# THE EFFECTIVENESS OF GOOGLE LENS IN TEACHING READING COMPREHENSION THROUGH VOCABULARY KNOWLEDGE AT JUNIOR HIGH SCHOOL

Thesis

Presented as partially fulfilling the requirements to obtain

A Bachelor of Education degree in English Education Department


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**2024**

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**THE OFFICIAL ADVISOR'S NOTE**

Page : Mahaali San Fauzie
Appendix : 3 (Three) Copies

Malang, November 13, 2024

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To the Dean of Faculty of Tarbiyah and Teacher Training
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In Malang

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*Wa'alaikumsalam Wr. Wb*

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This is certify that thesis of Mahaali San Fauzie has been approved by the advisor for the further approvalby the board examiners.

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## DECLARATION OF AUTHORSHIP

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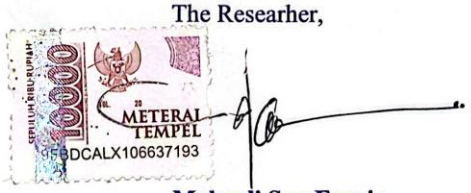


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**MOTTO**

“YOLO”

“Bekas silet dipipi

Sakitnya Setengah Mati,

Kubawa bekasnya sampai Mati

Setidaknya ku tak takut darah Lagi”

## DEDICATION

With heartfelt gratitude, I dedicate this thesis to two incredible pillars of my life my beloved parents, Arief Widjajanto and Niken Sri Puspa and to my cherished siblings, Humaira Nur Lathifani, Adyatma Taaj Ubadah, Helya Ning Faidah, and Janneta Zayn Naura. I also extend my deepest appreciation to my family and friends who have been my constant source of strength and motivation, standing by me with unwavering support and encouragement throughout this journey.

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In the name of Allah, the Most Beneficent, the Most Merciful

All praise is due to Allah (Swt.), whose favor, guidance, and inayah have enabled the completion of this thesis titled "The Effectiveness of Google Lens in Teaching Vocabulary at Junior High School." This thesis fulfills one of the requirements for completing the undergraduate (S1) program in the English Education Department, Faculty of Tarbiyah and Teacher Training, at Maulana Malik Ibrahim State Islamic University, Malang.

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Your contributions, no matter how small, have been instrumental in this achievement. I acknowledge that, as a human being with limitations, this thesis is far from perfect. I sincerely apologize for any errors or shortcomings and warmly welcome constructive feedback to improve it further. I hope that this thesis will be of benefit to its readers and contribute meaningfully to the field of English education. Thank you, and may Allah (Swt.) reward all those who have helped me abundantly.

## LATIN ARABIC TRANSLITERATION GUIDE

Based on the collective decision of the Minister of Religious Affairs 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, it has been decided that the Arabic-Latin transliteration guidelines used in this thesis are 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 | **= dz** | غ | **= gh** | ي | **= y** |
| ر | **= r** | ف | **= f** | | |

### B. Long Vocal

| | |
|---|---|
| **Long Vocal (a)** | **=ˆa** |
| **Long Vocal (i)** | **= î** |
| **Long Vocal (u)** | **=ˆu** |

### C. Dipthong Vocal

| | |
|---|---|
| **اَو** | **= aw** |
| **اَي** | **= ay** |
| **اُو** | **=ˇu** |
| **اِي** | **= î** |

## TABLE OF CONTENTS

## LIST OF TABLE

# LIST OF PICTURE

## LIST OF APPENDICES

# ABSTRACT

Mahaali San Fauzie. The Effectiveness Of Google Lens In Teaching Vocabulary At Junior High School. Thesis, Department of English Education. Faculty of Tarbiyah and Teaching Training. State Islamic University Maulana Malik Ibrahim Malang.

Advisor: Farid Munfaati, M.Pd.

**Keywords:** Google Lens, Vocabulary Mastery, Junior High school

This study investigates the effectiveness of Google Lens in teaching reading comprehension through vocabulary knowledge among junior high school students. The research compares two groups: an experimental group taught using Google Lens and a control group taught using traditional methods. Utilizing a pre-test and post-test design, the study measures the impact of Google Lens on students' reading comprehension and vocabulary acquisition. The findings reveal a significant improvement in the experimental group, whose scores increased from an average of 45 in the pre-test to 88 in the post-test, compared to the control group, which showed a more modest increase from 41.75 to 67.75. These results indicate that Google Lens, as a digital tool, enhances reading comprehension by contextualizing vocabulary within texts and providing real-time, visual feedback. This study underscores the role of vocabulary knowledge as a foundation for reading comprehension, as supported by theories emphasizing the integration of decoding and interpretation processes. Additionally, it highlights the benefits of interactive digital tools like Google Lens in increasing student motivation and engagement. The findings suggest that Google Lens offers an innovative and effective method for vocabulary learning and reading comprehension, making it a valuable resource for language education. While the study demonstrates the significant potential of Google Lens, it also acknowledges challenges such as teachers' familiarity with the technology and access to devices. Future research could explore its long-term impacts and applicability across diverse educational contexts.

# ABSTRAK

Mahaali San Fauzie. Efektivitas Google Lens Dalam Pengajaran Kosakata Di Sekolah Menengah Pertama. Skripsi. Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Pembimbing: Farid Munfaati, M.Pd.

**Kosa kata**: Google Lens, Penguasaan Kosa kata, Sekolah menengah pertama

Studi ini menyelidiki efektivitas Google Lens dalam mengajarkan pemahaman bacaan melalui pengetahuan kosakata di kalangan siswa sekolah menengah pertama. Penelitian ini membandingkan dua kelompok: kelompok eksperimen yang diajar menggunakan Google Lens dan kelompok kontrol yang diajar menggunakan metode tradisional. Dengan menggunakan desain pra-tes dan pasca-tes, penelitian ini mengukur dampak Google Lens terhadap pemahaman bacaan dan perolehan kosakata siswa. Temuan ini mengungkapkan peningkatan yang signifikan pada kelompok eksperimen, yang skornya meningkat dari rata-rata 45 pada pra-tes menjadi 88 pada pasca-tes, dibandingkan dengan kelompok kontrol, yang menunjukkan peningkatan yang lebih sederhana dari 41,75 menjadi 67,75. Hasil ini menunjukkan bahwa Google Lens, sebagai alat digital, meningkatkan pemahaman bacaan dengan mengontekstualisasikan kosakata dalam teks dan memberikan umpan balik visual secara langsung. Studi ini menggarisbawahi peran pengetahuan kosakata sebagai dasar pemahaman bacaan, sebagaimana didukung oleh teori yang menekankan integrasi proses decoding dan interpretasi. Selain itu, penelitian ini menyoroti manfaat alat digital interaktif seperti Google Lens dalam meningkatkan motivasi dan keterlibatan siswa. Temuan tersebut menunjukkan bahwa Google Lens menawarkan metode yang inovatif dan efektif untuk pembelajaran kosakata dan pemahaman bacaan, menjadikannya sumber daya yang berharga untuk pendidikan bahasa. Meskipun penelitian ini menunjukkan potensi Google Lens yang signifikan, penelitian ini juga mengakui tantangan seperti keakraban guru dengan teknologi dan akses ke perangkat. Penelitian di masa mendatang dapat mengeksplorasi dampak jangka panjang dan penerapannya di berbagai konteks pendidikan.

**ملخص البحث**

محالي سان فوزي .فعالية عدسة جوجل في تدريس المفردات في المدرسة الإعدادية .كتابة .تدريس اللغة الإنجليزية، كليات العلوم التربوية والدراسات الإسلامية، جامعة إسلام نيجري مولانا مالك إبراهيم مالانج.

