THE EFFECTIVENESS OF USING THE AN-NASHR PROGRAM TO IMPROVE STUDENTS' VOCABULARY MASTERY AT ISLAMIC JUNIOR HIGH SCHOOL NU PAKIS

THESIS

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY

MALANG

2023

THESIS

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Fulfillment of The Requirement of the Degree of English Language Teaching

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THE EFFECTIVENESS OF USING THE AN-NASHR PROGRAM TO IMPROVE STUDENTS' VOCABULARY MASTERY AT ISLAMIC JUNIOR HIGH SCHOOL NU PAKIS
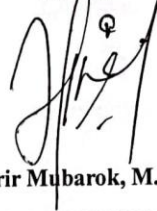
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THE OFFICIAL ADVISORS' NOTE

Page   : Mohamad Edo Darmawan   Malang, October 2nd, 2023

Appendix   : -

The Honorable,

To the Dean of Faculty of Education and Teaching Training

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Malang

Assalammu'alaikum Wr. Wb

After conducting several times of guidance in terms of content, language writing, and techniques, and after reading the student's thesis as follow:

Name	: Muhamad Edo Darmawan
Student ID Number	: 19180058
Department	: English Education Department
Thesis	: The Effectiveness of Using The An-Nashr Technique in Vocabulary Mastery in Mastering Juz Amma in Islamic Junior High School NU Pakis

Therefore, we believe that the thesis of Mohamad Edo Darmawan has been approved by the advisor for future approval by the board of examiners.

Wassalamu'alaikum Wr. Wb

Malang, October 2nd , 2023

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Malang, October 2nd 2023

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DECLARATION OF AUTHORSHIP

Bismillahirrahmanirrahim.

Herewith, I:

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Declare that :

1. This thesis has never been submitted to any other tertiary institution for any scholastic degree.

2. This thesis is the sole work of the researcher. It has not been composed in collaboration with any other individual, nor does it incorporate, without due affirmation, the result of any other individual.

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Malang, October 25th ,2023

The Researcher,

Mohamad Edo Darmawan

NIM. 19180058

MOTTO

"Everything happens because of God's willing, but everything can be done, so keep struggling."

-Edo Darmawan-

THESIS DEDICATION

There is no more beautiful sheet in this thesis report except the dedication sheet; with all my body and soul and sincerity, I dedicate this thesis to my parents,

Mr. Ahmad Saiku and Mrs. Cacik Lisnanik, S.Pd

Who sincerely gave their best prayers, and support for every step I took. I also dedicate this thesis to all my family and friends, whom I cannot mention one by one, who have provided support, motivation, prayers, and enthusiasm and always helped each other in preparing this thesis.

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Within the name of Allah, the most merciful. Laud be to Allah SWT, the Ruler of the universes, who has given delight, Taufik, and direction so that the researcher can total this thesis entitled " The Effectiveness of Using the An-Nashr Program to Improve Students' Vocabulary Mastery at Islamic Junior High School NU Pakis" as a final assignment made to fulfill the necessities graduation within the undergrad program (S1) Faculty of Tarbiyah and Teacher Training Majoring in English Education Department at UIN Maulana Malik Ibrahim Malang. Sholawat and greetings don't disregard to be conveyed to the Prophet Muhammad SAW, who is the prophet of a million individuals who has brought leniency to the universe and has brought us from the dim ages to the shinning times as we are encountering at this time.

In Addition, the researcher realizes that this thesis can be completed since of the assistance, bolster, and inspiration from numerous parties. For this reason, the researcher would like to specific appreciation and enormous appreciation to:

1. Prof. Dr. H. M. Zainuddin, MA., as Rector of Maulana Malik Ibrahim State Islamic University of Malang.
2. Prof. Dr. H. Nur Ali M. Pd., as the Dean of the Faculty of Tarbiyah and Teacher Training.
3. Prof. Dr. H. Langgeng Budianto, M.Pd., is the head of the Department of The English Education, and Dr. Alam Aji Putera, M. Pd, as the secretary of the English Education Department.
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At last, the researcher realizes that this thesis still has numerous inadequacies. For that researcher are willing to acknowledge suggestions that support from various parties. In this manner, the researcher trusts that this thesis can include information and be valuable for the perusers.

Malang, October 25th ,2023

Mohamad Edo Darmawan
NIM. 19180058

LATIN ARABIC TRANSLITERATION GUIDE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be described as follows:

A. Words

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	h	ط	=	th	و	=	w
خ	=	kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	'	ء	=	'
ذ	=	z	غ	=	g	ي	=	y
ر	=	r	ف	=	f			

B. Long Vocal

Long Vocal (a) = â
Long Vocal (i) = î
Long Vocal (u) = û

C. Diphthong Vocal

اؤ = aw
اي = ay
او = û
اى = î

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ABSTRACT

Darmawan, Mohamad Edo. The Effectiveness of Using the An-Nashr Program to Improve Students' Vocabulary Mastery at MTs NU Pakis Malang. Thesis. English Education Department. Faculty of Tarbiyah and Educational Sciences. UIN Maulana Malik Ibrahim Malang. Supervisor: Harir Mubarok, M.Pd.

Keywords: An-Nashr Program, Vocabulary Mastery

English is a necessity that must be mastered, especially for students currently studying. English has four skills: speaking, writing, reading, and listening. Among these four abilities, speaking is the most essential skill to master. To master speaking, we must have a lot of vocabulary. Teachers at school should never teach vocabulary to students when studying in class, even though students need to learn a lot of vocabulary to speak fluently. There are many programs to support students' vocabulary mastery, including the An-Nashr technique.

This research aims to prove how effective the An-Nashr program is in students' vocabulary mastery. The researcher used a quantitative method with a quasi-experiment and took the remaining 19 students from class IXA as the primary class and 18 students from class IXB as the experimental class. The research results showed significant differences before and after using the An-Nashr program. The results are tested using the T-Test: Two samples assuming the same variance carried out with Microsoft Excel. The statistical test results show that the t=calculated value of 1,216163061 is less than the t-table value of 2,23255. These results show that the An-Nashr program is practical for students' vocabulary mastery.

خلاصة

درماوان، محمد إيدو. فاعلية استخدام أسلوب النشر في إتقان المفردات في إتقان جزء عم في مدرسة جامعة نورث وسترن باكيس الإسلامية المتوسطة. أُطرُوحَة. تادريس قسم اللغة الانجليزية . كلية التربية والعلوم التربوية. مولانا مالك إبراهيم مالانج. المشرف: حرير مبارك، دكتوراه في الطب.

الكلمات المفتاحية: تقنية النشر ، إتقان المفردات

اللغة الإنجليزية ضرورة يجب إتقانها، خاصة للطلاب الذين يدرسون حاليًا. اللغة الإنجليزية نفسها لديها أربع مهارات مثل التحدث والكتابة والقراءة والاستماع. من بين هذه القدرات الأربع، يعتبر التحدث هو أهم مهارة يجب إتقانها، فلإتقان التحدث يجب أن يكون لدينا الكثير من المفردات. لا ينبغي للمعلمين في المدرسة أبدًا تدريس المفردات للطلاب أثناء الدراسة في الفصل، على الرغم من أن الطلاب يحتاجون إلى الحصول على الكثير من المفردات للتحدث بطلاقة. هناك العديد من التقنيات لدعم إتقان المفردات لدى الطلاب، واحدة منها هي تقنية النشر.

يهدف هذا البحث إلى إثبات مدى فعالية أسلوب النشر في إتقان الطلاب للمفردات في إتقان الجزء عم. استخدم الباحث المنهج الكمي مع شبه التجربة وأخذ ١٩ طالبًا متبقون من الصف التاسع (أ) كصف ابتدائي و ١٨ طالبًا من الصف التاسع (ب) كفصل تجريبي. وأظهرت نتائج البحث وجود فروق ذات دلالة إحصائية. عينتان تفترضان نفس التباين :T قبل وبعد استخدام تقنية النشر. تم اختبار نتائج الاختبار باستخدام اختبار القيمة المحسوبة = t وتم تنفيذه باستخدام برنامج. تظهر نتائج الاختبار الإحصائي أن القيمة البالغة ٢٫٢٣٢٥٥. تظهر هذه النتائج أن أسلوب النشر عملي في t ١٫٢١٦١٦٣٠٦١ أقل من قيمة جدول إتقان المفردات لدى الطلاب.

ABSTRAK

Darmawan, Mohammad Edo. Efektivitas Penggunaan Program An-Nashr untuk Peningkatan Penguasaan Kosakata Siswa Di SMP Islam NU Pakis. Tesis. Departemen Pendidikan Bahasa Inggris. Fakultas Tarbiyah dan Ilmu Pendidikan. UIN Maulana Malik Ibrahim Malang. Pembimbing : Harir Mubarok, M.Pd.

Kata Kunci: Program An-Nashr, Penguasaan Kosakata

Bahasa Inggris merupakan suatu kebutuhan yang harus dikuasai terutama bagi para pelajar yang sedang menempuh pendidikan. Bahasa Inggris sendiri memiliki empat keterampilan seperti berbicara, menulis, membaca dan mendengarkan. Diantara keempat kemampuan tersebut, berbicara merupakan keterampilan yang paling penting untuk dikuasai. Untuk menguasai berbicara kita harus mempunyai kosakata yang banyak. Guru di sekolah tidak boleh mengajarkan kosakata kepada siswa ketika belajar di kelas, padahal siswa perlu mendapatkan banyak kosakata agar dapat berbicara dengan lancar. Ada banyak teknik untuk menunjang penguasaan kosakata siswa, salah satunya adalah teknik An-Nashr.

Penelitian ini bertujuan untuk membuktikan seberapa efektif program An-Nashr dalam penguasaan kosakata siswa. Peneliti menggunakan metode kuantitatif dengan eksperimen semu dan mengambil sisa 19 siswa kelas IXA sebagai kelas dasar dan 18 siswa kelas IXB sebagai kelas eksperimen. Hasil penelitian menunjukkan terdapat perbedaan yang signifikan sebelum dan sesudah menggunakan teknik An-Nashr. Hasil pengujian diuji dengan menggunakan Uji-T: Dua sampel dengan asumsi variansi yang sama, dilakukan dengan Microsoft Excel. Hasil uji statistik menunjukkan nilai $t=$hitung sebesar 1,216163061 lebih kecil dari nilai t tabel sebesar 2,23255. Hasil tersebut menunjukkan bahwa program An-Nashr praktis untuk penguasaan kosakata siswa

CHAPTER I
INTRODUCTION

The researcher explains several things related to the research in this chapter, namely the research background, research question, research objective, research significance, hypotheses, research limitations, and definitions of key terms.

