase/ topic on the whiteboard about appearance, and information about animals, persons, and things' characteristics. After that, the teacher asked the students to mention the words that related to the topic. When the students said about the words, the teacher wrote them down on the whiteboard by using a colored marker. After that, the teacher distributed A4 blank paper and ask students to make the assignment. Write the adjective word that is related to the material. In post teaching stage, the researcher asked the students some questions related to the adjective that have been taught before to know their understanding. Then the researchers asked about students' difficulties, gave a conclusion, and closed the meeting.

#### ***Observation and Evaluation***

The researcher has been helped by the collaborator. The collaborator was an English teacher at the school who has been teaching for 14 years. She is one of the professional teachers in our school. Who has an S1 degree? In this phase, the collaborator observed students' activities and also the researcher' activities during the teaching and learning process and filled out the observation sheet. In addition, students' activities that were observed by the collaborator included: greeting the teacher, paying attention to the teacher's explanation enthusiastic in asking the teacher, being active in answering the teacher's question, and doing the task energetically.

#### ***Reflection***

The outcome of the first cycle has not achieved yet what the researcher expected before, the second cycle will do. Moreover, after the second cycle had been done, the result still has not achieved the target that the researcher expected, so she decided to conduct cycle three.

#### **Technique of Collecting Data**

Data collection techniques are an important step in research as the purpose of research is to acquire data. As Creswell (2014) admits, data collection requires observation, interview, and documentation. In collecting the data, the researcher used three instrumentations as the following: observation, field notes, and recording. For qualitative data, the researcher will use an observation sheet and field notes, while for collecting quantitative data, the instrument that had been used were questionnaires, vocabulary, and writing tasks.

#### ***Observation***

Observation consists of several checklists in the observation sheet. It uses to figure out the activities in the teaching and learning process. In doing observation, the researcher was helped by a collaborator. The researcher used an observation sheet and

asked the collaborator to fill the observation sheet based on several statements provided.

### ***Recording***

Recording by collaborator, to see what happened in the classroom. It covered the researcher's activities, the student's activities, and the classroom atmosphere.

### ***Task***

Next, to make the data more complete, the researcher conducted the vocabulary task. In the vocabulary task, the students were asked to answer the question in the form of multiple choice items and complete it, about vocabulary in context. Vocabulary task does at the second meeting.

## **Technique of Analyzing the Data**

After the researcher got the data from the observation sheet, field note, recording and then the researcher analyzed the data. Qualitative data were gotten from observation and field notes. There were five steps in analyzing qualitative data done by researchers adapted from Gay and Asian (2000). The steps were as the following; (1) data managing, the researcher checked all of the data that had been collected during the learning process and checked the completeness of the data, (2) Reading, the next step was the researcher read the data from the observation sheet, and field notes, and recorded students' task results intensively, (3) describing, the researcher described what going on during the learning process and described the students' results and responses in the learning process by using the application *Rumah Belajar*, (4) classifying, in this step, the researcher classified the data from observation and field notes into categories that represent the different aspects of the data: data of the teacher, students, and also about the condition of the teaching and learning process, (5) interpreting, the last step was the researcher interpreted all the data. The researcher concluded the data gotten.

## **FINDINGS**

### **Cycle I**

The implementation of Rumah Belajar. The first cycle was conducted on the 11<sup>th</sup>, 12<sup>th</sup>, and 14<sup>th</sup> of April 2022. The researcher started to introduce Rumah Belajar to the students and guided them to make a Rumah Belajar account, then discussed some kinds of vocabulary. The steps of the cycle include planning, action, observation, and reflection.

### ***Planning***

In this stage, the researcher prepared the lesson plan. Besides, the researcher also prepared an A4 blank sheet of paper, a colored broad marker, a vocabulary task sheet, answer sheets, and observation (for the teacher and students). The first cycle would have been conducted in three meetings; the researcher presented the material in two meetings. Each meeting is equal to 2x30 minutes. The material was about things around us.

### **Action**

The researcher explained the general description of *Rumah Belajar*, how to register, and the feature of *Rumah Belajar* that can be used as a learning medium in teaching and learning vocabulary.

#### 1. First meeting

The first meeting was conducted on Monday 11<sup>th</sup> April 2022 from 09.00 AM - 10.00 AM. The researcher greeted the students one more time and all of the students responded enthusiastically. After greeting them, she checked the students' attendance one by one and the students raised their hands when their names were called. The students were 13 males, and 4 females, a total of 17 students. Then to warm up the classroom atmosphere, the researcher gave some simple questions dealing with their ordinary conversation randomly. The questions were "how was your school?, do you have a problem at school? do you have anything to ask about your English lesson?"