**التدريس** :فريد منفعتي، ماجستير.

الكلمات المفتاحية :عدسة جوجل، إتقان المفردات، المدرسة الإعدادية

في تعليم فهم القراءة من خلال Google Lens تبحث هذه الدراسة في فعالية :معرفة المفردات بين طلاب المرحلة الإعدادية .يقارن البحث بين مجموعتين ومجموعة ضابطة تدرس Google Lens مجموعة تجريبية تدرس باستخدام باستخدام الطرق التقليدية .باستخدام تصميم ما قبل الاختبار وما بعده، تقيس الدراسة على فهم القراءة واكتساب المفردات لدى الطلاب .تكشف Google Lens تأثير النتائج عن تحسن كبير في المجموعة التجريبية، التي ارتفعت درجاتها من متوسط 45 في الاختبار المسبق إلى 88 في الاختبار اللاحق، مقارنة بالمجموعة الضابطة، التي أظهرت زيادة أكثر تواضعًا من 41.75 إلى 67.75 .تشير هذه النتائج إلى أن Google Lens، كأداة رقمية، يعزز فهم القراءة من خلال وضع المفردات في سياقها داخل النصوص وتوفير ملاحظات بصرية في الوقت الفعلي .تؤكد هذه الدراسة على دور معرفة المفردات كأساس لفهم القراءة، كما تدعمه النظريات التي تؤكد على دمج عمليات فك التشفير والتفسير .بالإضافة إلى ذلك، تسلط الدراسة الضوء على فوائد الأدوات الرقمية التفاعلية مثل Google Lens في زيادة تحفيز الطلاب ومشاركتهم .وتشير النتائج إلى أن Google Lens تقدم طريقة مبتكرة وفعالة لتعلم المفردات وفهم القراءة، مما يجعلها موردًا قيمًا لتعليم اللغة .وفي حين فإنها تعترف أيضًا، Google Lens توضح الدراسة الإمكانات الكبيرة لـ بالتحديات مثل إلمام المعلمين بالتكنولوجيا والوصول إلى الأجهزة .يمكن للبحوث المستقبلية استكشاف تأثيراتها طويلة المدى وقابليتها للتطبيق عبر سياقات تعليمية متنوعة.

# CHAPTER I

# INTRODUCTION

This chapter provides the background of the study, research problems, research objective, research hypothesis, scope and limitation, and significances of the research, definition of key terms.

## 1.1. Background of The Study

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِيْ خَلَقَۚ ۝ خَلَقَ الْاِنْسَانَ مِنْ عَلَقٍۚ ۝ اِقْرَأْ وَرَبُّكَ الْاَكْرَمُۙ ۝
الَّذِيْ عَلَّمَ بِالْقَلَمِۙ ۝ عَلَّمَ الْاِنْسَانَ مَا لَمْ يَعْلَمْۗ

"Read in the name of your Lord who created – Created man from a clinging substance. Read, and your Lord is the most Generous – Who taught by the pen – Taught man that which he knew not." (QS Al-'Alaq: 1-5)

This verse emphasizes the importance of reading and acquiring knowledge, as it is a means through which humanity learns and grows intellectually. In your research, Google Lens serves as a technological tool that facilitates the process of reading comprehension by enhancing vocabulary knowledge. By integrating this tool, students are empowered to understand texts more effectively, aligning with the Islamic principle of pursuing knowledge and using resources to improve learning abilities.

Additionally, the verse highlights how knowledge is taught and learned, which resonates with the role of technology, like Google Lens, in modern education to make learning more accessible and engaging for students. This connection reflects the Quranic encouragement of utilizing tools and methods to seek knowledge in a meaningful way.

Reading comprehension is a fundamental skill in language learning, involving the ability to understand, interpret, and analyze written texts. It is a complex process that requires integrating various components, including literal understanding, inferential thinking, critical analysis, evaluative judgment, and vocabulary understanding (Grabe & Stoller, 2020). Among these components, vocabulary understanding plays a critical role in determining the overall effectiveness of reading comprehension.

According to Nation (2019), a robust vocabulary directly correlates with a learner's ability to comprehend texts. The more extensive the vocabulary, the easier it becomes for students to decode and understand complex passages, which in turn enhances their overall reading comprehension. This highlights the crucial role that vocabulary plays in reading comprehension, as it enables students to recognize and infer meanings accurately, evaluate arguments effectively, and engage in critical thinking about the text.

However vocabulary is integral to translation, as it underpins the accuracy, contextual understanding, nuance, and cultural relevance of translated texts. A strong vocabulary is essential for producing high-quality translations. It is defined that vocabulary is the stock or store of words used by a language for the expression of thoughts and ideas. It is the basis of communication, bearing effects on the efficiency of the four language skills: speaking, listening, reading, and writing. In simple terms, the more developed one's vocabulary is, the better equipped that learner will be to

deliver and receive information-which is crucial to fulfilling the definition of language proficiency. According to Richard and Renandya in Salsabila (2017) argue that vocabulary is a core part of language skills and provides much of the basis for how well students speak, listen, read and write. Vocabulary is important if someone wants to learn a language, because each language has a varied and different vocabulary, good vocabulary mastery will make someone's language learning much easier and they can quickly grasp what the language means.

In the application of translation and vocabulary Teachers are encouraged to master the class well, including how to make learning effective, in this case the use of media is a good option for conducting learning, because by using media as a teaching aid, it can bring many benefits to the material. taught, for teachers and students. It will be easier for teachers to teach students material, on the other hand, students will more easily grasp what the teacher teaches, media can also increase students' interest in material.

Media can significantly increase student motivation by making even the most mundane lesson exciting and pertinent; pertinence is a critical determinant of the sustainability of interest in any subject. Moreover, illustrations and interactive sections can be used to clarify concepts that are too complex to verbalize, which enables students to understand learning more easily. The media will be especially crucial for meeting the diversity of learning styles. The use of media promotes a structured approach to

learning and facilitates the flow of information. According to Sukartiwi (1996) the advantages of using media in teaching-learning process are:

a. to increase the learners' motivation.

b. to avoid the learners bored.

c. to make the learners easy to understand the instructional materials.

d. to make the teaching learning process more systematic

One of the results of technological developments that is directly related to internet access is search media such as Google. Google is an American multinational company specializing in internet services and products. These products include search technology, web computing, software, and online advertising. Google was founded by Larry Page and Sergey Brin as Ph.D. student at Stanford University. They both hold 16% of the company. They made Google a private company on September 4 1998 (Lowe, J, 2009). With the information search media from Google, we get a reference for how Google's search media can fulfill all the needs of its users to search for information via the internet easily and quickly, so that users don't have to bother having to ask directly to the shop or people who have shopped if, for example, the user wants to find information via the internet.

Nowadays, students are familiar with cell phone that have Google Lens embedded in them. Initially this application was introduced as an additional item, but now Google Lens has become a default part of every Android device. The function of Google Lens itself is to provide information simply

by detecting the image it is pointing at so that this application can expand information searches. There are various kinds of media that can be used in learning, but this time we will focus on applications that have been around since their cell phones were active, but many people don't know the use of Google Lens, especially for translating words or identifying objects into several languages. In Google Lens, which is still part of Google, someone can identify a word from one language into another language that we want, for example, if there is a text written in Indonesian, Google Lens can identify the writing and then interpret it directly.