1.1   Background of Research

English is one of the needs that must be mastered, especially for students pursuing education. English has four skills: speaking, writing, reading, and listening. Among these four abilities, speaking is the most important skill to master, with speaking skills humans can communicate with others, because basically everyone needs communication. as described in the Qur'an surah Abraham ayah 4, which reads

وَمَآ اَرْسَلْنَا مِنْ رَّسُوْلٍ اِلَّا بِلِسَانِ قَوْمِهٖ لِيُبَيِّنَ لَهُمْ ۗفَيُضِلُّ اللهُ مَنْ يَّشَاۤءُ وَيَهْدِيْ مَنْ يَّشَاۤءُ ۗوَهُوَ الْعَزِيْزُ الْحَكِيْمُ

And We had not sent any messenger to save those who speak in the language of their people and explain to them, and Allah leads astray whom He wills and guides whom He wills. And He is mighty and wise.

From the ayah above, it can be interpreted that it is essential for us, especially Muslims, to learn a language, especially speaking skills. Speaking English must be according to the pronunciation and known vocabulary so that it can be understood by the listeners or the people we are talking to. Besides that, to master speaking, students must know the spoken vocabulary to see the meaning and not cause misunderstandings between the speaker and the listener. Therefore, students

who want to master speaking need to learn vocabulary mastery and pronunciation skills.

According to Gilakjani and Sabouri (2016), pronunciation and vocabulary are essential part of learning a language. Vocabulary consists of a much more extensive collection of elements than consonants and vowels. It also includes aspects of rhythm and intonation that support the communication process. Therefore, it can be interpreted that vocabulary is essential in the communication process, with all aspects of vocabulary being able to produce communication that listeners can understand. Unfortunately, many people, especially English teachers, ignore the importance of learning vocabulary.

According to Cesarini et al. (2021), vocabulary is divided into two types: receptive, productive, active, and passive. Receptive and productive vocabulary is vocabulary encountered by readers when reading and listening. One example of this vocabulary is when students read existing texts. Students understand the vocabulary of the text they have read and already know the topic of discussion. While examples of vocabulary productive are when students listen to the teacher's explanation in a class by looking at the gestures and listening to teacher's explanation, students will understand the topics that have been explained, as in this research, students listened to the vocabulary spoken by the teacher from the meaning of mufrodat ayah juz amma. Next is active vocabulary. Active vocabulary is a word or vocabulary that listeners and writers usually use. Then is passive vocabulary. Passive vocabulary is not fully understood, so passive vocabulary is rarely used for writing and speaking. One example of active and passive vocabulary is when the teacher teaches

vocabulary in class and encourages students to use better words from passive to active vocabulary.

According to Moedjito (2016), English teachers should pay more attention to class interactions through assignments and games rather than correcting vocabulary. There are many cases where many students can only speak English, and only the teacher can understand because the vocabulary is unknown, like a native speaker. Although the goal of learning speaking skills is not just vocabulary clearly, learning vocabulary has a plan where everyone can understand what the language learner says through good and acceptable communication.

According to Cesarini et al. (2021), vocabulary is divided into two types: receptive, productive, active, and passive. Receptive and productive vocabulary is vocabulary that is encountered by readers when reading and listening. One example of this vocabulary is when students read existing texts. Students understand the vocabulary of the text they have read and already know the topic of discussion. An example of vocabulary productive is when students listen to the teacher's explanation in a class by looking at the gestures and listening to the teacher's description. Students will understand the topics that have been explained, as in this research, students listened to the vocabulary spoken by the teacher from the meaning of mufrodat ayah juz amma.

Active vocabulary is a word or vocabulary that listeners and writers usually use. Then is passive vocabulary. Passive vocabulary is not fully understood, so passive vocabulary is rarely used for writing and speaking. One example of active and passive vocabulary is when the teacher teaches vocabulary in class, the teacher encourages students to use better words from passive vocabulary to active

vocabulary. As Gilakjani (2016) stated in his journal, understandable vocabulary is essential for communication. Shabani and Ghasemian (2017) also said that one of the crucial requirements for language proficiency is to pronounce it clearly and has many vocabularies for students. Therefore, learning vocabulary and pronunciation will be challenging for learners of a second language or English as a foreign. Teachers need to have strategies and methods to teach vocabulary to make it easier and more enjoyable.

According to Micheal Wei (2006), The future and the present problem is that some language teachers do not have proper vocabulary teaching strategies. That's why many schools don't pay attention to vocabulary mastery. Therefore, many students find it difficult to learn vocabulary mastery, and teaching vocabulary is difficult for teachers. Gilakjani and Sabouri (2016) stated that EFL teachers must be equipped with unique materials to improve their ability to teach vocabulary mastery. This viewpoint is also supported by Bani (2019) and Astinah et al. (2020), according to which teachers must understand how to improve their vocabulary and choose the correct program for each level. Being taught, As a result, the teacher can determine the appropriate program or technique for teaching vocabulary.

A common problem in learning English, especially speaking skills, is the lack of vocabulary mastered by students. Many Islamic junior high school students at NU Pakis Malang also don't know English vocabulary, even though they don't know the easy or basic vocabulary.

Because of the background of the problems above, the researcher wants to analyze the An-Nashr program at Islamic Junior High School NU Pakis because this program is effective in teaching speaking skills, especially vocabulary and

pronunciation. The An-Nashr program is one of the strategies for teaching vocabulary by reciting a translation from a short surah of the Qur'an by reading the English meaning. The teacher gives examples of the correct pronunciation and word translation of the purpose several times, giving students time to memorize it. If students have memorized, it is submitted to examiners or learning assistants.

The researcher finds several previous studies related to teaching and improving pronunciation skills, such as the thesis of Nawal Aufa (2017), titled "Using movies to increase students' vocabularies," which explains that using media in the form of films can improve students' speaking skills, especially vocabulary, especially in terms of pronunciation. Obtained data from the average pre and post-test scores increased by up to 20 percent. Movies can help students to improve their pronunciation skills.

According to Mohammad Syarif Hidayatullah (2018), in his journal "Improving Students' Vocabularies through Western Movie Media," explains that using Western film media, the vocabulary mastery of the 4th-semester students of IAIN Sultan Amai Gorontalo increased from the research, it is obtained 36% data on the initial test of 11 people, 46% in cycle II to 60% and in cycle III to 93%.

According to Agus Salim et al. (2019), in their journal "Enhancing the Students' Vocabulary Using Shadowing Technique at Senior High School Students" explain that Teachers can apply the shadowing technique to improve vocabulary mastery in their research, which gives the result: (1)Student motivation increases, (2)Students give a positive response to learning vocabulary with the shadowing technique, and (3) There are significant changes in grammar and vocabulary as seen from the ability to express ideas.

According to Rina Rachmawati (2020), in her journal "The Use of Youtube Videos in Improving non-English Department Students' vocabulary mastery. Explains that YouTube can be a medium that can be used to improve English vocabulary by imitating, practicing, and saying aloud the words spoken by YouTubers on their YouTube channel.

Therefore, various program and strategies can improve the ability to memorize the meaning of word or vocabulary mastery. In this case, there is a difference between this research and previous research. The researcher focuses on the effectiveness of the An-Nashr program in improving vocabulary mastery students at MTs NU Pakis.

1.2 Research Question

Based on the background above, the research question of the research is "Is the An-Nashr program effective in vocabulary mastery of students at Islamic Junior High School NU Pakis?"

1.3 Objectives of the Research

Based on the background above, the objective of this research is to find out the effectiveness of using the An-Nashr program in vocabulary mastery students at Islamic Junior High School NU Pakis.

1.4 Research Significance

Researcher expects the results of this research can be helpful in the future. It is expected that:

1.4.1 Practical Significance

The researcher expects that this research can be helpful for teachers who are looking for references regarding English learning methods, especially vocabulary mastery. The researcher also hopes that the results of this research can be beneficial for readers who want to master vocabulary because it contains information about the An-Nashr program and its effectiveness in vocabulary mastery.

1.4.2 Theoretical Significance

The researcher expects this research to be a reference for future researchers to develop further and continue researching the An-Nashr program to master vocabularies. This program can be taught for extracurricular classes and can be used as a reference for further research to research Vocabulary mastery using various program or media.

1.5   Hypothesis

The hypothesis in this research is formulated as follows:

1.5.1 Null Hypothesis (Ho)

"No significant difference is found in the previous students' vocabulary mastery taught using the An-Nashr program and after being taught using the An-Nashr program."

1.5.2 Alternative Hypothesis (Ha)

"Significant difference is found in students' vocabulary mastery before taught using the An-Nashr Program and after being taught using the An-Nashr Program."

1.6 Scope and Limitation of the Research

The scope and limitations of the research are as follows:

The scope of this research in this research based on the explanation of the background above is to determine the effectiveness of using the An-Nashr program in vocabulary mastery of students in MTs NU Pakis. The researcher will observe how effective the An-Nashr technique is for mastering vocabularies, and it will be done in 3 meetings.

Limitations of this research is limited to the sample observed - the number of classes at MTs NU Pakis is seven classes, where class VII has two classes, class VIII has two classes, and class IX has three classes. While the sample observation represents the number of classes, two male class of class IX is considered. The reason is because this class has been applying the An-Nashr program for the longest, namely three years, compared to other classes. The male class is chosen because it makes it easier for researcher so that there are no gender differences that affect the results of the research. The classes taken in this research are two classes of class IX, which consists of class IX A, which has 19 students, and IX B, which has 18 students. In this research, the researcher examines the effectiveness of the program. Two English teachers will assist in the data collection process, and the researcher will conduct a pre-test and post-test to collect data. The An-Nashr program at MTs NU Pakis is given to all students as an additional or extra class in the first hour before entering the main class or subject.