Meanwhile, when the researcher warmed up the class, most of the students seemed to be ready and strive to answer the questions but some students looked unready to answer the questions. The researcher asked another question for example "do you know Rumah Belajar?", Do you know Facebook? Do you have an email? Do you bring your smartphone? the students answer. The students responded to the research excitedly and curiously wondering why the researcher asked those sorts of questions. They replied and answered the question well. Although some of them were still shy to answer the question and gave their opinion. Perhaps they had low-profile personalities so they did not seem to be enthusiastic like the others.

There were some steps done in this process. First, the researcher showed Rumah Belajar.com by using a projector. Then the researcher asked the students to guess what Rumah Belajar is. The class was a little bit noisy when they tried to guess whether Rumah Belajar is similar to Instagram or not. Second, the researcher explained the description and the feature of Rumah Belajar to the students. The students looked serious to listen for 15 minutes. Third, the researcher informed us that they were going to study vocabulary through this learning medium. They were happy and curious about Rumah Belajar. It can be seen from the question they delivered about how to use it.

To answer students' curiosity, the researcher asked the students to open their smartphones. She asked the students to search Rumah Belajar at the play store from their smartphones. Those who do not have a smartphone, see their friend's phones. After making sure that all of the students had downloaded it, the researcher showed the front page of Rumah Belajar shown in picture below:



**Picture 1. The front page of Rumah Belajar**

The researcher asked the students whether they had registered with Rumah Belajar or not. No one of them has ever employed this medium. They only know Facebook, Instagram, TikTok, and other social media, so the researcher and the students discussed the use of Rumah Belajar as a learning medium, especially in vocabulary. The researcher let the student know more about Rumah Belajar. At the same time, some students still confuse about Rumah Belajar, they took it as something new for them.

Researcher reminded the students to bring their smartphones because they would use them to make Rumah Belajar's account for the next meeting. Then she checked the students' understanding to confirm whether all of them had understood the instruction or not. Some students answer "yes miss, I understand". The researcher gave them a chance to convey their difficulties but the students answered: "No miss we understand". Lastly, the researcher closed the class and greeted the students by saying "good day, thank you very much for attending and your attention. "Goodbye, see you next time". The students responded "good Bye miss, and thank you".

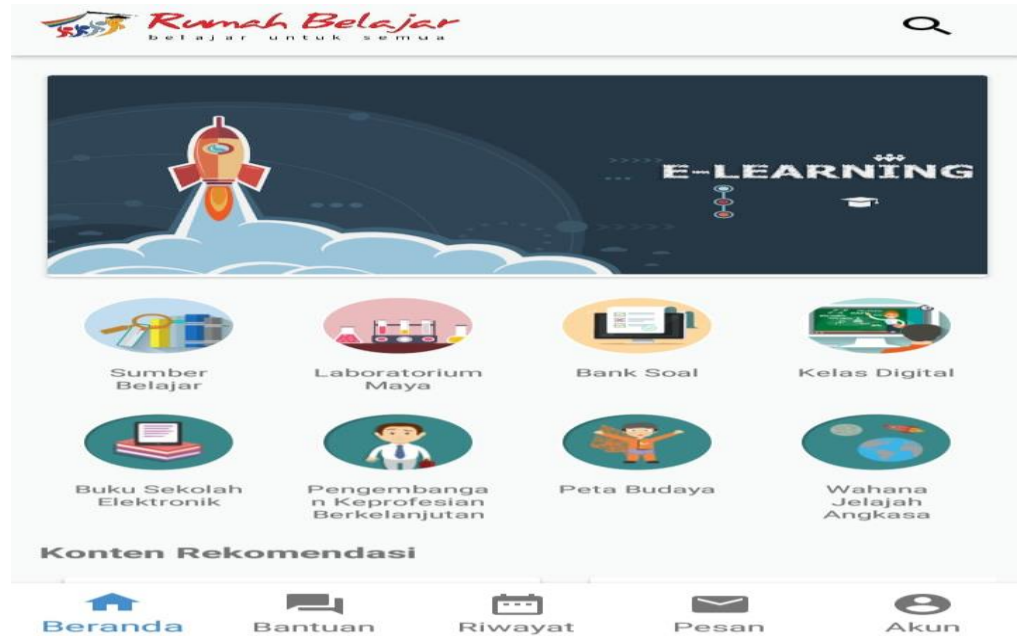
## 2. Second meeting

The second meeting was conducted on Tuesday, 12<sup>th</sup> April 2022. The researcher came to the class then greeted the students. She checked the students' attendance and all of the students were complete. Before starting the new topic, the students were asked to refresh their memory by dealing with their knowledge about Rumah Belajar from the last meeting. The good response came from them, it indicated that they still memorized the last explanation and they still had a high interest in Rumah Belajar.