Google Lens stands out as a powerful tool for teaching reading comprehension through vocabulary knowledge, especially when compared to other tools like ChatGPT or Google Translate. While ChatGPT offers interactive, conversational learning and Google Translate aids in basic vocabulary comprehension through translations, these tools often lack the seamless integration with physical texts and real-world contexts that Google Lens provides. By allowing students to directly scan printed materials and access instant definitions, synonyms, or contextual explanations, Google Lens bridges the gap between traditional learning methods and modern technology. This approach not only enhances vocabulary acquisition but also supports a more interactive and visual learning experience. Moreover, its simplicity and accessibility make it particularly effective for junior high school students, enabling independent exploration without the need for extensive typing or complex interactions. As a result, Google Lens proves

to be a more practical and engaging solution for fostering reading comprehension in educational settings.

Based on observations in various educational settings, many students, particularly at the junior high school level, often face challenges when learning English due to difficulties with vocabulary retention and acquisition. A common issue is that students frequently struggle to remember new words, leading to frustration when they must rely on a dictionary to understand unfamiliar vocabulary. This reliance can be impractical, as dictionaries can be cumbersome to carry and time-consuming to use. This issue is not unique to individual experiences; it reflects a broader challenge in language learning. Moentaha (2006) state that translation as a transformation between languages is a symptom that has caught the attention of experts in several fields of science: psychology, ethnography, literature, and linguistics. This highlights the importance of understanding vocabulary in the context of translation and its implications for effective language learning.

Several studies have been conducted previously regarding the use of various media for learning  reading comprehension focus on vocabulary in the classroom. First, research conducted by Khafidhoh & Carolina, A (2019), they used pictures as media for vocabulary learning at SMPN 2 Imogiri, showing that the use of pictures media had a good impact shown by an increase of 14.29 from 70 on the pre-test to 84.29 on the post-test.

Second, Shapovalov, Yevhenii B., et al (2018) who Used Google Expeditions and Google Lens Tools under STEM-education in Ukraine showed Google Lens and Google Expedition can enhance students' motivation to learn and correspond to trends in STEM education and The majority of the Ukrainian-language interface is absent, teachers' lack of familiarity with the system, a lack of instructions on how to use it, and the absence of the Ukrainian Ministry of Education and Science's stamp all restrict the use of these tools shown by digitization process which led to concentration of the children attention to the digital visualized information and that why there is the problem of the motivation of students. Both, Lens and Expedition can improve the motivation level of students due to its interactivity.

Third, in research by Yun, X. (2021) The Role of Vocabulary Knowledge in Reading Comprehension: Implications for Teaching. This study explored how vocabulary knowledge plays a critical role in reading comprehension. Yun (2021) emphasized that a robust vocabulary is essential for comprehending texts, as understanding individual words directly influences the ability to grasp the overall meaning of passages. It highlighted that students with stronger vocabulary knowledge are better equipped to understand and engage with complex texts. The study provides insight into the importance of integrating vocabulary teaching in reading comprehension lessons and the positive impact it has on learners' overall reading skills. Similar Focus on Vocabulary and Reading Comprehension: Both Yun (2021) and this study emphasize the importance of vocabulary in

improving reading comprehension. Yun's study demonstrates how a rich vocabulary helps in better understanding texts, while your research focuses on how vocabulary can be improved through Google Lens to enhance reading comprehension.

There are differences and similarities between the previous research above and this research. The similarities between previous research and this research are the same in vocabulary learning within the scope of the independent curriculum and the last previous study has different course that use google lens. Meanwhile, The difference with the two previous studies is that vocabulary teaching uses videos, radio, and pictures, and flashcards, and for the third previous study, Google Lens was used for STEM education. These three studies have differences regarding the use of Google Lens, and the media that is used for teaching vocabulary. The aim of this research is to see the effectiveness of Google Lens in acquiring vocabulary in junior high schools and to evaluate the effectiveness of this media in helping students understand and master new vocabulary. Yun’s study does not explore the use of technology or digital tools in improving vocabulary or reading comprehension. It focuses mainly on the theoretical connection between vocabulary knowledge and reading comprehension, leaving out the application of tools like Google Lens.

This gap provides an opportunity for your study to explore how modern technology can specifically address the challenge of vocabulary acquisition in reading comprehension. This evaluation aims to see whether Google Lens

media is effective in providing fast and accurate access to translations, as well as students' ability to understand and apply vocabulary in an educational context that suits their curriculum needs.

## 1.2. Research Problem

Based on the background of study above, the researcher formulated the problems as follows:

1. Does the group taught reading comprehension using Google Lens through vocabulary knowledge achieve better scores than the group taught without Google Lens?

## 1.3. Research Objective

The objectives of this study are:

1. To investigate the effectiveness of utilizing Google Lens as a tool for teaching reading comprehension through vocabulary knowledge.

2. To determine whether students taught using Google Lens achieve higher comprehension scores compared to those taught without it.

## 1.4. Research Hypothesis

The Hypothesis is formulated as follows:

Null Hypothesis (H0): The mean reading comprehension scores of the group taught using Google Lens (a) are equal to or less than the mean scores of the group taught without Google Lens (b).

$H\,0 : a \leq b$

Alternative Hypothesis (H1): The mean reading comprehension scores of the group taught using Google Lens (a) are greater than the mean scores of the group taught without Google Lens (b).

$H$ 1 : a > b

In this context, researcher likely conduct a one-tailed t-test to compare the means of the two groups, with the alternative hypothesis indicating that the mean reading comprehension through vocabulary scores of the Google Lens group are expected to be higher.

### 1.5. Scope and Limitation

This study focuses on the following parameters: Participants: The research involves junior high school students, specifically targeting a single grade level to ensure uniformity in the study sample. Focus Area: The study concentrates on the effectiveness of Google Lens in enhancing reading comprehension through vocabulary knowledge. While the application has additional features, this research limits its scope to these two interconnected aspects. Classroom Implementation: The integration of Google Lens into classroom activities is examined, with an emphasis on its practical application in a real-world educational context. Duration: The research is conducted over a specified academic period, allowing for a focused evaluation of student progress. Limitations: The findings are specific to the selected school and grade level, and external factors such as students' familiarity with technology and individual learning styles are acknowledged but not the primary focus.

## 1.6. Significances of the Research

The findings of this study are expected to provide significant contributions to various stakeholders: For Educators: Offering insights into the potential of Google Lens as an innovative tool for enhancing reading comprehension and vocabulary acquisition in the classroom. For Students: Enabling them to overcome common vocabulary-related challenges and improve their reading comprehension skills through interactive and engaging methods. For Future Researchers: Serving as a foundation for further studies on the integration of technology in language learning, particularly in exploring other functionalities of Google Lens.

## 1.7. Definition of Key Terms

1. Google Lens

   Google Lens is an image recognition technology developed by Google that allows users to search for information related to objects or text in a photograph or real-time camera view. This tool uses machine learning and artificial intelligence to identify objects, scan text, translate languages, and provide additional context based on visual input. In the context of this research, Google Lens is used as a tool to assist students in acquiring vocabulary by scanning and translating text, thereby improving their reading comprehension skills.

2. Reading Comprehension

Reading comprehension is the ability to understand, interpret, and analyze information presented in written texts. It involves more than simply recognizing words; it includes grasping the underlying meaning, making inferences, and critically evaluating the content. Reading comprehension encompasses various cognitive processes such as decoding, fluency, vocabulary understanding, and the ability to draw conclusions based on both the text and prior knowledge. This research specifically examines the role of vocabulary knowledge in enhancing reading comprehension, as vocabulary is considered one of the fundamental components that enable effective text interpretation and analysis.