1.7 Definition of Key term

Some of the key terms in this research, namely:

1.7.1 An-Nashr technique: This technique involves memorizing verses from short surahs in the Koran by using each word in English by reading it over and over and giving examples of its pronunciation first.

1.7.2 Vocabulary mastery: Vocabulary mastery is one of the components that English learners must study to know the meaning of the words to be learned. In addition, vocabulary mastery must be understood to communicate with native speakers. In this research, the mastery of the vocabulary used includes the meaning of the words from the short surah *Juz Amma*.

CHAPTER II

THEORETICAL FRAMEWORK

This chapter contains some literature that is similar and related to this research. This chapter presents literature that provides theoretical studies on the An-Nasr Program, Vocabulary, and previous studies related to this research are also included in this chapter.

2.1 An-Nashr Program

2.1.1 Definition An-Nashr Program

The An-Nashr program is a program created to support extracurriculars 30 minutes a day in learning English, and this program is used at MTs NU Pakis. This program uses the Qur'an as a medium by translating verse per word into English and then memorizing it. According to Muhammad Taufik (2013), The An-Nashr means help. The inventors made deep efforts to find and arrange this Al-Qur'an translation learning when tested, distributed, practiced, and printed. All this happened solely because of the help of Allah SWT. It is hoped that this name will serve as a constant reminder to the inventor of the technique and anyone who applies this method that only if you get Allah SWT's help we can understand His Word, without help from Him, no matter how good the techniques and methodologies of learning in the world of education are applied the results will be far from desirable.

The name An-Nasr is the hope of coming help from Allah SWT and victory for Muslims over their enemies. The people flocked to enter into *Islam kaffah*, forgive sins and mistakes. As mentioned in An Nashr's surah.

2.1.2 How to teach the An Nasr program is as follows:

First, the teacher reads the Qur'an from the verse to be read and memorizes the meaning, and then students are told to imitate. Memorizing the meaning starts from the surah Al Fatihah and the prayers, then continues with the surah An Nass, Al Falaq, and Al Ikhlas up to the letter An Naba', according to the order in the book teacher's guide. When juz 30 has been completed, continue on juz 29 starting from surah Al Mulk, then letter Al Qolam, and subsequent letters to surah Al Mursalat. Lessons about *nahwu* are enough to be learned by the teacher. And yes, it conveyed to students on the sidelines of memorizing who are considered capable.

Best memorization in groups, with one guide. The guide is a teacher or if there are not enough teachers, then the direction may be fellow students whom the teacher has taught. The guide must understand how to read Arabic sentences correctly, dashed per word or group of words with meaning. The guide uses the teacher's manual, while the students use the student manual. The age of students in one group should not be the same, but the difference is not too much, and the critical thing is reading fluency. The Qur'an is almost the same. This program is perfect when learning is done daily, with 30 to 60 minutes each face-to-face study time.

Besides that, this program is used to support English learning by a school in Malang Regency. At MTs NU Pakis the An-Nashr program is applied to help learning English, namely speaking skills, especially vocabulary mastery. The teacher instructs students to translate *mufrodat* Al-Our'an into the English meaning and pronounce it correctly as a native

speaker, and there is no change in the use of this technique. It's just that the Indonesian translation is changed to English.

The steps for using the An-Nashr program at MTs NU Pakis are first, the teacher will read a *mufrodat* and translate it into English with clear and correct pronunciation, and the teacher will repeat the example three times. Then, students are given time to memorize for approximately 30 minutes, and students will learn one verse of a short letter starting from Al-Fatihah, An-Nash, and other short surah. the teacher listens to students' memorization and gives grades while correcting students' inaccurate pronunciation and the level of memorization of the vocabulary translation of verse fragments from juz amma.

2.1.3 An-Nasr Program Pattern

How to memorize the meaning with the An-Nashr program is grouped by age:

a. The first pattern is for ages 7-12 years. The teacher reads the *mufrodat* and its meaning once, then imitates it by the students four times, then the teacher reads the *mufrodat* next time, then repeats it four times by the student, then the teacher reads the next *mufrodat* once, then imitated by the students four times. This method is valid until the end of the verse or sign of the waqf allowed to stop.

b. The second pattern is for ages 12-15 years. The teacher reads the *mufrodat* and it meaning once, then imitates it with the students three times. The teacher gives the example of reading the *mufrodat* next time after that, imitates by the students three times. Then the teacher reads

the next *mufrodat* once, then imitates it by the students three times. This method applies until the end of the verse or the waqf sign that is allowed to stop. (about 5-6 *mufrodat*) after reaching the end of the waqf without the help of teachers, students are told to repeat from beginning to end. Each student read three times until the end of the verse or *waqof* sign. Then, students repeat from the beginning to the end, and each *mufrodat* is read twice. Then students repeat from start to finish. Each word is read once.

c.   The memorization pattern may change slightly if the student has memorized one juz. That is, if one *mufrodat* is read and the student spontaneously mentions its meaning correctly, then it doesn't need to be repeated just once enough. Then proceed to the next *mufrodat*. But on repetition from the beginning of the verse, the repetition follows other *mufrodat*.

d.   In certain conditions, for example, students are still not fluent in speaking the meaning of one *mufrodat*. The *mufrodat* and its purpose are repeated with a certain amount (three times or twice) until wholly memorized.

e.   Grouping is not absolute based on age, nor is the pattern memorized, even though the period is still less than twelve years, but if memorized more than two juz. Memorization patterns can be changed by trying the design that best fits the group's abilities.

In a school in Malang that applies the An-Nashr program, the teacher gives an example of reading a *mufrodat* and translating it into English and

reading it repeatedly with clear and definite correct pronunciation, then students imitate and memorize it. Moedjito (2016) said that the Pronunciation of words in English native speakers can upgrade students' confidence in English language skills according to native speakers. Learners of English as a second or foreign language when learning English will have difficulty pronouncing English vocabulary correctly and according to native speakers. Even if students have studied for six years, it is not sure that they can have good English skills. This problem is because learning English at school only prioritizes structural material and ignores learning to speak, especially pronunciation. We need a technique to improve students' speaking skills while studying in class.

The An-Nasr technique is one of the right solutions to deal with this problem because by using this program, students can memorize English vocabulary repeatedly to pronounce it correctly. As Ali Mustadi(2012) said, aspects assessed in pronunciation are the accuracy of spelling pronunciation, the fluency of spelling and pronunciation, intonation, and emphasis. To master speaking skills is to say it repeatedly to make someone accustomed to speaking English.

2.1.4 The Advantages of An-Nashr Program

This program has some advantages, such as the program can translate the meaning of words into English so that students can understand the meaning of each word in each verse or reading of the Qur'an and pronounce each word in English correctly, translating the meaning per verse into English, this program can also translate the meaning per verse so that students can also

know the English meaning of all the verses in the Qur'an, learn pronunciation from the translation in a faster time, listen and memorize the English translation of people currently pronouncing well directly, and make students not get bored learning English, especially pronunciation skills.

2.1.5 The Disadvantages of An-Nashr Program

This program pattern is less effective when applied to students aged 15 years and over. Children over 15 years old have decreased memory, and pronunciation skills are already difficult because they are used to their local language, making them less effective. The pattern used is less relevant when applied to adults, whether in the form of learning within formal or non-formal education. The other weakness is the program does not pay attention to adult students' memorization level, considering that this method emphasizes memorization techniques by repeating recitations or verses of the Al-Qur'an and their meanings in English. This is unsuitable because such program make adult students feel bored and monotonous.

2.2 Vocabulary Mastery

At this point, the researcher explains the meaning and kinds of vocabulary.

2.2.1 The Definition of Vocabulary

Vocabulary is one of the essential skills in learning a language, vocabulary needs to be understood in everyday life so that it will be easier for them to learn vocabulary starting from things that are often done in their daily life. According to Rachmawati (2017) vocabulary is all the words that are known and used in everyday life, in reading books, the subject and the language one uses. She also said that if students do not have a lot of

vocabulary skills, they will have difficulty interpreting and understanding what they read or read, especially they will have trouble communicating.

Vocabulary in learning English at EYL will be easy to understand using media, so students will remember the words learned easily. According to Hariyono (2020) vocabulary can also be defined as words taught in a foreign language. While learning vocabulary, they still have obstacles such as a lack of language experience, which will affect the language they learn. besides, they can also lose interest in learning and get bored easily. Therefore, the teacher must think about the methods, strategies, techniques and media that will be taught.

2.2.2 Kinds of Vocabulary Mastery

Cesarini et al. (2021) explains that there are two types of vocabulary:

1. Respective and Productive Vocabulary

    Respective vocabulary is something that is encountered by readers when reading and listening. For example, when someone reads a text, they will find out the meaning of the sentence, and they will know the importance of the sentence he is reading. While productive vocabulary is when the reader listens to someone's explanation and pays attention through gestures, they will understand the topic being explained.

2. Active and Passive Vocabulary

    Active vocabulary is words that listeners and writers usually use, and passive vocabulary is words that are not fully understood, so passive vocabulary is rarely used for writing and speaking.

2.3   Previous Study

Nawal Aufa (2017), in her thesis "Using Movies to increase students' Vocabularies." A quantitative approach was used in this study. It used a pre-experimental design, which included pre and post-tests, to measure students' abilities and perceptions of data obtained from tests and questionnaires. The result of this study explained that using media in the form of films can improve students' speaking skills, especially in terms of pronunciation and vocabulary. Data increase up to 20 percent from the average pre and post-test scores. Movies can help students to improve their vocabulary mastery. The average pre-test scores compared to the post-test were 60 and 80. Based on these results and supported by the students' questionnaire answers, the result was that the film was effective in teaching vocabularies. Therefore, movies can help students improve their skills and interest in learning vocabulary.

Mohammad Syarif Hidayatullah (2018), in his journal "Improving students' vocabularies through Western Movie Media." This research uses Classroom Action Research (CAR). The data collection tool is carried out with activity observation sheets for teachers, student activity observation sheets, and vocabulary tests. This research data was analyzed quantitatively in the form of percentages and explanations of the data shown in the descriptive data. The result concluded in this study explains that using Western film media, the vocabulary mastery of the 4th-semester students of IAIN Sultan Amai Gorontalo increased from the research, it was obtained 36% data on the initial test of 11 people, 46% in cycle II to 60% and in cycle III to 93%.