To start the lesson, the researcher started to operate a projector to show them the Rumah Belajar application. The students seemed curious and paid attention to the presentation. The researcher mentioned the characteristic of Rumah Belajar one by one. For example: how to make it, the requirement for a Rumah Belajar account, and how to join. After explaining, she made a Rumah Belajar group for the class. Then they learned in the group vocabulary.

Then the researcher demonstrated how to join Rumah Belajar. First, they should create a Rumah Belajar account and then provide the student with an email.

The students have the password to join. Second, the researcher navigated the students to Rumah Belajar.com and selected the I'm Student option. The picture is shown as follows:



**Picture 2. The Rumah Belajar fitur**

Third, the researcher guided the students to fill out the registration form using their code, username, and password. An email address is required to complete the student sign-up. Fourth, the students were instructed to select the sign-up button to process. The group that has been created by the researcher would appear on the screen. After that, the students had to fill out their profiles by uploading their pictures and selecting their learning styles and career goal. After finishing their registration, the students found it was easy to register but some of them were still confused because their names have already been taken by someone else.

They looked so curious to explore all of the features available on Rumah Belajar by themselves. The students also enjoyed an activity that asked the researcher about some unfamiliar vocabulary while choosing their career and learning style. They said that they like those features because they would be able to know their style by reading each description about their career goal. When they choose their learning style and career goal. They found it fun and interesting so they laughed together. It was a nice situation for the teaching and learning process.

Having finished all of the activities on that day, then the researcher ended the class by saying thanks to the students for joining the class actively and attentively. The researcher hope that the students could apply Rumah Belajar and operate it by themselves in their daily life. Besides, the researcher also reminded them to prepare for the next meeting dealing with a new topic that would be posted on Rumah Belajar. Finally, the researcher said goodbye to end the class.

### 3. Third Meeting

The day before entering the class, the researcher posted a learning material for the students and gave them to download and read it. She also provided them with some new words to enrich their vocabulary. Then she checked all of the members of the group on Rumah Belajar to ensure all of the students were a member of vocabulary groups.

Entering the class, the researcher greeted the students on the 14<sup>th</sup> of April 2022 then she did not forget to check their attendance one by one to make sure that they had been completed. On that day, there were 17 students, four of them were absent because the day was rainy. Start of the class, the researcher asked the students about their first experience using Rumah Belajar at home. The question was: did you open Rumah Belajar at Home? did you read the vocabulary? Have you downloaded the material at home? Unfortunately, four students could not download the material. After the researcher checked their phone, the researcher found that they did not have an office application on their phone, so they had to download the application first. The students followed the instruction from the researcher and finally, they could download and open the material.

Before the students learn about the vocabulary material, the researcher asked them about daily vocabulary that had been posted on Rumah Belajar. The researcher posted a screenshot of the word, description, and example of using the word. If the students already understood, they had to make a sentence by using that word and post it in Rumah Belajar. The students should go online to make a sentence on Rumah Belajar. They asked the researcher about their sentences to make sure that they made correct sentences.

After discussing the vocabulary, the researcher started to explain the lesson material. She asked the students “ Do you know what will be our topic for today? the students answered " Yes miss. It is about vocabulary. Then the researcher gave a brief explanation of the material. The focus of this meeting was vocabulary in the text, based on the student's curriculum in their school. The researcher explains the purpose of the vocabulary in the text. After the explanation, the researcher checked the students' understanding by asking some questions. One of the students asked about the easiest way to comprehend the whole story. The researcher decided to present them with some slides about the way to improve vocabulary and shared them in



Rumah Belajar. The teaching and learning were quite active in the classroom. They shared their problem in reading and said the presentation help them with their vocabulary. They looked still curious about Rumah Belajar, so they were playing with their Rumah Belajar while the researcher was explaining the material.

From all of the material presented by the researcher, the students were expected to understand those materials as their prior knowledge to prepare them for the next material. If some of the students had difficulties understanding it, then the researcher explained it more. After completing the lesson, the researcher asked some questions, and students were expected to answer the questions or tasks. At this time, the students seemed to enjoy the process even though the instruction is written in English. The students were expected to write the answer the question through Rumah Belajar as homework.