Key Elements of Reading Comprehension: Literal Understanding: This refers to the ability to identify and understand explicit information, such as facts, details, and the main idea within a text. Inferential Understanding: Involves making logical conclusions based on implied information in the text, requiring the reader to go beyond the literal meaning and deduce hidden messages or relationships. Critical Thinking: The ability to evaluate and critique the content, considering different perspectives or biases and questioning the validity of the information. Evaluative Understanding: Involves assessing the effectiveness of the text in terms of its writing style, argumentation, and overall credibility. Vocabulary Understanding: The comprehension of the meaning of words and phrases, both directly through definitions and

indirectly through context. A strong vocabulary foundation enhances the ability to understand and engage with complex texts.

**3.** Vocabulary Knowledge

Vocabulary knowledge refers to the range and depth of words a person understands and can use effectively. It is a key factor in language proficiency and directly impacts reading comprehension. A rich vocabulary enables individuals to decode and understand complex sentences and abstract concepts in texts, thus facilitating overall comprehension. Vocabulary knowledge includes both receptive vocabulary (words we understand when heard or read) and productive vocabulary (words we use in speaking or writing). In reading comprehension, the more extensive the vocabulary, the more proficient the learner becomes at understanding the meaning of various texts.

# CHAPTER II

# LITERATURE REVIEW

This chapter will explain related theories that can be applied in research, as a basis for reviewing and interpreting the research data collected. to dissect related research on the use of Google lens for teaching vocabulary at Junior High School.

## 2.1 Reading Comprehension

Reading comprehension is an essential skill in language learning, as it determines how well learners can extract meaning from written texts. For students, mastering this skill is often intertwined with their ability to understand the vocabulary within the texts they encounter. As vocabulary plays a pivotal role in comprehending written material, its importance in developing strong reading comprehension skills cannot be overstated. A solid vocabulary base allows learners to decode words, understand their meanings, and use context to enhance their overall comprehension. This section will explore the fundamental aspects of vocabulary and its direct connection to reading comprehension, starting with the definition of reading comprehension and its role in language acquisition.

Key Elements of Reading Comprehension

1. Literal Understanding: The ability to recognize explicit information in a text, such as main ideas, facts, and supporting details. This is the most basic level of comprehension and forms the foundation for more advanced understanding.

2. Inferential Understanding: The ability to make conclusions based on implied information. This involves reading between the lines to interpret meaning that is not directly stated.
3. Critical Thinking: Analyzing and evaluating the text from different perspectives, questioning the motives of the author, and examining the underlying messages.
4. Evaluative Understanding: Assessing the writing style, accuracy, and the effectiveness of the argument or narrative. This involves forming judgments based on the quality and validity of the content presented.
5. Vocabulary Understanding: Comprehending the meanings of words directly or through context, which is crucial for grasping the full meaning of a text.

Among these components, vocabulary understanding is fundamental. According to Nation (2019), a robust vocabulary directly correlates with a learner's ability to comprehend texts. The more extensive the vocabulary, the easier it becomes for students to decode and understand complex passages, which in turn enhances their overall reading comprehension. This highlights the crucial role that vocabulary plays in reading comprehension, as it enables students to recognize and infer meanings accurately, evaluate arguments effectively, and engage in critical thinking about the text.

### 2.1.1 Definition of Reading Comprehension

Reading comprehension refers to the cognitive process of understanding and interpreting written texts. It involves decoding the words in a text, processing the information, and linking it to prior knowledge, context, and experience (Cunningham & Stanovich, 2020). According to Kintsch (2021), reading comprehension is not only about recognizing words but also involves making inferences, drawing conclusions, and evaluating information from the text. Effective readers use a combination of strategies to construct meaning, such as predicting content, summarizing main ideas, and inferring implied meanings.

In recent studies, researcher have increasingly emphasized the multi-dimensional nature of reading comprehension. For example, Ghanizadeh & Elahi (2020) argue that comprehension involves both decoding (understanding the structure of words and sentences) and interpretation (understanding and making connections between ideas and the world). This view aligns with the understanding that reading comprehension is not a passive process but an active construction of meaning, facilitated by the reader's cognitive processes.

### 2.1.2 Vocabulary Knowledge and Its Role in Reading Comprehension

A critical element in reading comprehension is vocabulary knowledge. Research consistently shows that vocabulary is strongly correlated with reading comprehension, with a robust vocabulary enabling better understanding and retention of text (Sullivan, 2022; Zhang & Zhang, 2021). As reported by Malmström (2020), vocabulary knowledge serves as the foundation for both decoding text and understanding its deeper meaning. Without sufficient vocabulary, readers struggle to decode complex ideas, leading to poor comprehension.

Strategies for Teaching Reading Comprehension Through Vocabulary Knowledge

1. Pre-Teaching Key Vocabulary

   Teaching key vocabulary before reading enhances comprehension by reducing cognitive load during reading. According to Ahmed et al. (2022), introducing words that are central to the text helps students focus on understanding the content rather than decoding individual terms. Google Lens supports this process by providing visual aids, quick translations, and real-world connections for complex vocabulary.

2. Contextual Vocabulary Learning

   Learning words within their textual context significantly improves vocabulary retention and comprehension. Lin and Lee (2021) emphasize that encountering words in various contexts

helps students infer nuanced meanings and develop a deeper understanding of texts. By using Google Lens, students can explore how words function in sentences and access additional contextual examples, enhancing their overall comprehension.

3. Interactive Reading Activities

   Incorporating interactive tools in reading activities increases engagement and comprehension. Studies, such as by Wang et al. (2020), highlight the importance of integrating technology like mobile-assisted vocabulary learning (MAVL) tools to support vocabulary acquisition during reading tasks. Google Lens acts as a MAVL tool, offering immediate access to word meanings and pronunciations, fostering active engagement with the text.

4. Vocabulary Journaling

   Maintaining a vocabulary journal, where students record new words along with their meanings and usage examples, reinforces learning. Sun et al. (2023) found that journaling combined with digital tools enhances long-term vocabulary retention and comprehension. Google Lens allows students to capture and save new words encountered during reading, making it easier to compile and review their vocabulary notes.

5. Cloze Reading Exercises

   Cloze exercises, where students fill in blanks with appropriate vocabulary, strengthen the link between vocabulary knowledge and comprehension. Xu et al. (2024) demonstrated that these

exercises improve contextual word understanding and text interpretation. Google Lens can be used to scan unknown words in the text, helping students identify suitable options for filling gaps.

6. Post-Reading Vocabulary Application

   Applying newly learned vocabulary after reading solidifies comprehension and promotes active usage. Research by Kim et al. (2021) suggests that activities like summarizing texts or discussing main ideas using new words deepen vocabulary understanding. Google Lens aids this process by offering synonyms, antonyms, and contextual examples for effective application in discussions or written tasks.

7. Visual Literacy Integration

   Combining visual elements with text improves comprehension, especially for abstract concepts. Dual Coding Theory, revisited in a study by Zhang and Zhao (2023), shows that integrating visuals with text enhances retention and understanding. Google Lens's ability to provide visual representations of words aligns with this approach, offering an innovative way to make vocabulary learning more meaningful.

Argument Strengthening Recent studies underline the vital role of vocabulary knowledge in enhancing reading comprehension. Vocabulary acts as a foundational skill that supports the decoding of text, inference-making, and critical thinking (Ahmed et al., 2022).

Integrating technology like Google Lens into vocabulary-focused reading strategies meets modern educational demands, fostering interactive and personalized learning experiences (Lin & Lee, 2021).

In a study by Wang and Liu (2021), it was found that vocabulary knowledge significantly impacts students' ability to extract meaning from texts, particularly when encountering unfamiliar words. The study suggests that the more words a student knows, the easier it is to grasp the context and overall meaning of a passage, as these students are better able to infer meanings from the context or apply prior knowledge of similar words. As such, vocabulary acquisition is seen as indispensable for improving reading comprehension skills.