In their journal, Agus Salim, Terasne, and Liza Narasima (2019), "Enhancing the students' vocabularies using shadowing technique at senior high school students." This research is included in the quasi-experimental research by designing a non-equivalent control group design. Purposive random sampling was used to take random samples. Interviews are used to collect data, notes, and multiple-choice tests. The author uses a descriptive and analytic T-test to determine students' learning outcomes. The results of this study are: first, students' learning motivation increases; second, student responses tend to be positive towards learning methods; third, students experienced a significant increase in their mastery of pronunciation, grammar, and vocabulary. And fourth, the experimental results are; The first t-test is 4.077 and t-table is 2.021 with 44 degrees of freedom (df) and a significance level (0.05) at 95%.

Rina Rachmawati (2020), in her journal "The Use of Youtube Videos in Improving non-English Department Students' vocabulary mastery." This research uses a quantitative experimental method with a pretest-posttest control group design. Data was collected using tests and observation as an instrument, then analyzed using hypothesis testing using a t-test. The result of this study explains that YouTube can be a medium that can be used to improve English vocabulary mastery by imitating, practicing, and saying aloud the words spoken by YouTubers on their YouTube channel. Based on the previous research that has been described, it can be concluded that vocabulary mastery can be improved with various media, for example, YouTube, western movies, shadowing, and others.

In this case, the research conducted by the researcher has differences and similarities from previous researchers. The title of this research is The Effectiveness

of Using An-Nashr Program to Improve Vocabulary Mastery Students at MTs NU Pakis. This research uses a quantitative experimental method with a pretest-posttest control group design. Similar to previous research, this study examines the method or program's effectiveness in vocabulary mastery. The difference from previous research is that in this research, the An-Nashr program is based on memorizing the Qur'an and was translated into English with clear and precise pronunciation. This research uses a different medium or program from previous research, namely the An-Nashr program, because the researcher wants to see this new program's effectiveness for mastering vocabulary.

CHAPTER III

METHODOLOGY

This chapter discusses the methods used in the research. The discussion includes research design, research variable, population, sample, research instrument, data collection procedure, treatments, validity and reliability test, and data analysis.

3.1 Research Design

In this research, the researcher uses a quantitative approach, collecting data in numbers and then processing them to obtain research results. In collecting data, statistical techniques are used to test the hypotheses the researcher has determined. Quantitative methods are part of a series of systematic investigations of phenomena. According to Creswell (2014) A method of testing objective theories by examining the influence between variables can be interpreted as a quantitative study. The data that has been collected is then measured by mathematical or computational statistical techniques. This research aims to observe whether the An-Nashr program is effective for improving students' vocabulary mastery of the English words they have learned. In his research, the researcher conducts pre-tests and post-tests for students at MTs NU Pakis.

In this case, the researcher uses a quasi-experimental Design by taking one class as the control class and another class as the experimental class using the An-Nashr program, and the tests used are pre-test and post-test. Quasi-experimental type (pseudo-experiment) is a type of research that tries to test the relationship between variables by comparing the receiving group's special treatment with the group that received no treatment but without a random selection of subjects. The

test determines the treatment results and classes that are not given treatment. Tests are conducted to determine the skill scores of students not given treatment and classes that applied the An-Nashr program. Researcher uses two classes as research objects. Sugiyono (2013) explains that there are two quasi-experimental design forms: the time-series design and the non-equivalent control group design. This quasi-experimental is a development of true-experimental. The following is an overview of the research design.

Table 3. 1 Description of the Quasi-Experimental design

Group	Pre-test	Treatment	Post-test
Experimental	Y1	X	Y2
Control	Y1	-	Y2

The purpose of this research is to determine the improvement of vocabularies students using the An=Nashr program in class IX MTs NU Pakis. Usage of treatment aimed at proving whether using the An-Nashr program can upgrade the scores obtained by students in vocabulary mastery. Thus, the effect of the treatment can be seen from the scores that increase when students have been taught by the teacher using the An-Nashr program by comparing the test scores from the control class and experimental class. On the other hand, this research also observes the effectiveness of the An-Nashr program in improving students' vocabularies.

3.2 Research Variable

Variables are anything determined by researchers in any form to be studied. Sugiyono (2011) interprets variables as attributes of scientific fields or certain

activities, such as height and weight as attributes of people, and organizational structure and coordination are examples of variables in administrative activities. Variables are divided into two types: independent variables, variables that influence or cause changes, and dependent variables, which are affected or become a result.

There are two variables in this research. The researcher determines the independent variable (X), namely the An-Nashr program, and uses vocabulary mastery as the dependent variable (Y). In this research, the researcher focuses on observing the vocabulary mastery of MTs NU Pakis students who are given different treatments but are given the same pre-test and post-test. pre-test, post-test and treatment are carried out in 3 meetings and carried out in class during An-Nashr time, namely every day in the morning before carrying out the main lesson in class

3.3 Population and Sample

This section presents several theories related to the population and sample. The subject is also described in this chapter.

3.3.1 Population

Based on Emile Woolf International, September (2013) the population is all items that are being processed. A group of items or people about information is needed. A population is a group of subjects, which can be people or objects, to whom the research results will be applied.

Following the research topic, the population is class IX with 53 students of MTs NU Pakis in the 2022/2023 academic year. The researcher chooses the IX class because they have better English skills than grades VII and VIII. This can be proven by looking at the daily test scores. In addition, the An-

Nashr program has been long applied to class IX. This meant that their vocabulary mastery is at various levels.

3.3.2 Sample

According to Johnson (2014), the researcher studies samples or characteristics of subjects selected from a larger group, or called a population, to understand aspects of the larger group. The characteristics of the sample that have been determined can best generalize the population and its potential. Therefore, sample selection is an essential step in conducting research.

For this research, the researcher chooses two male classes of class IX and 19 students are selected for class A as the control class and 18 students for class B as the experimental class for several reasons are First, class IX has three classes, namely two male classes and a female class, the male class is chosen because the two classes have the same gender so that the test results are expected to be more accurate than choosing one female class. Second, the students in this class mastered English better after than students in other classes. Third, students in class IX have been applying the An-Nashr program longer, so it is hoped that it will make research more accessible to give maximum results.

Table 3. 2 Research Sample

Sample		Total Participant
9A	19 Male	37
9B	18 Male	

3.4   Research Instrument

Collection of research data using tools and materials as research instruments. Multiple choice is the instrument used in this research. Students from the two classes selected for the sample took a multiple-choice test about the meaning of a word from one of the short surah verses of the Al-Quran according to the An-Nashr program they applied. Students are given the same questions to see the results of the method.

3.5   Data Collection

The data collection method presents how to obtain the information it needs. To measure the effectiveness of using the An-Nashr program in English classes at speaking skills, especially vocabulary mastery, the researcher uses tests. The test is divided into pre-test and post-test. This can be seen in the following facts:

In some studies, it is generally desirable to calculate subject scores on the same measure from the pre-test to the post-test. This test aims to determine the amount of possible change, difference, or increase (profit margin) from pre-test to post-test status. Therefore, pre and post-tests are conducted to determine whether the research has valid results.

3.5.1 Pre-Test

Students take a pre-test to learn their vocabulary mastery before applying the An-Nashr program. The test is administered on August 11, 2023, and attended by two sample classes of class IX. The test is given to students by providing question sheets in the form of several English vocabulary words. Then, students are given instructions or directions to answer questions about the vocabulary they get. Then, the results of their answers are assessed and

taken as research data. To carry out these activities the researcher came to school and carried them out in class according to English class hours.

3.5.2 Post-Test

The post-test is given to the control and experiment classes after receiving the treatment taught using the An-Nashr program in learning English. From this post-test score, the researcher aims to determine the effectiveness of using the An-Nashr program in improving students' vocabulary mastery by comparing pre and post-test score. The form of the final test is the same as the pre-test, namely presenting vocabulary about the meaning of verses of the Qur'an.

The test is carried out in the classroom like the previous test. Students are given instructions or directions to answer the questions about vocabulary according to the program of An-Nashr. The number of students who completed the post-test and pre-test were the same. After completing the test, the researcher calculates the post-test results and compares the post-test scores with the pre-test scores.

3.6   Treatments

After conducting the pre-test, the researcher accompanies the English teacher in implementing the method to students. In conducting the treatment, the researcher held one meeting on August 25, 2023. The experimental class attends the treatment meeting. The detailed activities of the technique can be seen in diagram 3.1

```
┌─────────────────┐      ┌─────────────────┐      ┌─────────────────┐
│ Teacher reads the│ ───▶ │ Teacher reads the│ ───▶ │ Teacher repeats it│
│ mufrodat        │      │ translation in   │      │ three times      │
│                 │      │ English meaning  │      │                 │
└─────────────────┘      └─────────────────┘      └─────────────────┘
                                                            │
                                                            ▼
┌─────────────────┐      ┌─────────────────┐      ┌─────────────────┐
│ Teacher corrects│ ◀─── │ Techer listens to│ ◀─── │ Students         │
│ it while gives the│    │ the students'    │      │ memorize it in 30│
│ score           │      │ memorization     │      │                 │
└─────────────────┘      └─────────────────┘      └─────────────────┘
```
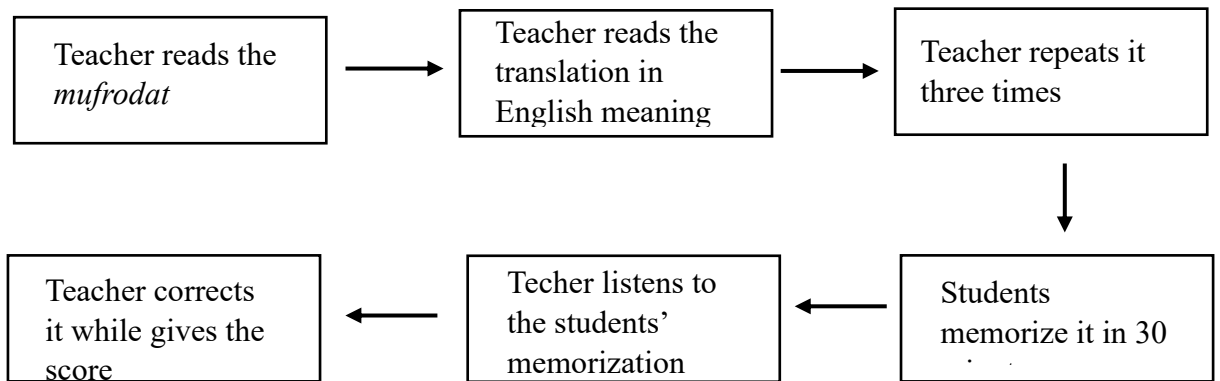
3.7 Validity and Reliability Test

The data in this research can be trusted because they come from reliable tools and are in a well-tested format. One of the most essential characteristics of a good exam is whether it matches the candidate's skills. This is often called efficiency. Another essential characteristic is the consistency of the test, which is called reliability.