Lastly, the researcher reviewed the lesson and gave some questions to the students to check whether they had understood the lesson or not. At 12.15 pm the bell rang so the researcher closed the lesson by saying "thank you very much for your kind attention and see you next week". The students replied, "see you, ma'am".

### ***Observing the Action***

After implementing the action, the researcher analyzed the teaching and learning process conducted in the cycle 1. The observation was done to know the situation from the observation sheet. It indicated that the students were very enthusiastic about using Rumah Belajar for the first time. They were active in learning and more curious.

The researcher found that the teaching and learning situation was getting better the situation before the implementation of Rumah Belajar. Some of the students started to be brave to give their participate and respond although they just spoke a simple sentence such as miss what is learning style miss? "how to improve vocabulary? They also gave their attention to the researcher's explanation.

However, there were several problems in cycle 1. When the students downloaded their lesson material and some of the students did not pay any attention to the researcher's explanation. They chatted with their friends when the researcher gave questions related to the material and only a few students were able to answer the questions correctly. Generally, the first meeting was not conducted well. Because some students were not active to follow the lesson and got distracted by Rumah Belajar. They also did not do the assignment correctly because they never use Rumah Belajar in their learning before. Some of them cannot turn in their task on time on Rumah Belajar so they got a 'late' sign for their task.

### ***Reflecting***

After conducting the actions in cycle 1, the researcher wrote about the affective and ineffective of Rumah Belajar in teaching English. The researcher analyzed the

data to find some alternative solutions for the next cycle. After analyzing the observation result, the researcher found several strengths and weaknesses which are summarized in Table. 1

Table 1 The Strengths and weaknesses of Cycle 1

<b>The strengths</b>	<b>The weaknesses</b>
The researcher shared the lesson material before the class begin.	The researcher needed extra time to introduce and guide the students.
Rumah Belajar provides a lot of features that can interact with the students such as learning style and career goals.	The students tended to be noisy while the researcher was explaining the material
The students seemed curious active and interested in learning reading comprehension.	Some students still struggled in opening their accounts.
Some students were able to understand the lesson material about kinds of text.	Some of the students could not turn in their tasks on time.

Table 1 shows that the use of Rumah Belajar as a learning application in the cycle 1 had both strengths and weaknesses. It can be seen from the observation of each step in this cycle. The first step was to introduce Rumah Belajar as a medium for learning English. It took a long time at first because the students were confused with their mobile phones. After introducing Rumah Belajar to the students, the researcher guided them to make a Rumah Belajar account. The students started to be more active, curious, and interested to participate in learning. At the last meeting, the researcher share the lesson material with the students used Rumah Belajar, so the students can prepare themselves for the next lesson. The researcher and the students were allowed to communicate through Rumah Belajar that the researcher did not get chatty with students to keep the professional.

Based on that observation result, there were also some problems for the cycle 1. The first is time management it was quite time-consuming to explain how to make an account, register, and operate the Rumah Belajar application the first time. Second, some of the students still struggled to use Rumah Belajar as a learning application. They were still confused. They could not post the task on time. So they did not get the standard score. From the observation sheet, the students could not focus on learning and they did not understand the lesson because some of them were still amazed and curious. However, the use of Rumah Belajar as a learning medium in teaching vocabulary could create a good atmosphere which made the process more fun, more active and also more confident when they understand the material. Consequently, some of the students were able to mention the vocabulary they got.

In conclusion, the first cycle did not successfully achieve the learning indicators both the process and students' achievement. The researcher planned to

conduct the second cycle to get more improvement of the process and learning vocabulary by using Rumah Belajar.

## **Cycle 2**

The cycle 2 was conducted on the 18th, 19th, and 21st, of April 2022. The topic is descriptive text. The steps of the cycle include planning, action, observation, and reflection.

### ***Revised Planning***

Based on the result of the cycle 1, the researcher arranged a new plan in cycle 2. The researcher began to give chance for the students to choose the descriptive text. There were some texts that the researcher gave to the students, such as elephants. Each student asked to choose their favorite story that would be their next descriptive text. The researcher had to take more control over the students who took less attention to the lesson. The researcher changed the strategy by letting the students choose their favorite story to avoid noise in the class and to make them more concentrate on following the lesson. The students were hoping to give their attention to their favorite story. Besides, the researcher should add some sources to support the lesson running well.

### ***Action***

It was carried out in three meetings. The researcher explained descriptive text. The students studied descriptive text entitled the elephant. Then the researcher gave them some reading comprehension tasks.