Further emphasizing this, Cross (2022) notes that reading comprehension is not merely about identifying words, but understanding their nuanced meanings within different contexts. Vocabulary knowledge allows readers to decode individual words and phrases and interpret their significance in various situations, contributing to more accurate and deeper comprehension.

### 2.1.3 Types of Vocabulary in Reading Comprehension

Vocabulary knowledge can be categorized into different types, each contributing uniquely to reading comprehension:

Receptive Vocabulary: This refers to the words that a reader can understand when they encounter them in reading or listening.

Receptive vocabulary plays a significant role in reading comprehension, as it allows readers to comprehend unfamiliar words they come across in texts. Studies, such as those by Chang and Chien (2020), suggest that receptive vocabulary is a strong predictor of reading comprehension success because it allows for smoother decoding of the text and deeper understanding.

Productive Vocabulary: This is the vocabulary a reader actively uses in speaking or writing. While productive vocabulary is important for communication, receptive vocabulary tends to be more critical for reading comprehension, as it aids in understanding written texts (Kieffer & Lesaux, 2020). However, a solid productive vocabulary can enhance overall literacy skills, enabling students to better integrate new information and concepts when reading.

Contextual Vocabulary: Contextual vocabulary involves understanding the meaning of words based on the context in which they appear. In a recent study, Wang et al. (2021) argue that the ability to infer the meaning of unknown words from their surrounding text is one of the most important skills for proficient readers. Contextual vocabulary knowledge allows readers to maintain comprehension even when they encounter unfamiliar words, by relying on clues provided within the sentence or paragraph.

Academic Vocabulary: These are words commonly found in academic texts, across subjects like science, literature, and social

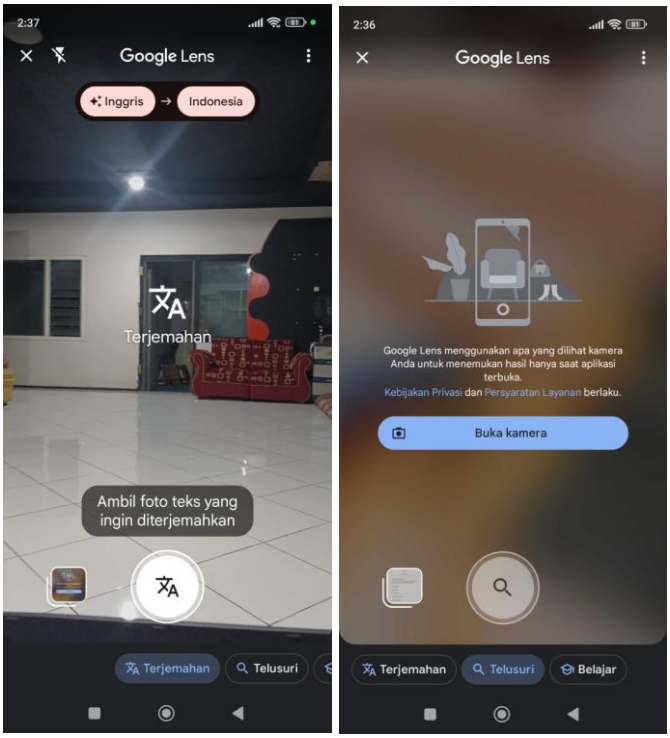
studies. Recent research by Biemiller (2020) highlights the importance of academic vocabulary in reading comprehension, especially for older students. Mastery of academic vocabulary enables students to understand complex texts and participate in higher-order academic tasks, thus supporting comprehension in diverse contexts. As evidenced by research in recent years, vocabulary development across these categories is crucial for improving reading comprehension. The stronger the vocabulary knowledge—whether receptive, productive, contextual, or academic—the better the ability to decode and understand the information presented in written texts (Graves, 2021).

## 2.2 Google Lens

With the rapid advancement of technology, various digital tools have been integrated into education to enhance learning experiences. One such tool is Google Lens, which offers a unique approach to learning by leveraging its image recognition and contextualization capabilities. Google Lens, through its innovative features, can be utilized to support various aspects of language learning, including vocabulary acquisition and reading comprehension. In the following sections, we will delve into the functionalities of Google Lens, starting with a clear definition of this tool and its potential applications in educational settings.

### 2.2.1 Definition of Google Lens

Google lens is a tool that we can find in cell phone technology today, being one part with Google, Google Lens is a new innovation in searching for something, identifying an object, text, which is equipped with various features such as translation, shop, articles. Google Lens can be maximized if we have a camera, because as the name suggests, Google Lens can directly detect what the camera on a cell phone sees.

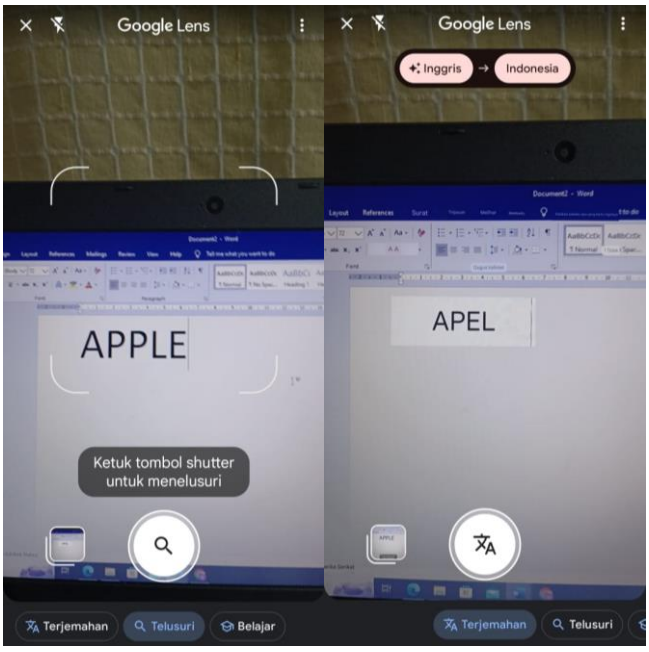



*Picture 2.1 - Initial View of Google Lens*

from the official Google Lens website it can be defined as a set of vision-based computing capabilities that can understand what you're looking at and use that information to copy or translate text, identify plants and animals, explore locales or menus, discover products, find visually similar images, and take other useful actions.

### 2.2.2 The Use of Google Lens

Google Lens can be a tool to identify an image which then provides detailed information about the image or can provide a similar image of an image. Google Lens attempts to identify the object by scanning barcodes, QR codes, labelling and text when directing the phone camera onto an object, and shows the corresponding search results, web pages and information (Vinh, 2021).




*Picture 2. 2 - Camera Translation Using Google Lens*

Apart from using Google Lens images, it is reinforced with camera support which can identify camera captures, which can be text seen through the camera or other objects, identifying what the user wants, such as similar photos, photo details, the meaning of text, or the meaning of writing on the image. as seen through the camera. Google Lens can also interpret text translating it into several different languages.

### 2.2.3 Advantages & Disadvantages of Google Lens

With the development of today's technology, Google Lens has the following advantages:

1. The tool is easy to access because it is embedded directly in Android
2. Free tool for use
3. Flexible in detecting images via camera or those already stored in the gallery
4. Easy to use anywhere because it can be accessed via cellphone
5. extensive exploration, because one developer is with Google, this tool is very easy to explain to various things on Google.

Google lens is very interesting and has many advantages, but it does not mean it does not have disadvantages such as:

1. Must use the internet to access, internet use is required to support the operation of Google Lens, because it is direct.
2. Drains the battery because using the camera consumes enough battery on the cellphone.