In this research, several steps are taken by researcher to ensure valid and reliable instruments (tests). There are two steps taken in the method to demonstrate the validity and reliability of the test as a tool, described below:

3.7.1 Validity

Taylor (2013) Validation of research is determining whether it supports theoretical claims by examining logical arguments and empirical evidence. Validation is also interpreted as an evaluation that involves evaluating logical arguments and empirical evidence to decide whether the data is supported or not supported by the conclusions presented and the interpretation and use of the evaluation results. Johnson (2014) The accuracy or correctness of a determination from research results can be interpreted as research validity.

The validity test in this research uses the Karl Person formula, which is when the product moment correlates the value of each statement or question with the validity of an instrument item with the following formula:

$$Tcount = \frac{N\,(XY) - (\sum X)(\sum Y)}{\sqrt{(N(\sum X^2) - (\sum X)^2(N(\sum Y^2) - (\sum Y^2))}}$$

T count : Correlation coefficient

N : Number of samples

$\sum X^2$: Total X

$\sum Y^2$: Total Y

XY : The sum of the multiplication results of the X score and the Y score

In this case, these items can be used in research surveys. Validity is checked using Microsoft Excel 2016 by comparing the calculated results with tables. The item is valid if the t-count is greater than the t-table.

3.7.2 Reliability

Cash et al. (2016) measurement method is a reference of reliability to produce stable results, and researchers need to pay attention to this because it is a prerequisite for validity. Ayers et al. (2008) also define the reliability of teaching values as a description of the repeatability of performance measures across several raters that have been used for a long time. Thus, this means that accurate data is stable and reliable. In other words, reliability is the consistency of a tool in producing comparable scores used in various ways of testing or between different assessors.

To ensure reliability, use the *Cronbach Alpha* technique with the following formula:

$$a = \left[\frac{k}{(k-1)}\right]\left(1 - \frac{\sum s^2 b}{s^2 t}\right)$$

a : reliability of questionnaires or questions

K   : many questions or statements

$\sum s^2 b$: Total variance of the variance

$s^2 b$: Total variant

Table 3. 3 Reliability Level Criteria

No	Criteria	Reliability Coefficient
1	Very Low	<0,200
2	Low	0,200-0,399
3	Enough	0,400-0,599
4	High	0,600-0,799
5	Very High	0,800-1,000

The table shows that if the test value is more significant than equal to 0.600, then the instrument has a high level of confidence (reliable). Reliability calculations are performed using Microsoft Excel 2013 as a tool.

3.8 Data Analysis

According to Creswell (2014) Data in the form of numerical information collected on instrument scales or text information that recorded and reported the participants' voices were analyzed.

After obtaining the score of the student assessment rubric as a research subject, the researcher then carried out the following steps: (1) Rating table is used

to assess, (2) The data obtained from the assessment table is pre and post-test scores, (3) Then, the scores are entered into the table.

Table 3. 4 Pre-test and Post-test scores of Experiment class

Name of Students	Experimental Class	
	Y	Z
SUM ($\sum n$)		

Where:

Y   : Experimental Class' Pre-Test

Z   : Experimental Class' Post-Test

1. Make a frequency distribution table from the data in the score table, then use the following formula to find the average, standard deviation, and standard error of variable X:

    a. Mean of Experimental Group

    $$Mx = \frac{\Sigma x}{n}$$

    Mx : M$ean\ score\ of\ e\ perimental\ group$

    Σ : The score SUM of the experimental group

    N   : Total of respondents

    b. Measuring the standard deviation of ungrouped data Bracknell (2013)

    $$S = \sqrt{\frac{\Sigma (x - x)^2}{n}}$$

    s = standard deviation

    n = number of items in the sample

c.   Measuring The Standard Error (Bracknell, 2013:420)

$$\sigma x = \frac{s}{\sqrt{n}}$$

σ x = standard error (standard deviation of the sampling distribution of the mean)

s = standard deviation of the sample

n = sample size

2.   The researcher uses the normality test to understand the normality data needed to analyze whether the two groups are normal as a prerequisite for applying the paired sample t-test.

3.   The researcher uses a homogeneity test to determine whether to know relatively identical variants.

4.   The researcher calculates the degrees of freedom(df) using the following formula:

df= N-1

The significance level is analyzed after the researcher receives the data in the formula. The program positively affects students' vocabulary mastery if the t-test is higher than the t-table. Therefore, the researcher's hypothesis is accepted. Conversely, the research hypothesis is not accepted if the t-test value is lower than the t-table. However, the hypothesis test in this study uses a Sig value <0.05, meaning that it rejects H0 and accepts Ha.

5.   The researcher uses Microsoft Excel to compare the data.

The technique uses to analyze the data in the study entitled "Effectiveness of the An-Nashr Program to Improve Students' vocabulary mastery at MTs NU Pakis students" is as follows:

3.8.1 N-Gain Test

Pre-test and post-test gain analysis are statistical methods used to measure changes or gains that occur in groups or individuals after being given specific treatments or interventions. This method is used in experimental research or intervention studies to evaluate the effectiveness of the treatment or intervention. The formula for the regular gain test proposed by Meltzer is as follows:

$$g = \frac{posttest\ score - pretest\ score}{ideal\ score - pretest}$$

Description:

g   : Gain

Ideal score result   : 100

This study used this test to compare improvement Pronunciation skills for each research group.

3.8.2 The Normality Test

The normality test is data analysis that determines whether the existing data has a normal distribution. This research used Microsoft Excel the test with a significance standard of 5% or 0.05 as a reference.

a.   If the significance value is greater than 0.05, then the data can be said to have a normal distribution.

b. Meanwhile, the data has an abnormal distribution if the significance value is less than 0.05.

3.8.3 Homogeneity Test

The homogeneity test is intended to determine whether the variance of the data from the abilities in the control and experimental classes are the same or not. This homogeneity test is also seen from the pre-test scores in each control and experimental group. In this research, normality testing, homogeneity testing, and hypothesis testing are carried out using Microsoft Excel.

1. Hypothesis:

    HO: The gain score data group comes from a population that has homogeneous variations.

    $H1$: The gain score data group comes from a population that has non-homogeneous variations

    Significance Level: $\alpha = 0.05$

2. Statistical Test: Using Microsoft Excel.

3. Decision criteria:

    if Sig. $F\ Table \leq F\ Count$ then homogeneous.

3.8.4 Hypothesis Test

Hypothesis testing aims to conclude a population based on data obtained from a hypothetical sample. A hypothesis is also a temporary answer to a problem in the form of a scientific allegation and must be verified first through research. The statistical hypothesis is a hypothesis regarding the assumption of conditions in a population because by testing this hypothesis

with statistics, the process of testing this hypothesis can be accepted or rejected. Normality testing, linearity testing, and hypothesis testing in this study are carried out using Microsoft Excel. They are testing this hypothesis using the t-test.

To ensure that variable X partially affects variable Y, the t-test is performed by comparing the calculated T value to the T table. The significance level of the t-table is 0.05. Calculation of t-count is done using the following formula:

$$t = r \frac{(n-2)}{\sqrt{1+r^2}}$$

T   : t value count

N   : The total number of respondents

r^2 : Regression coefficient value

After calculating the T-count, conclusions can be drawn. In conducting the T-test, the Microsoft Excel 2013 is used as a basis for decisions, with the following references:

1. Hypothesis Formulation

    a.   If the T-count is greater than T-table 0.05, then the null hypothesis (H0) is accepted, and the alternative hypothesis (Ha) is rejected, indicating no partial effect between variable X and variable Y.

    b.   If the T-count is less than T-table 0.05, then H0 is rejected, and Ha is accepted, indicating a partial effect between the variables.

2. Criteria Test

    a. If the T-count value is greater than T-table 0.05, then H0 is accepted, and Ha is rejected.

    b. If the T-count value is less than T-table 0.05, then H0 is rejected, and Ha is accepted.

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter presents the findings of the research and discussion. The finding consists of a validity test, reliability test, N=Gain test, normality test, homogeneity test, and hypothesis testing.

4.1 Research Finding

This finding provides the results of students' vocabulary mastery scores obtained from experimental tests to test the significance and hypothesis. The test is divided into a t-test, which is supported by a homogeneity test and a homogeneity test to ensure the results are appropriate.

4.1.1 Validity Test

From testing the validity of the An-Nashr program questions conducted on 15 nonrespondents in this research, the researcher tests 30 questions on class IX students who are not included in the experimental and control classes. The researcher tests 30 questions on class IXC students, and the trial is completed in 1 meeting with 35 minutes. The validity test of this item is carried out on September 16, 2023.