#### **1. First Meeting**

The first meeting of the research was conducted 18<sup>th</sup>, 19<sup>th</sup>, and 21<sup>st</sup>, of April 2022 at 7.30 A.M. The researcher greeted the students by saying "Good morning my students" and also asked about the students' condition "How are you?". After that, the researcher rechecked the students' attendance and reviewed the last lesson to remain the students about Rumah Belajar. Then, the researcher asked the students to give an opinion about it. The student answered the question enthusiastically. One of the students said, Miss, I just replay your post on the Rumah Belajar, the researcher said yes very good Teguh, don't forget to study at home. Ok?

In addition, the researcher also asked the students about the previous lesson by asking about kinds of the text, the characteristics, the generic structure, and the language feature of descriptive text. The student looks active to answer the researchers' questions. The students started to read descriptive text. And comprehend in generic structure, and language features. Have you read the descriptive text? What does the text tell about? Then the researcher showed some descriptive text. This strategy is used by researchers to gain the students' focus on the teaching and learning process.

Based on the last cycle, some students were still doing their own thing while the researcher explained the lesson. So if the students choose their favorite text, it was hoped that this strategy would gain their participation in the classroom. The students looked enthusiastic in choosing their story. The students chose the cat and the elephant text.

The researcher uploaded a link to the reading text entitled "the Elephant" which covered the reading indicators. They were the purpose of the text, the content, of the text, the main idea, the specific information, the detailed information, the implicit information, reference, vocabulary, and the moral values. The researcher started the lesson with the scientific method. All right, I am going to read the text for you. The text was posted on Rumah Belajar. You can listen and read at the same time. Listen carefully to the instruction came from the researcher. The student started to open their Rumah Belajar then they read and listened to the teacher.

After the researcher finished reading the story, the students were asked to read. The researcher gave them time to practice by listening and repeating the research. After repeating it together, the researcher asked one of the students to read it for the other students.

## 2. Second Meeting

The student came into the class in the fourth period on the 19th of April 2022. The students answered the researcher's greeting and responded. The researcher checked their attendance. All of the students were present. Then the researcher asked the students about the last lesson to remind them before starting their task.

In this meeting, the researcher gave them the material about the generic structure of descriptive text one by one and also giving clues for each point. After finishing the lesson about the structure of a descriptive text, the students were asked to finish their next task. Then after that, the students checked the task together with the researcher.

The researcher continued the lesson by asking the students to make some questions using who, what, where, why, and how on Rumah Belajar. These activities were hoped to develop students' creativity in making their questions. The researcher gave them some examples first. Then the students made their questions and some of them asked the researcher if they did not know the English words. They could finish their task on time and all of the students checked their tasks with their friends by giving their questions to their friends and asking them to answer them. They looked happy to answer their friends' questions and they asked their friends if the question were not clear enough. They gave the score to their friends' answers. Some of them were asked to read the question and the answer loudly. This activity helped the researcher to know the students' creativity and comprehension of descriptive text. Students showed a good prospect at this meeting.

Before closing the class, the researcher posted a power point in the Rumah Belajar on how to improve students' vocabulary by reading something. So the students could read this material at home to maintain the students to keep studying outside of the classroom. Having finished this activity the researcher review the material again and asked the student to conclude the material. The researcher adds it and closes the material by saying " thank you for your join and being active today" see you next time goodbye. And answered the students see you too bye miss.

### 3. Third Meetings

The students answered the greeting and responded to the researcher when the researcher checked their attendance. All of the students were present. The teaching and learning process star as usual. The students looked a little bit bored while answering the greeting, then the researcher invite them to do ice breaking to make them ready to study at this time. When they were ready to follow the lesson, in that time the researcher gave them the material. The researcher started with a picture then they describe the picture together. Who is in that picture? The students answer it together. Oh it is ustadz Abdul Somad. Do you know him? Then the students answer yes what does he look like? He is wearing black jazz and a white t-shirt. Black eyes. Black hair.

The researcher said "Yes our material today describes people. Let us see another picture. Who are they? " oh it is family. The students look enthusiastic to describe the picture. Then the researcher interviewed some students about using Rumah Belajar Application to improve their vocabulary. The student said that" learning by using Rumah Belajar is interesting because it was easy to access and felt like playing and watching the video of learning. Having good responses from the students. the researcher planned to continue the use of Rumah Belajar as a learning medium in teaching vocabulary in the next cycle. The bell rang and it was time to finish the lesson the researcher said thank you to the student and asked them to learn English at home. See you next time bye.

### ***Observing the Action***

Similar to the last cycle, the researcher observed the implementation of all the actions. The situation of the cycle 2 indicated that the students' vocabulary was getting better from the last cycle. The student's achievements were quite good and they finished the task on time, but the level of the text should be raised again to ensure that they understand.