3. Can only access with camera and images, documents can be supported by Google Doc or Google Translate.

## 2.3 Teaching Reading Comprehension through Vocabulary Knowledge Using Google Lens

Google Lens, with its capabilities, is a powerful tool for enhancing reading comprehension through vocabulary knowledge. The tool aids students in comprehending difficult texts by providing immediate understanding of unknown words, their meanings, and their contexts. This approach can make learning more interactive and engaging, particularly in language learning, as students can use Google Lens to look up unfamiliar vocabulary in real time.

Teaching reading comprehension through vocabulary knowledge is crucial because the ability to understand words directly impacts a learner's overall ability to comprehend text. Google Lens provides students with an effective way to tackle difficult vocabulary, bridging the gap between unknown words and textual meaning. Through immediate access to word definitions, synonyms, and contextual examples, students are equipped with the tools to better understand and retain the content of the text.

Different methods can be employed when using Google Lens for teaching reading comprehension:

Text Recognition: Students can scan a passage and use Google Lens to identify and define unknown words, enhancing their vocabulary knowledge and comprehension of the text.

Contextual Vocabulary Building: By scanning words within the context of a sentence or passage, students can better understand how words function within larger units of meaning, thus improving their overall reading comprehension skills.

Interactive Learning: By using Google Lens to translate and interpret text, students can engage in active learning, allowing them to take control of their learning process outside the classroom.

## 2.4 Relation To Previous Research

Connecting previous research findings with the research objective involves understanding how the insights gained from studies on different media for vocabulary learning can inform the investigation into the effectiveness of Google Lens in junior high school settings.

1. Visual Learning Modalities : Previous research, such as that conducted by Khafidhoh & Carolina (2019) and Turnip, M.C, et al (2017), has underscored the efficacy of visual aids, particularly pictures, in enhancing vocabulary learning outcomes. These studies suggest that visual stimuli play a crucial role in facilitating vocabulary acquisition by providing learners with concrete representations of abstract concepts. By leveraging Google Lens, which offers real-time image recognition and interpretation capabilities, educators can extend the benefits of visual learning to digital platforms.
2. Digital Educational Tools : Insights from studies on digital educational tools, such as the research by Shapovalov, Yevhenii B., et al (2018), have highlighted the potential of technology to enhance student

motivation and engagement in learning activities. Despite facing challenges such as language barriers and teachers' unfamiliarity with the technology, digital tools like Google Expeditions and Google Lens have been found to foster interactive and immersive learning experiences. In the context of the current research, the objective is to see the effectiveness of Google Lens in teaching vocabulary.

3. Focus on Vocabulary and Reading Comprehension: Both Yun (2021) and your study emphasize the importance of vocabulary in improving reading comprehension. Yun's study demonstrates how a rich vocabulary helps in better understanding texts, while your research focuses on how vocabulary can be improved through Google Lens to enhance reading comprehension. Educational Implications: Both studies have a practical educational focus, aiming to identify strategies or tools that can aid in improving reading comprehension through vocabulary acquisition. Yun's work discusses the broader implications of vocabulary knowledge for teaching reading, and your study similarly explores how a specific tool (Google Lens) can be used in the classroom to help students enhance their vocabulary and, in turn, improve their reading comprehension. Student-Centered Approach: Both studies are student-centered in their approach to enhancing learning outcomes. Yun (2021) looks at how vocabulary knowledge impacts students' ability to understand texts, while your research focuses on how Google Lens can facilitate vocabulary learning, aiming to improve student learning experiences.

In summary, by synthesizing insights from previous research on visual learning modalities, digital educational tools, and augmented reality, the research objective aims to investigate the effectiveness of Google Lens in supporting vocabulary learning in junior high school classrooms. Through empirical inquiry and analysis, the study seeks to contribute to the advancement of innovative pedagogical approaches in language education, with a specific focus on harnessing technology to enhance vocabulary acquisition among adolescent learners.

# CHAPTER 3

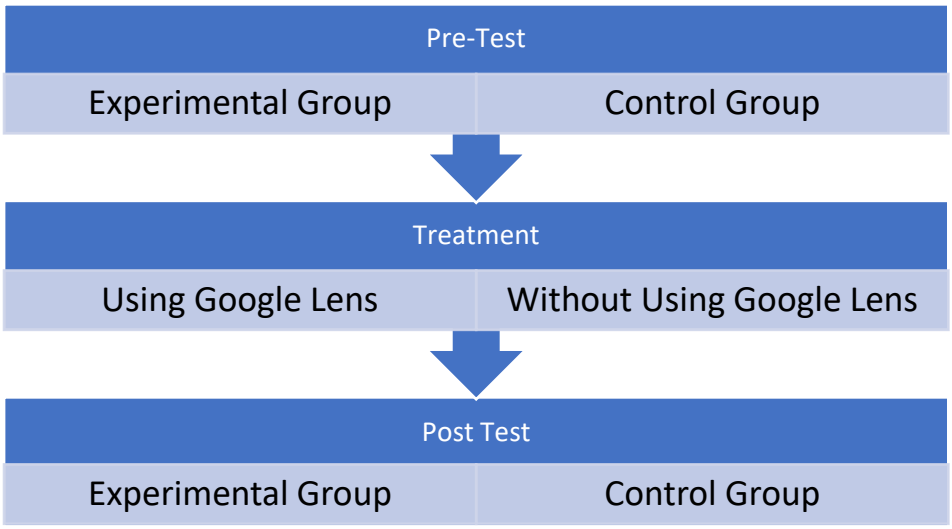
# METHODOLOGY

To achieve the research objectives in this study, the details of the method used are explained as follows:

## 3.1 Research Design

This research is a quantitative study that employs a quasi-experimental design with a pre-test post-test control group approach. To conduct this research, participants will be divided into two groups: a control group and an experimental group, each receiving different treatments. The control group will not receive any treatment or instruction using Google Lens, while the experimental group will be taught using Google Lens. Initially, both groups will take a pre-test consisting of 20 questions to assess their Reading comprehension through vocabulary knowledge. Following the pre-test, both groups will undergo two instructional sessions on the same material relevant to the pre-test, with the experimental group using Google Lens and the control group receiving traditional instruction. After the treatment sessions, both groups will complete a post-test consist of 20 questions. This will allow for a comparison of results to determine the effectiveness of Google Lens in Reading comprehension through vocabulary kwnoledge learning at the junior high school level. If the post-test scores of the experimental group are significantly higher than those of the control group and their pre-test scores, it can be concluded that Google Lens is effective for Reading comprehension through vocabulary

knowledge learning. Conversely, if the control group's post-test scores are equal to or higher than those of the experimental group, or if the experimental group's post-test scores are lower than or equal to their pre-test scores, it would indicate that Google Lens is not effective for Reading comprehension through vocabulary knowledge acquisition in junior high school.




*Picture 3. 1 Research Flow*

### 3.2 Population, & Sample

A parallel design is used to compare two independent groups (group comparison), namely the control group and the experimental group, which will receive a treatment before the post test is carried out.

### 3.2.1 Population

Sample size determination and statistical power of the quasi-experiment are very important because they have major effects on the scientific validity of the study (Maciejewski, 2018).

Determining the sample size and statistical power of quasi-experiments is very important because it has a big influence on the scientific validity of research. The population in this study were students at Junior High School, totalling 60 students. and divided them into 2 groups, namely the Experimental Group and the Control Group.

### 3.2.2 Sample

The samples that will be used are taken from 2 classes at Junior High School, namely class A which will be the Experimental Group and B which will be the Control Group.

## 3.3 Research Variable

### 3.3.1 Independent Variable

Independent variables are variables that influence the values of other variables. Independent variables in any system are those which can be directly altered from outside the system. without affecting each other (Stewart, 1977). The independent variable in this research is the provision of Reading comprehension through Vocabulary knowledge class material using Google Lens.