In this research, the researcher uses Microsoft Excel to test its validity, using the Corel formula in Microsoft Excel to determine the r count for each question data, the following results are obtained:

Table 4. 1 Validity Test of Students' Vocabularies Tests

No	Initials	Class	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	T
1	APNR	9C	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	1	1	1	0	0	1	0	1	9
2	ASK	9C	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	29
3	AAR	9C	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	27
4	APA	9C	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	29
5	BEM	9C	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	29
6	AEM	9C	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	26
7	BDT	9C	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	28
8	BKR	9C	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28
9	BL	9C	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28
10	DMS	9C	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	28
11	RNZM	9C	1	0	1	1	1	0	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
12	SFP	9C	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	26
13	SFM	9C	1	1	0	1	1	0	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	25
14	TA	9C	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	28
15	ZANA	9C	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	28
		r count	0,962151	0,016419	0,755283	-0,10672	0,962151	0,10069	0,962151	0,714235	0,962151	0,962151	0,755283	0,579076	0,632139	0,962151	0,648844	0,755283	0,011188	0,962151	0,755283	0,962151	-0,06568	0,632139	0,011188	0,067127	0,011188	0,962151	0,962151	-0,10069	0,962151	-0,10069021	
		r table	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	
		status	valid	valid	valid	invalid	valid	invalid	valid	valid	valid	valid	valid	valid	valid	valid	valid	invalid	valid	valid	valid	invalid	valid	invalid	invalid	invalid	valid	valid	invalid	valid	invalid		

Based on the table of test results for the validity of 30 multiple choice questions and distributed to 15 non-respondent students, a significance level of 5% is used with an r-table value of 0.514. Therefore, questions that have a calculated r value greater than 0.514 are declared valid. Therefore, there are 21 valid questions and nine invalid questions. For more details, see the table below.

Table 4. 2 Summary of Validity test

No.	F$_{xy}$	F$_{table}$	Status
...			

summary of validity test results

No.	F$_{xy}$	F$_{table}$	Status
1	0,962151	0,514	valid
2	0,016419	0,514	valid
3	0,755283	0,514	valid
4	-0,10672	0,514	invalid
5	0,962151	0,514	valid
6	0,10069	0,514	invalid
7	0,962151	0,514	valid
8	0,714235	0,514	valid
9	0,962151	0,514	valid
10	0,962151	0,514	valid
11	0,755283	0,514	valid
12	0,752679	0,514	valid
13	0,632139	0,514	valid
14	0,962151	0,514	valid
15	0,648844	0,514	valid
16	0,755283	0,514	valid
17	0,011188	0,514	invalid
18	0,962151	0,514	valid
19	0,971613	0,514	valid
20	0,962151	0,514	valid
21	-0,06568	0,514	invalid
22	0,632139	0,514	valid
23	0,011188	0,514	invalid
24	0,067127	0,514	invalid
25	0,011188	0,514	invalid
26	0,962151	0,514	valid
27	0,962151	0,514	valid
28	-0,10069	0,514	invalid
29	0,962151	0,514	valid
30	-0,10069	0,514	invalid

4.1.2 Reliability Test

The results of the reliability test of multiple choice questions consisting of 30 question items in accordance with the An-Nashr technique are distributed to 15 students who were not respondents, which can be seen from the following table:

Table 4. 3 Reliability test of vocabulary questions according to the An-Nashr program

No	Initials	Class	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	19	20	22	23	27	28	T
1	ASK	9C	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
2	AAR	9C	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	21
3	APA	9C	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
4	BEM	9C	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	21
5	AEM	9C	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	21
6	BDT	9C	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	20
7	BKR	9C	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	20
8	BL	9C	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	21
9	DMS	9C	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	20
10	RNZM	9C	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	21
11	SFP	9C	1	0	1	1	1	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	17
12	SFM	9C	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
13	TA	9C	1	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	18
14	ZANA	9C	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	20
15	0	9C	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	21
	varians butir		0,067	0,124	0,124	0,067	0,067	0,124	0,067	0,067	0,124	0,171	0,124	0,067	0,171	0,124	0,067	0,124	0,067	0,124	0,067	0,067	0,067			25,600
	jumlah varians butir	2,067																								
	varians total	25,600					Cronbach Alpha Reliability Test Results																		
	r11	0,965					Koefisien Reliabilitas		Interpretasi																
	Reliability	very high					0,965		Very High																

From this table, the reliability test results for this instrument are 0.965. This shows that this question can be reliable because the value of 0.965 is greater than 0.800, which is the limit for very high reliability criteria.

4.1.3 N-Gain Test

The analysis of the N-Gian test in this research obtained data as follows:

Table 4. 4 N-Gain Test of Vocabulary Mastery

N-Gain Score						
Description s	Control Class			Experimental Class		
	Pre	Post	N-Gain	Pre	Post	N-Gain
Average	67,895	78,421	0,321	65,556	94,444	0,855
Minimum	55,000	60,000	0,000	50,000	80,000	0,560

Maximum	80,00 0	90,00 0	0,67 0	80,00 0	100,00 0	1,00 0

Based on the results above, the control class obtains an average pre-test of 67,895, a post-test of 78,421, and an N gain 0,321. Meanwhile, the experimental class average pre-test 65,556, post-test 94,444, and N Gain 0,855. So, the comparison of the vocabulary mastery of the experimental class has a post=test and N-Gain score higher than that of the control class, namely 94,444 > 78,421 and 0,855 > 0,321, or the comparison of vocabulary mastery of the control class and the experimental class can be seen in the following diagram:
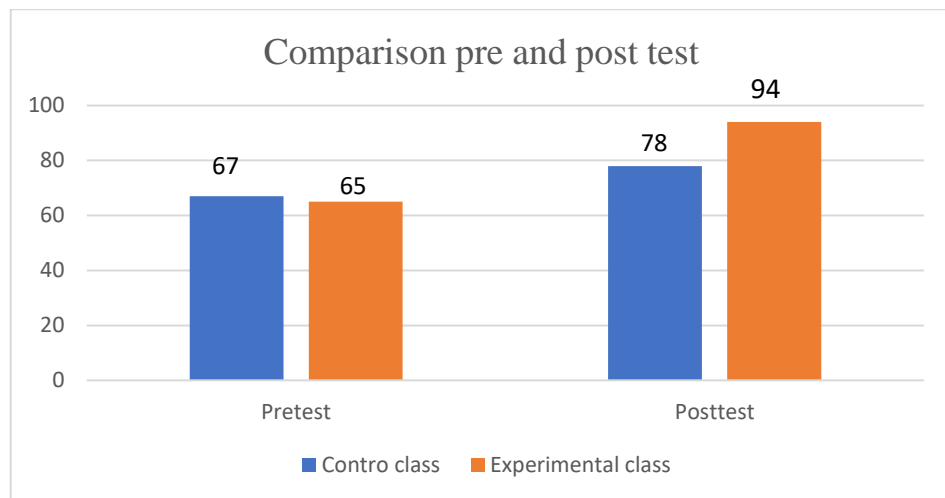
Diagram 4. 1 Comparison Pre and Post Test

The comparison of the N-Gain test results for the control class and the experimental class is as follows:
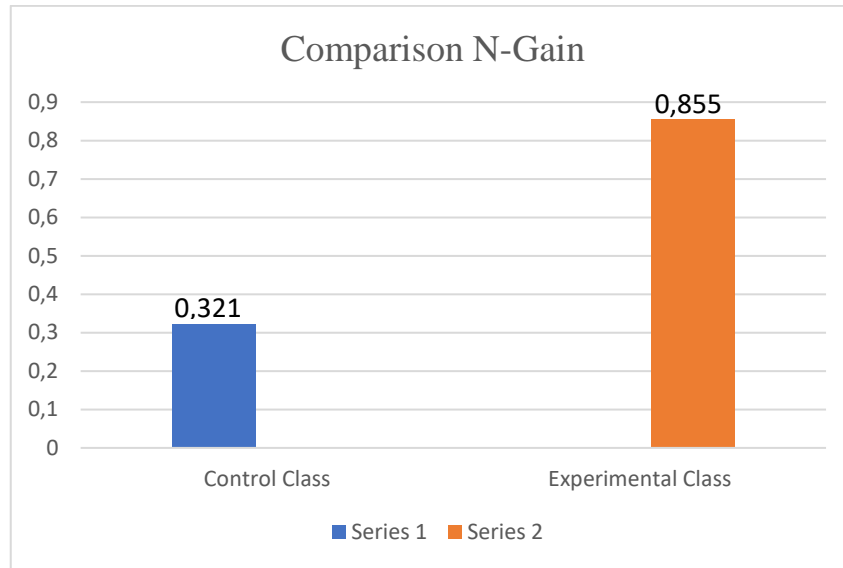
Diagram 4. 2 Comparison N-Gain Test

4.1.4 Normality Test

The normality test of the students' vocabulary mastery in the control class and the experimental class in the research assists by Microsoft Excel obtained the following data:

Table 4. 5 The normality test of the students' vocabulary mastery

Experimental Class			Control Class		
Mean		65,56	Mean		67,89474
Standard Deviasi		7,65	Standard Deviasi		6,935374
L count		0,169475	L count		0,188118
L table		0,200	L table		0,195
normal Lcount <Ltable			normal Lcount<Ltable		

Based on the normality test table above, the results for the control class have a Sig value of 0,188 and the experimental class has a Sig value of 0,169. So, the Sig value of the two classes is less than t-table. This value indicates that the research data is normal.

4.1.5 Homogeneity Test

In this research, the homogeneity of vocabulary mastery of the control class and experimental class is tested using Microsoft Excel 2013 tools, which are explained as follows:

Table 4. 6 Homogeneity test of students' vocabulary mastery

Experimental	Control			
50	55			
55	60			
60	60		varians 1	58,49673
60	60		varians 2	48,09942
60	65			
60	65			
65	65		F count	1,216163
65	65		F tabble	2,232546
65	65			
65	65			
65	70			
70	70			
70	70			
70	70			
70	75			
70	75			
80	75			
80	80			
	80			

Based on the homogeneity test table for vocabulary mastery above, based on the criteria, if F count < F table, then the data is homogeneous, the F count data is 1.216163061, and the F table value is 2.23254567. So, from the data that has been obtained by testing the predetermined criteria, it can be concluded that the data for the two classes tested are homogeneous with data 1.216163061<= 2.23254567, so the data in this research is homogeneous.

4.1.6 Hypotheses Test

The results of the hypothesis testing of the effectiveness of the An-Nashr program using the Microsoft Excel tool in this research are based on the following results:

Table 4. 7 Hypothesis test

t-Test: Two-Sample Assuming Equal Variances		
	gain score experimental	*gain score control*
Mean	28	11
Variance	57	44
Observations	18	19
Pooled Variance	50	
Hypothesized Mean Difference	-	
df	35	
t Stat	7	
P(T<=t) one-tail	0	
t Critical one-tail	2	
P(T<=t) two-tail	0,000000012	
t Critical two-tail	2	

Based on the table above, it can be seen that the Sig value is 0.000000012 or < less than 0.05. This value shows that (Ho) is rejected and (Ha) is accepted, which means there is a significant effect of increasing vocabulary mastery from obtaining a gain score for the control class and experimental class from providing treatment by applying the An-Nashr program. So it can be declared effective, and there are changes before applying and after using the An-Nashr program at Islamic Junior High School NU Pakis.