The researcher started to post various tasks such as short essays and multiple choices, but the researcher spent much time editing the task on *Rumah Belajar*. Besides that, it gives a good effect on them. Their vocabulary has progressed better than before. The researcher also observed one of the students who showed different actions in the classroom and on *Rumah Belajar*. That student was very active to post

and ask the researcher through *Rumah Belajar* which was different from the way she asked usually behaves in the real classroom. In the classroom were very quiet and shy to say something during the teaching and learning process. It showed that *Rumah Belajar* was able to help passive students to communicate with the researcher or teacher. Although the students were too shy to communicate with the researcher

**Reflecting**

The teaching and learning process was increased in this current cycle. The students seemed to enjoy and got used to learning Vocabulary by using *Rumah Belajar*. While in the classroom the researcher could solve the problem in the last cycle about maintaining the students and lesson time. The researcher maintained the students' focus on the lesson material by giving them a chance to choose their favorite descriptive text and giving them a variant of learning activities. Then the students showed good improvement in the last cycle. The problem occurred when the students need to download and join the application. The difficulty to join was mainly because of the signal of the internet, or the capacity of the memory of the mobile phone.

After analyzing the observation result in cycle 2 the researcher found several strengths and weaknesses which are summarized in Table 3.

Table 3. The strength and Weaknesses of cycle 2

<b>The strengths</b>	<b>The weaknesses</b>
The researcher could post various types of tasks and lesson material into <i>Rumah Belajar</i>	The level of descriptive text was still low
The students become fun, active, and confident to study vocabulary	The students needed to download the <i>Rumah Belajar</i> fixture bit difficult to join.
The students were able to understand well the generic structure, the detailed information, and the functional text.	The researcher needed to edit the task on <i>Rumah Belajar</i> before the class started.
Rumahnya Belajar gave the advantage for shy students to be more confident to ask	Need extra time to check the task
Rumahnya Belajar allowed me to do an online discussions	

Table 3 show teaching vocabulary in the cycle 2 was satisfying enough. The researcher used *Rumah Belajar* to share a range of resources with the students. The researcher showed the students a solid range of resources with the students. Some descriptive text and the task posted in *Rumah Belajar*. The students are also able to download the material to their mobile phones and can learn anywhere and anytime.

The process of learning vocabulary became more fun and active. The students showed their confidence to ask the researcher or gave their opinion regarding the vocabulary test on *Rumah Belajar*. The students are more enthusiastic to learn

English. Rumah Belajar provided the benefit to the students in learning vocabulary. The discussion run well. Some improvement was shown in this cycle for the process and the student's achievement. At the end of this cycle, to make sure the students' vocabulary was improved. The researcher planned to give them a higher level of descriptive text for the next cycle. The researcher also wanted the students to comprehend their vocabulary well.

### **Cycle 3**

The cycle 3 was conducted on the 25th, 26th, and 27th of April 2022. The topic is things around the classroom. The steps of the cycle include planning, action, observation, and reflection.

#### ***Revised Planning***

Based on the result in cycle 2, the result is pretty good from the process and the students' vocabulary achievement. The researcher arranged a new plan in this cycle to get more improvement. In cycle 3, the researcher gave the students a video and watches it together in the classroom. The video was taken from Rumah Belajar Application it is about Vocabulary.

#### ***Action***

##### **1. The First Meeting**

The researcher entered the classroom and greeted the students. The students answered the greeting and asked about the condition of the researcher too. After that, the researcher started to check the student's attendance list and all of the students attended the class.

Starting the lesson for this cycle, the researcher asked the students about the descriptive text. The students answered enthusiastically and they mentioned some sentences in the present tense. Then the researcher followed up on the students' explanation and gave some pictures of the people. "Do you know him" who is he? Then the students answer " oh It is Ustadz Abdul Somad. Yes that's right" the researcher responds to students' answers. After that the researcher asked them to write something on the whiteboard. Some sentences in the present tense. Some student showed their ability in vocabulary they bravely said something in English.

In addition, the researcher gave some other pictures and they describe the picture. After that, the researcher gave them some text and divided the students into the group. The students discuss with their friends to help the students with difficult vocabulary. The students found the difficult word and found the meaning of the word by checking in the dictionary. They were really happy to follow the lesson. The researcher said, "look at the story, find and discussed it". After the students finished, the students and researcher discussed the text. After that the students started to explain their in front of the class about their discussion. After finishing to presentation in front of the class the researcher gave feedback to them.