### 3.3.2 Dependent Variable

The dependent variables in a system can be thought of as internal to the system. Their values represent the system’s reaction to the externally imposed values of the independent variables (Stewart, 1977). the dependent variable is students' Reading comprehension through vocabulary knowledge.

## 3.4 Time & Location of the Research

Location of data collection, the researcher take Junior High School in October 2024, it take at Junior High School because this school already supports students in a modern curriculum, and they are allowed to bring cell phones to support the students' learning process, and wifi has been installed in every classroom area used to teach.

## 3.5 Data Sources

The purpose of data collecting for this study is to gather the information needed to meet its goals. Pre-test and post-tests will be used by the researcher to gather data for the study, "Using Google for Teaching Reading comprehension through Vocabulary knowledge at Junior High School".

### 3.5.1 Primary Data

The primary source of data that researcher collect firsthand is called primary data. Students who volunteered to participate in the study as responders filled out a form that was used to collect data. Researcher collect data via administering assessments to pupils twice: a pre-test

and a post-test. The experiment class and the control class were used for both testing.

### 3.5.2 Secondary Data

Extra information to support primary data is known as secondary data. Books, journals, articles, and government written papers are good sources of secondary data. It will use secondary data for this study from a number of publications, books, and journals.

## 3.6 Research Instrument

Research instrument is a question that is used to measure the results from the beginning and end of this research. This instrument will use questions in the form of a Reading comprehension through Vocabulary knowledge test with a level appropriate to what is needed, with that, several instrument were conduct which we can see below.

### 3.6.1 Main Instrument

In this research, the main instruments are the pre-test, treatment phase, and post-test. Here's an explanation of what the students will do in each phase:

1. Pre-test : In the pre-test phase, students will undergo an assessment to gauge their initial level of Reading comprehension through vocabulary knowledge. This assessment may involve tasks such as identifying words and matching words with definitions. The purpose of the pre-test is to establish a baseline measure of students' Reading comprehension through

vocabulary knowledge proficiency before any intervention or treatment is administered.

2. Treatment Phase : During the treatment phase, students will participate in activities designed to teach Reading comprehension through vocabulary knowledge using Google Lens. Depending on the specific treatment plan, students may engage in various tasks such as recognizing and understanding words in texts provided by the researcher, identifying Reading comprehension through vocabulary-related objects in pictures or images using Google Lens, or using Google Lens to assist in understanding and interpreting Reading comprehension through vocabulary knowledge within story texts. The treatment phase will typically involve guided instruction or activities facilitated by the researcher to ensure effective utilization of Google Lens for Reading comprehension through vocabulary knowledge learning.
3. Post-test : Following the treatment phase, students will complete a post-test to assess the effectiveness of the intervention. Similar to the pre-test, the post-test will include tasks or questions related to Reading comprehension through vocabulary knowledge. Students will be evaluated on their ability to identify, define, or use vocabulary words, with the aim of measuring any improvements in Reading comprehension through vocabulary knowledge proficiency following the treatment phase.

Overall, the research design involves assessing students' initial Reading comprehension through vocabulary knowledge proficiency through a pre-test, implementing a treatment phase where students engage in Reading comprehension through vocabulary knowledge learning activities using Google Lens, and evaluating the impact of the treatment through a post-test administered after the intervention then look at the effectiveness of Google Lens in learning Reading comprehension through vocabulary knowledge.

### 3.6.2 Supplemantary Instrument

In addition to the main instruments of pre-test, treatment phase, and post-test, supplementary instruments such as cell phones, internet access, and story texts, along with visual aids, play crucial roles in enhancing the research process.

1. Cell Phone: Students can utilize their cell phones to access the Google Lens application, which serves as the primary tool for Reading comprehension through vocabulary knowledge learning during the treatment phase. This integration of cell phones facilitates seamless access to technology, allowing students to engage with Google Lens for various Reading comprehension through vocabulary knowledge-related activities. For example, students can use Google Lens to scan text from textbooks or printed materials to identify and understand Reading comprehension through vocabulary knowledge words.

2. Internet Access: Internet access is essential for the proper functioning of Google Lens. While the application itself can perform some functions offline, its full range of features, including text recognition, translation, and search capabilities, relies on an internet connection. Therefore, students need internet access to utilize Google Lens to its fullest potential for Reading comprehension through vocabulary knowledge learning.
3. Story Text & Pictures: Story texts serve as contextualized learning materials for Reading comprehension through vocabulary knowledge acquisition. During the treatment phase, students engage with story texts provided by the researcher. They use Google Lens to identify and understand Reading comprehension through vocabulary knowledge words within the context of the story. This contextualized approach to learning fosters meaningful engagement with Reading comprehension through vocabulary knowledge concepts and promotes retention. Additionally, visual aids such as illustrations or diagrams within the story texts can further support students' comprehension of Reading comprehension through vocabulary knowledge words.

By incorporating supplementary instruments like cell phones, internet access, story texts, and visual aids, the research provides students with additional resources and opportunities for effective Reading comprehension through vocabulary knowledge learning.

These supplementary instruments complement the main research instruments and contribute to a comprehensive and enriching learning experience for students.

## 3.7 Validity and Reliability

### 3.7.1 Validity

An essential component of research is validity, if the data are not satisfactorily verified Research is deemed invalid. (Kimberlin & Winterstein, 2008) State Validity is the extent to which the interpretations of the results of a test are warranted, which depends on the particular use the test is intended to serve. They also state Validity is often defined as the extent to which an instrument measures what it purports to measure. Researcher use Excel or SPSS to test validity; in this study, Excel was employed with the following formula:

$$\boldsymbol{Rxy = \frac{N\sum XY - (\sum X)(\sum Y)}{[N\sum X2 - (\sum X)2][N\sum Y2 - (\sum Y)2]}}$$

Note:

R = correlation coefficient

N = number of samples

X = score per question item

Y = total score

### 3.7.2 Reliability

Reliability estimates evaluate the stability of measures, internal consistency of measurement instruments, and interrater reliability of instrument scores (Kimberlin & Winterstein, 2008). Reliability serves as a gauge for an instrument's capacity to be used consistently and in accordance with various conditions and If the reliability of the instrument can be adequately tested, it can be used with confidence. As a result, the data will be able to correspond with the facts in the area that is being given. The formula for finding reliability is as follows

#### 3.7.2.1 Test Reliability

In order to assess the test's reliability, researcher employed the Kudr-Richardson formula 20 (K-R 20). The KR-20 formula can be used for dichotomous item analysis. For instrument items with dichotomous scoring, for example 1-0, true-false, yes-no, on-dead, etc., reliability estimation can be done using the KR-20 formula (Retnawati, 2017). The KR-20 formula is as follows:

$$\boldsymbol{Rtt = \frac{K}{K-1}\left(\frac{V_{t-}\sum pq}{V_t}\right)}$$

Note:

**Rtt**= Reliability of the test

**K**= Total amount of valid elements

$\boldsymbol{V_t}$=total variance.

**p** = The number of participants that properly answered the questions

**q** = the number of participants that provided erroneous answers to the questions

$\sum \boldsymbol{pq}$ = The total number of outcomes from multiplying p by q.

If r count is more than r table by 5%, the item is approved.

*Table 3. 1 - Level of Reliability*

| No. | Reliability | Level of Reliability |
|---|---|---|
| 1. | >0.90 | Very High |
| 2. | 0.80-0.90 | High |
| 3. | 0.70-0.79 | Reliable |
| 4. | 0.60-0.69 | Minimally |

### 3.8 Hypothesis

Hypothesis as a statement that can be evaluated and made before research is conducted in order to estimate the possible results of that research. Based on assumptions and constraints, there are two hypotheses that can be tested using results that are determined, namely:

### 3.8.1 Null Hypothesis

Google Lens Translate tool is ineffective in improving the Reading comprehension through vocabulary knowledge of Junior High School pupils.