4.2 Discussion

This research aims to identify the effectiveness of using the An-Nashr program to improve students' vocabulary mastery at MTs NU Pakis. Through the analysis conducted, the findings of this research indicate that the use of the An-Nashr program has a significant effect on improving the vocabulary mastery of class IX students at MTs NU Pakis. The An-Nashr program is considered the independent variable (X), while students' vocabulary mastery is the dependent variable (Y). To collect data, pre-test and post-test are carried out in the form of multiple-choice tests consisting of 20 valid questions given to students before and after the learning process.

Before carrying out research activities in the experimental class and control class, the researcher tests the questions on class IXC students to determine the validity and reliability of the questions that will be selected as pre-test and post-test questions. The test consists of 30 questions with a processing time of 30 minutes. The researcher calculates the results of the students' work by carrying out validity and reliability tests using Microsoft Excel. The results obtained from the validity test contain nine invalid questions. Meanwhile, for the reliability test, the results using the Reliable Coefficient formula are 0.965. According to the Interpretation of the Correlation Coefficient Value, which is "Very High", the data is reliable.

The pre-test is carried out before applying the An-Nashr program, then continued with treatment and post-test. Data analysis is carried out using Microsoft Excel on the pre-test and post-test scores to determine the differences in pre-test and post-test scores for each class. It is known that the average pre-test score for the experimental class is 65.556, and the post-test score for the experimental class

is 94.444. The average pre-test score for the control class is 67.895, and the post-test is 78.421. From the pre-test and post-test scores in each class, it can be seen that there is an increase and difference between the pre-test scores before implementing the An-Nashr program and the scores after implementation.

In addition, data analysis is carried out to find out whether the data obtained is normally distributed or not, the data is calculated from the pre-test and post-test scores for each class. In this normality test analysis, the aim is to determine the average difference in the data that has been obtained. The normality test result in the experimental class is 0.169475056, while the normality test value in the control class is 0.188118204, less than the L-table, 0.200. From the data above, both of them are normally distributed.

The homogeneity test aims to determine whether two or more groups of data samples taken from the population have the same variance. The results of the homogeneity test for the control and experimental classes show that the calculated f value is 1.216163061 and the f table value is 2.23254567, so from the predetermined criteria, if f-count < f-table, the data is declared homogeneous. So, from the data obtained above 1.216163061 < 2.23254567, the data is declared homogeneous.

Meanwhile, in this research, based on hypothesis testing by comparing the control and experimental classes with special treatment, the two-tailed $P(T<=t)$ result is 0.000000012 or <less than 0.05. From these results, it is stated that H0, which stated that there is no significant influence of the An-Nashr program on students' vocabulary mastery, is rejected, and Ha, which stated that there is a significant influence of the use of the An-Nashr program to improve students'

vocabulary mastery results of Islamic Junior High School NU Pakis students is accepted. So, the experimental class that uses the An-Nashr program to improve students' vocabulary skills differs from the control class.

The results of this research are in line with research by Ahmed (2016). The results of his research were declared effective and suitable for use in second language learning for beginners. His research also stated that the learning process using the Duolingo application for junior high school students in Riyadh, Saudi Arabia, was successful. Thus, it can be concluded that these results add to previous research from this research, namely the application of a program or method for English language learners which is also effectively used in learning vocabulary mastery material stating that the null hypothesis (H0) of the research is rejected and Ha which shows that the An-Nashr program is Effective programs influence English vocabulary mastery of students at MTs NU Pakis is accepted.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter includes several parts. The first part is about the conclusions of the research, and the second part provides suggestions related to this research for teachers and future researchers.

5.1   Conclusion

Based on the results of data analysis and hypothesis testing obtained from the results of the pre-test and post-test vocabulary mastery in class IX MTs NU Pakis, it can be concluded that, based on descriptive analysis, both classes experienced the same improvement. This value is shown by the average gain in the control class of 0.321 and the experimental class of 0.855. Based on the Hypothesis test results, the Sig (2-tailed) value was $0.000000012 < 0.05$. These results state that (Ho) is rejected and (Ha) is accepted, meaning that there is a significant influence from the use of the An-Nashr program on students' mastery or improvement of vocabulary mastery at MTs NU Pakis.

In addition, the An-Nashr program is effective in learning English vocabulary for beginner learners or at junior high school level because the An-Nashr technique can increase students' enthusiasm for learning due to new experiences in learning English, especially speaking skills and in improving vocabulary skills by learning using unique and non-boring techniques. which makes students enthusiastic about learning English, especially vocabulary. Furthermore, learning using the An-Nashr program is declared effective in improving students' vocabulary mastery of class IX students at MTs NU Pakis.

5.2 Suggestion

Based on the results of the research that has been carried out, researchers provide suggestions as input as follows:

5.2.1 English Teacher

Researcher advises teachers, especially English teachers, to use the An-Nashr program in learning. Because of students' interest in each learning process, students can be more enthusiastic and enthusiastic in carrying out the learning process if there are exciting techniques or media, especially for middle school students learning English. Teachers must also provide attention and motivation to students in every teaching and learning process.

5.2.2 Further Researcher

This research can be used as a reference for the effectiveness of using program or methods in vocabulary mastery for junior high school English learners. Suggestions are given for future researchers to conduct more in-depth research regarding effective techniques or methods for teaching English and use different research methods, such as descriptive approaches, to find out more about how to apply the An-Nashr program, which can be used in learning vocabulary or pronunciation.

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APPENDIX

Appendix I survey permit

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS ILMU TARBIYAH DAN KEGURUAN
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Nomor	: 1184/Un.03.1/TL.00.1/05/2023	16 Mei 2023
Sifat	: Penting	
Lampiran	: -	
Hal	: **Izin Survey**	

Kepada

Yth. Kepala MTs NU Pakis
di
Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Mohamad Edo Darmawan
NIM	:	19180058
Tahun Akademik	:	Genap - 2022/2023
Judul Proposal	:	**The Effectiveness of Using The An-Nashr Method In Mastering Pronunciation In Islamic Junior High School NU Pakis**

diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

a.n. Dekan,
Wakil Dekan Bidang Akaddemik

Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :
1. Ketua Program Studi TBI
2. Arsip

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Nomor	: 1389/Un.03.1/TL.00.1/05/2023	31 Mei 2023
Sifat	: Penting	
Lampiran	: -	
Hal	: **Izin Penelitian**	

Kepada

Yth. Kepala MTs NU Pakis
di
     Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	: Mohamad Edo Darmawan
NIM	: 19180058
Jurusan	: Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	: Genap - 2022/2023
Judul Skripsi	: **The Effectiveness of Using The An-Nashr Method in Mastering Pronunciation in Islamic Junior High School NU Pakis**
Lama Penelitian	: **Juni 2022** sampai dengan **Agustus 2023** (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

An Dekan,
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Tembusan :
1. Yth. Ketua Program Studi TBI
2. Arsip

INSTRUMEN VALIDATION SHEET

**"THE EFFECTIVENESS OF USING THE AN-NASHR
TECHNIQUE IN VOCABULARY MASTERY IN MASTERNG
JUZ AMMA IN ISLAMIC JUNIOR HIGH SCHOOL NU
PAKIS"**

Validator	Harir Mubarok M.Pd.
NIP	1987008201802011152
Instance	UIN Maulana Malik Ibrahim Malang
Validation Date	8 September, 2023

A. Introduction

This validation was made to obtain an assessment from the validator (Mr/Ms) on the research instrument used in this research. Every comment and suggestion given is very useful to improve the quality of the research instrument. Thank you for your willingness to become a validator instrument in this research.

B. Guidance

1. In this part, please give a score on each item using (v) with the scale as follows:

  1 = Very poor

  2 = Poor

  3 = Average

  4 = Good
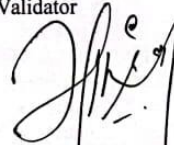
  5 = Excellent

2. Comments and suggestion can be entered in the column provided.

C. Validation Sheet

No	Aspect	Score				
		1	2	3	4	5
1	The research instrument is in accordance with the research objective.				✓	
2	Research instrument using communicative language.			✓		
3	Research instruments are able to dig up the information needed.				✓	
4	Research instrument using the correct punctuation.				✓	
5	Research instrument does not cause Misunderstanding.					✓
6	Research instrument clear and easy to understand.			✓		

Malang, September 8th, 2023
Validator

Harir Mubarok M.Pd.
NIP. 1987008201802011152

1. What is the meaning of An-Nas النّاس ....
   a. People
   b. Humankind
   c. Human
   d. Person

2. قُلْ أَعُوذُ بِرَبِّ ٱلنَّاسِ what does the underlined word mean...
   a. Say
   b. Speak
   c. Talk
   d. Hear

3. which part of surah An-Nas means King .....
   a. النَّاس
   b. قُلْ
   c. بِرَبِّ
   d. مَلِك

4. إِلَٰهِ ٱلنَّاسِ what does the underlined word mean...
   a. The God
   b. The evil
   c. Jinn
   d. Prophet

5. Which part of surah An-Nas verse 5 which means whispers ...
   a. ٱلَّذِى
   b. يُوَسْوِسُ
   c. صُدُورِ
   d. ٱلنَّاسِ

6. What is the best meaning of the second verse of Surah An-Nas...
   a. The king of Jinn
   b. King of the king
   c. The prophet of mankind
   d. The king of mankind

7. ..... مِن شَرِّ ٱلْوَسْوَاسِ ٱلنَّاسِ what does the underlined word mean...
   a. Evil
   b. Jinn
   c. Satan
   d. Humankind

8. ٱلصَّمَدُ in Surat al-Ikhlas has the meaning ...
   a. The Eternal
   b. Temporal
   c. The mortal
   d. Invisible

9. What is the best meaning of this verse قُلْ هُوَ ٱللَّهُ أَحَدٌ ...
   a. God is a place to ask for all things
   b. And there is nothing equal to Him
   c. God is a place to ask for all things
   d. Say (Muhammad): He is Allah, the One Indivisible.