In conclusion, to confirm that they had understood the material, they were able to answer the questions and presented their discussion in front of the class. It means they understood the lesson. Then the researcher asked "do you understand? Yes, the students answer" do you have questions Then the students answer no mom. It is clear." Then, the students concluded the lesson the researcher also add the conclusion. Ant researcher explained about the next meeting and closed the lesson by praying together. Then, the researcher explained about the next meeting and closed the lesson by saying Assalamualaikum Wr. Wb. and goodbye.

## 2. Second Meeting

The lesson started by greeting and checking the attendance list as usual. The researcher also did not forget to motivate the students. To start the lesson, the researcher asked the students to read the descriptive text and asked them to retell the text in front of their friends. Sometimes they combine the language between the Indonesian and English language. Overall, they can deliver the main idea of the text. It indicated an increase in the student's vocabulary.

For the next step, the researcher gave the students some tasks related to the material. This task would help gain their reading comprehension. The first task was the text structure task. After giving them some review about the text structure of a descriptive text, the researcher asked them to look at the reading text again, can they find the parts of the text? You can use the information from your Rumah Belajar. The students answered "yes miss, we can. Then the students started to finish their task by posting the part of the text Rumah Belajar. The researcher gave them feedback as soon as possible after they posted it. The student's score was quite good and they finished the task faster than they did in the last cycle.

After finishing their task and getting their score, the researcher asked the students directly and picked random students to answer. The researcher said let's check whether you comprehend the story. When did the story happen? And what is the ending? Then the students responded to the question actively and some of them raised their hands to show that they also know the answer. The teaching and learning process was very noisy but in a good way. All of the students answered the question correctly and on time. It means that they already comprehend the reading text and enjoyed finishing the Rumah Belajar.

For the next task, the researcher asked the students to work in group and the instruction was as follow "well students now identify the words which are verb and adjective. Work with your word friends to find words" and arrange the jumble sentence. After listening to the instructions, students do the task together. And the researcher walked around the classroom to check students' tasks and help them. The researcher gave 10 minutes to describe the text and answer the questions.



Each group sends their member to arrange the jumble sentences in front of the class and the others listen to them and check the result together. The students and the researcher gave a big applause to the presenter. The bell rang and the researcher started to review all of the lessons that day which gave the students motivation to learn English harder than before. The students gave higher participation for this meeting although the level of the was quite difficult compared to the last. The researcher closed the lesson by saying goodbye.

### 3. Third Meeting

Cycle 3 was conducted on Thursday, April 2022. The researcher entered the class and the students were greeted passionately. The researcher was so happy to see all the students were energetic that day. The researcher said " how are you, my students? Then the students answer I am fine miss. The researcher asked about their score, the students answered the score is a good miss.

The students seemed already comprehend vocabulary by reading the descriptive text. The students can answer the questions and do them correctly. They understand the text and the difficult words in the text. Most of the students could do the activity correctly. They looked more enthusiastic about finishing the task in this cycle. Even some of them were always struggling and have less motivation in learning English, "even my achievement was very low because I cannot comprehend vocabulary in reading text. Now by using Rumah Belajar my learning makes me enjoy and enthusiastic to follow the lesson. It feels like playing but actually, we learn something on Rumah Belajar. " then the researcher asked the students to keep studying English through Rumah Belajar.

To close the activity, then the researcher did a reflective activity with the students about the teaching and learning process that day. One of the students said that " I like Rumah Belajar but since I do not have a smartphone, it was a little bit not flexible for me to do the task. When I see my friend use their smartphone, it looks simpler to do a task rather than me. Overall I like learning English using Rumah Belajar. Because it was an enjoyable and refreshing way to learn". The researcher asked about the advantage and disadvantages learn by using Rumah Belajar on a smartphone and laptop. They prefer to use a smartphone because it was easy to bring it.

In this part, the researcher ended the class by saying goodbye. However, before closing it, the researcher reminded the class to study harder to welcome the examination in May 2022 seriously and they could be asked the question by the researcher in the learning process. If there were some problems dealing with the comprehension of vocabulary and finally say goodbye and good luck.

### ***Observing the Action***

In this cycle 3, the researcher describes the observation of the teaching-learning process which was ongoing at every meeting. In this case, the researcher divided the description into two parts. The first part is observing the researcher's activity and the second one is the students' activity in every meeting.