10. Which is the lafadz which means equivalent/comparable...
    a. أَحَدٌ
    b. يُولَدْ
    c. كُفُوًا
    d. قُلْ

11. which means the most merciful in lafadz basmallah is?
    a. بِسْمِ
    b. ٱللَّهِ
    c. ٱلرَّحْمَٰنِ
    d. ٱلنَّاسِ

12. Translate the sentence bellow into a right translation
    Nabi kita adalah Muhammad SAW
    a. Our prophet is Muhammad SAW
    b. Our prophets are Muhammad SAW
    c. Our leader is Muhammad SAW
    d. Our king is Muhammad SAW

13. What is the best continuation of the meaning of Annas' letter below?
    "the..... of humankind,"
    a. Chief
    b. God
    c. Angel
    d. Devil

14. The people or groups that are often mentioned in surah An-Nas are.....
    a. Jin
    b. Satan
    c. Angel
    d. Humankind

15. The meaning of إِلٰهِ in surah An-Nas verse 3 is ?
    a. The whispers
    b. Humankind
    c. Among jinn
    d. The god
16. The verse with the meaning below "who whispers into the hearts of humankind." is....
    a. قُلْ أَعُوذُ بِرَبِّ ٱلنَّاسِ
    b. ٱلَّذِى يُوَسْوِسُ فِى صُدُورِ ٱلنَّاسِ
    c. مِنَ ٱلْجِنَّةِ وَٱلنَّاسِ
    d. مِن شَرِّ ٱلْوَسْوَاسِ ٱلْخَنَّاسِ
17. How many verses are there in Surah An-Nas?
    a. 5
    b. 4
    c. 6
    d. 7
18. ٱلَّذِى يُوَسْوِسُ فِى صُدُورِ ٱلنَّاسِ
    "who whispers into the hearts of humankind"
    Based on the verse above who actually whisper into human heart...
    a. The God
    b. Prophet
    c. Satan
    d. Human
19. مَلِكِ ٱلنَّاسِ (the King of humankind)
    What is the specific mean of The King from the verse above...
    a. God
    b. Human
    c. Firaun
    d. Satan
20. Translate the sentence bellow into a right translation
    Setan berbisik ke hati manusia
    a. Satan whispers to human hearts
    b. Whisperer satan to human heart
    c. Satan scream to human heart
    d. Satan speaks to human

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Blueprint Questions

Test Format	Test Technique	Item Number	Question Level	Question 1
Multiple Choice	Students are given pre-test and post-test in the form of questions: ➤ Put the cross (X) as the correct answer for the question given!	1,2,3,4,5, 6,7,8,9,0, 10,11,12, 13,14,15, 16,17,18, 19,20	C2	1. What is the meaning of An-Nas الناس .... a. People b. Humankind c. Human d. Person
			C2	2. قُلْ أَعُوذُ بِرَبِّ ٱلنَّاسِ what does the underlined word mean... a. Say b. Speak c. Talk d. Hear
			C2	3. Which part of surah An-Nas means King ..... a. ٱلنَّاس b. قُلْ c. بِرَبِّ d. مَلِكِ
			C2	4. إِلَٰهِ ٱلنَّاسِ what does the underlined word mean... a. The God b. The evil c. Jinn d. Prophet
			C2	5. Which part of surah An-Nas verse 5 which means whispers ... a. ٱلَّذِى b. يُوَسْوِسُ c. صُدُورِ d. ٱلنَّاسِ
			C2	6. What is the best meaning of the second verse of Surah An-Nas... a. The king of Jinn b. King of the king c. The prophet of mankind d. The king of mankind
			C2	7. مِن شَرِّ ٱلْوَسْوَاسِ ٱلنَّاسِ ...... what does the underlined word mean... a. Evil b. Jinn c. Satan d. Humankind

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				C2	8. اَلصَّمَدُ in Surat al-Ikhlas has the meaning ... a. The Eternal b. Temporal c. The mortal d. Invisible
				C2	9. What is the best meaning of this verse قُلْ هُوَ اللهُ أَحَدٌ ... a. God is a place to ask for all things b. And there is nothing equal to Him c. God is a place to ask for all things d. Say (Muhammad): He is Allah, the One Indivisible.
				C2	10. Which is the lafadz which means equivalent/comparable... a. أَحَدٌ b. يُولَدْ c. كُفُوًا d. قُلْ
				C2	11. Which means the most merciful in lafadz basmallah is? a. بِسْمِ b. اللهِ c. الرَّحْمَنِ d. اَلنَّاس
				C2	12. Translate the sentence bellow into a right translation Nabi kita adalah Muhammad SAW a. Our prophet is Muhammad SAW b. Our prophets are Muhammad SAW c. Our leader is Muhammad SAW d. Our king is Muhammad SAW
				C3	13. What is the best continuation of the meaning of Annas' letter below? "the..... of humankind," a. Chief b. God c. Angel d. Devil

			C3	14. The people or groups that are often mentioned in surah An-Nas are….. a. Jin b. Satan c. Angel d. Humankind
			C2	15. The meaning of إِلَٰهِ in surah An-Nas verse 3 is ? a. The whispers b. Humankind c. Among jinn d. The god
			C2	16. The verse with the meaning below "who whispers into the hearts of humankind." is.... a. قُلْ أَعُوذُ بِرَبِّ ٱلنَّاسِ b. ٱلَّذِى يُوَسْوِسُ فِى صُدُورِ ٱلنَّاسِ c. مِنَ ٱلْجِنَّةِ وَٱلنَّاسِ d. مِن شَرِّ ٱلْوَسْوَاسِ ٱلْخَنَّاسِ
			C3	17. How many verses are there in Surah An-Nas? a. 5 b. 4 c. 6 d. 7
			C3	18. ٱلَّذِى يُوَسْوِسُ فِى صُدُورِ ٱلنَّاسِه "who whispers into the hearts of humankind" Based on the verse above who actually whisper into human heart… a. The God b. Prophet c. Satan d. Human
			C4	19. مَلِكِ ٱلنَّاسِ (the King of humankind) What is the specific mean of The King from the verse above… a. God b. Human c. Firaun d. Satan

				26. Translate the sentence below into a right translation. Setan berbisik ke hati manusia a. Setan whispers to human hearts b. Whisperer satan to human heart c. Setan screams to human heart d. Setan speaks to human
			42	

Appendix IV Documentation

KONSULTASI PROPOSAL SKRIPSI
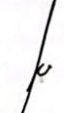
Konsultasi dan Bimbingan Proposal Skripsi

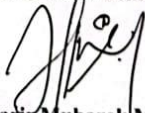| Tanggal	Bab/ Materi Konsultasi	Saran/ Rekomendasi/ Catatan	Paraf
23/2/23	Bab 1	Revisi keseluruhan Background of study	
6/3/23	Revisi Bab 1 Lonjut Bab II	- Relevant previous study - Novelty - penulisan yong benar	
13/3/23	Bab II	- Penjabaran previous study - penjabaran key form	
29/3/23	Bob II Bab III	- Penjabaran ANI-NASHR - Susutan penulisan bab3 - penulisan/penggunaan tonses	
6/4/23	Bab III Aproval sheet	- pengecekan akhir 1-3 - tanda tangan pembimbing	

Malang,
Dosen Wali/ Pembimbing,

Harir Mubarok M.Pd.
NIP. 198700820180201152

KONSULTASI PROPOSAL SKRIPSI

Konsultasi dan Bimbingan Proposal Skripsi

Tanggal	Bab/ Materi Konsultasi	Saran/ Rekomendasi/ Catatan	Paraf
11 September 2023	IV. Validasi instrumen	perubahan j mk cool Oral ke multiple choice	
13 September 2023	IV konsultasi hasil data	- respon penulisan - kelengkapan bab IV - V	
14 September 2023	IV dan V konsul tof bab 4 dan 5	- ACC - melengkapi buktas yang kurang	
02 Oktober 2023	Signature of Approval and konsulasi sheet	- Signatured	
05 Oktober 2023	prepration before sidang	- Suggestion ppt content - motivation to face the sidang	

Malang,
Dosen Wali / Pembimbing,

Harir Mubarok M.Pd.
NIP. 198700820180201152

Nomor	: 201/MTs NU/20/05/V/2023
Hal	: Surat Keterangan Selesai Penelitian

Yth. Pimpinan FTIK Universitas Islam Negeri Maulana Malik Ibrahim Malang
Jl. Gajayana 50 Malang Jawa Timur
di tempat

Asslamualaikum War. Wab.
Sehubungan dengan surat permohonan ijin mengadakan penelitian sebagai
prasyarat untuk penyusunan Skripsi (S1) atas nama mahasiswa:

Nama	: Mohamad Edo Darmawan
NIM	: 18180058
Jurusan	: Pendidikan Bahasa Inggris

Menerangkan dengan sebenarnya bahwa nama tersebut telah menyelesaikan
penelitian di MTs NU Pakis Kab. Malang pada bulan **Februari s.d Juli 2023**
dengan judul:

The Effectiveness Of Using The An-Nashr Technique In Vocabulary
Mastery In Mastering Juzz Amma In MTs NU Pakis

Demikian surat keterangan ini dibuat atas perhatian dan kerjasamanya disampaikan
terima kasih.

Wassalamualaikum War. Wab.

Malang, 24 Juli 2023
Kepala Madrasah

Dr. Najimah, S.Pd, M.Pd.
NIP. 196806122005012004

Islami Cerdas Berprestasi

Appendix VII curriculum vitae

CURRICULUM VITAE

Name   : Mohamad Edo Darmawan

Student Number   : 19180058

Date and Place of Birth   : Kediri, 1 August 1999

Gender   : Male

Address   : Damarwulan, Kepung, Kediri

Email   : 19180058@student.uin-malang.ac.id

Educational Background   :

No.	Graduated	Education	Place
1	2012	SDN 1	Damarwulan, Kediri
2	2015	MTsN 7	Kediri
3	2018	SMAN 2	Pare, Kediri
4	2023	UIN Maulana Malik Ibrahim	Malang