First, the researcher observed the teaching activity from the researcher's view. The researcher tried to teach the students well and tried to manage the class well as possible by breaking a little tense situation as well for cycle 2. The researcher use Rumah Belajar to show and explain the lesson. And the students followed the lesson enjoyably, relaxed, and excitedly. Different from the last cycle, in this cycle the researcher gave the material to the students about the descriptive text.

Second, the students were braver to ask about some of their problems dealing with vocabulary. They asked the researcher to add and increase the level of the task. So it can be said that the use of Rumah Belajar as the learning medium changed their study behavior to have better improve and progress in learning English.

However, there was a problem during this cycle, one of the students could not bring a smartphone, so the researcher lent her smartphone to the student. Luckily only one student got this problem and it could be solved by the researcher.

***Reflecting***

The researcher's observation stated that the process and the student's achievement became better from the first, second, and third cycles. The cycle 1 had shown better progress in terms of the student's participation. They seemed enthusiastic about using the new learning medium/ portal. In the cycle 2, there is consistency in the use of Rumah Belajar although there were some students who cannot be focused on the explanation because they were too curious about Rumah Belajar. However, Rumah Belajar as a learning medium helped to improve the students' vocabulary. After observing the implementation of the action of the cycle 3, the result of the teaching-learning process of the descriptive text showed improvement in students' vocabulary. The improvement is quite significant, especially in the student's participation and achievement. It could be seen by comparing the observation sheet and the students' tasks from the previous post in the cycle 2 with the post in the cycle 3.

After analyzing the observation result in the cycle 3, the researcher found several strengths and weaknesses which are summarized in Table 4.

Table 4. Strengths and Weaknesses of Cycle 3

<b>The strengths</b>	<b>The weaknesses</b>
The students became fun, active, and confident to study vocabulary	The students who do not have laptops or smartphones complained that learning through Rumah Belajar gave them disadvantages while doing the task.

The students were able to understand well the specific information, the detailed information, the implicit information, and the vocabulary.	
The researcher use Rumah Belajar to share the video for the learning process.	

The table above shows that the use of Rumah Belajar as a learning medium in teaching vocabulary in the cycle 3 was satisfying. The researcher used Rumah Belajar to share the material and to give the task. And the students answer them well. Generally, the use of Rumah Belajar could make the teaching and learning process more fun and make the students more active and confident when already comprehend the vocabulary well.

Based on the result of the above the use of Rumah Belajar as a learning medium give a contribution to give enjoyable learning medium in teaching and learning English. Additionally, the student's vocabulary was improved and increased from the last cycle with different difficulties.

Overall, the indicator of success cycle 3 has been fulfilled. The process of teaching and learning was improved based on the observation sheet and the field involves the participation and respond from the students shown the improvement. The students' opinion is learning vocabulary by using Rumah Belajar was very enjoyable and fun. They could learn wherever and whenever. The vocabulary showed the improvement based on the achievement of each task it can be concluded that the use of Rumah belajar can help the students and researcher to solve the problem in teaching and learning vocabulary.

## **CONCLUSION AND RECOMMENDATIONS**

The results of the research showed that the researcher found in teaching vocabulary by using Rumah Belajar Application, the teaching procedures used cycle while each cycle divided into 4 steps. The steps of the cycle include planning, action, observation, and reflection. They divided into 3 cycles as cycle 1, cycle 2 and cycle 3.

The researcher's observation stated that the process and the student's achievement became better from the first, second, and third cycles. The cycle 1 had shown better progress in terms of the student's participation. Students seemed enthusiastic using the new learning. In the cycle 2, there is consistency in the use of Rumah Belajar although there were some students who cannot be focused on the explanation because they were too curious about Rumah Belajar. Cycle 3 was satisfying, the result of the teaching-learning process of the descriptive text showed improvement in students' vocabulary. The improvement is quite significant,

especially in the student's participation and achievement. It could be seen by comparing the observation sheet and the students' tasks from the previous post in the cycle 2 with the post in the cycle 3.

Generally, the use of Rumah Belajar could make the teaching and learning process more fun and make the students more active and confident when already comprehend the vocabulary well. Based on the result of the above the use of Rumah Belajar as a learning medium give a contribution to give enjoyable learning medium in teaching and learning English. Additionally, the student's vocabulary was improved and increased from the last cycle with different difficulties. Overall, the process of teaching and learning was improved based on the observation sheet and the field involves the participation and response from the students shown the improvement.

The researcher recommends to other researchers do the research in a similar field to the current research. Other researchers may develop this field of study about Rumah Belajar in teaching vocabulary for junior high school students. Otherwise, researchers may apply this method to English teaching or learning activity to the same or different education level to get other findings of applying Rumah Belajar in teaching vocabulary.

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