### 3.8.2 Alternative Hypothesis

Google Lens Translate tool is effective in improving the Reading comprehension through vocabulary knowledge of Junior High School pupils.

## 3.9 Data Collection Technique

as explained in the research method, the population to be studied will be divided into 2 parts, the researcher will take 2 classes, namely A and B, then test them with a pre-test, then for some students who are intended to be the Experimental variable, they will be given Treatment and then continue with Post -test for both classes, details of the data collection strategy will be explained in more detail as follows:

### 3.9.1 Pre-Test

When starting to collect data, an initial test will be held to measure students' abilities and skills at the first meeting. Each experimental class and control class will be given questions to examine in this pre-test. They will mainly be tested in terms of Reading comprehension through vocabulary knowledge. It will give 20 multiple choice questions along with definitions and identification of objects,

adjectives, verbs and adverbs. These results will be the starting point for comparison between the experimental class and the control class before being given treatment.

### 3.9.2 Treatment

In the second step of data collection process, the experimental group will receive a treatment regarding Google Lens. Analysts will go over the features and steps for utilizing the Google Lens. Next, they will use Google Lens to teach a few things that are appropriate for their lesson plan. Subsequently, the researcher will instruct each feature in accordance with its specific use, Reading comprehension through vocabulary knowledge translation and moving picture identification translate. The instructor will emphasize the standard knowledge covered in the lesson in this section, both groups will also incorporate Reading comprehension through vocabulary knowledge exercises to help students expand their Reading comprehension through vocabulary knowledge.

### 3.9.3 Post Test

The purpose of the post-test was to gauge student performance and compare it to that of the Control Group, who did not receive therapy, and the Experimental Group, which did. They will be given 20 multiple-choice questions containing definitions and identification of objects, adjectives, verbs and adverbs. These questions will be similar to the pre-test questions in most cases. This test will determine

whether there is a substantial difference between the experimental class, which received instruction using Google Lens, and the control class, which received instruction without it. This will see the effectiveness Google Lens for learning Reading comprehension through vocabulary knowledge. Researcher can observe differences in Reading comprehension through vocabulary knowledge improvement between groups that receive treatment and groups that don't, while controlling or adjusting for other factors that might influence the results. Although not as powerful as a pure experimental design, this approach allows researcher to make stronger conclusions about the effects of using Google Lens in improving students' Reading comprehension through vocabulary knowledge.

## 3.10 Data Analysis

The researcher employs the following data analysis technique: he uses both the pre-test and post-test results of students from both the experimental and control classes as research data. The pre-test and post-test findings are comparing by the researcher. The information is then extract from the data using stochastic computations based on the t-test formula. In order to test the hypothesis, a significance threshold of 0.05 (95%) will be used. The purpose of this t-test is to determine whether or not there is a significant difference in the scores between the pre-test and post-tests.

### 3.10.1 Normality Test

To determine whether the data collected from the experimental and controlled classes regularly distribute or not, a normality test was employed. This normality test conduct using SPSS version 22, which has the following requirements: the data distribution can be classified as normal if the results of the test are more than > 0.05, but not normal if the results are less than < 0.05.

### 3.10.2 Homogenity Test

The next stage aims to determine the homogenity of the data after receiving the results of the normality test. To ascertain whether or not the data in both classes are homogeneous, the homogeneity test employee. Additionally, SPSS version 22 is use for this test in order to ensure data homogeneity at a significant level greater than $\alpha = 0.05$.

### 3.10.3 T-Test

The T-test is a method of data analysis use to determine whether there is a significant difference between the Reading comprehension through vocabulary knowledge of students in experimental classes and that of students using the Google Lens tool in a control class. Using SPSS version 22, the Independent Samples T-test with two-tailed test of significance is the t-test employ in this investigation. In the event that the data indicates that Sig. (2-tailed) > sig $\alpha = 0.05$ (5%), the null hypothesis is acknowledged. However, the alternate hypothesis will be consider if Sig. (2-tailed) < sig $\alpha = 0.05$ (5%).

# CHAPTER IV

# FINDINGS AND DISCUSSION

The following section presents the data analysis from pre-test, normality test, homogenity test, post-test analysis, hypothesis test, and discussion.

## 4.1 Finding

In this part, the results obtained from the study will be presented, which include data analysis results obtained after conducting pre-test and post-tests on the experiment and control groups.

### 4.1.1 Pre-Test Data Analysis

The implementation of this quasi-experimental research involved 2 groups, namely the experimental group that would use class 8A and the control group that would use class 8B. The pre-test was conducted on Monday, October 14, 2024, 2 lesson hours with a time allocation of 2 x 40 minutes (80 minutes).

Students from both groups will get the same questions in this test, but the difference is that after this test is carried out the experimental class will learn using google lens while the control class will learn with the same material without using google lens. The purpose of this pre-test is to measure students' abilities before learning the material using or without google lens, so that it will later become the initial measure in this study. The results of the pre-test are as follows:

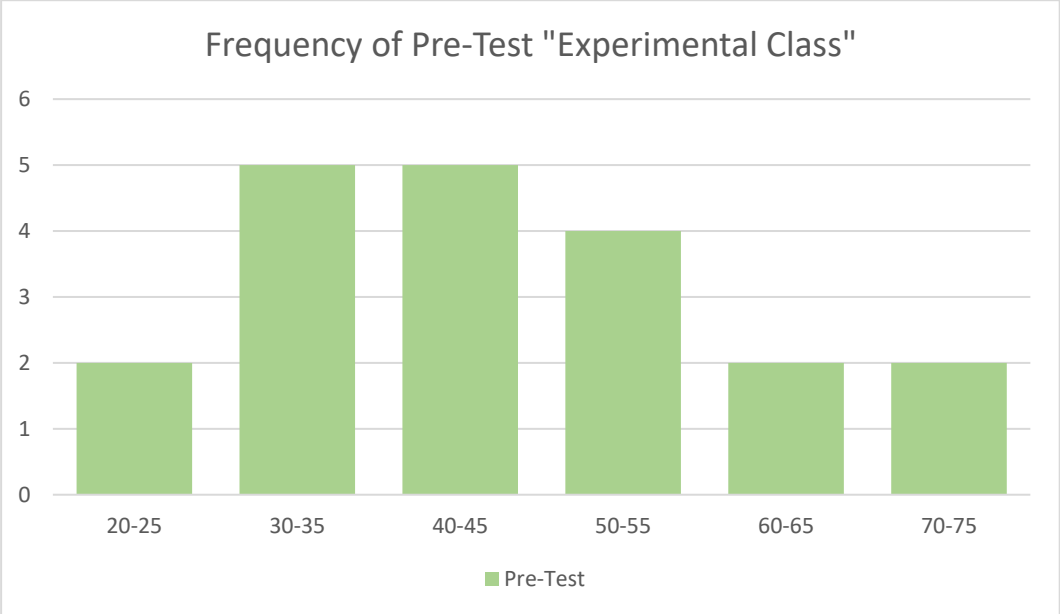
*Table 4. 1 - Pre-Test of Experimental Class*

| No | Respondent | Score |
|---|---|---|
| 1 | Respondent 1 | 75 |
| 2 | Respondent 2 | 40 |
| 3 | Respondent 3 | 35 |
| 4 | Respondent 4 | 45 |
| 5 | Respondent 5 | 60 |
| 6 | Respondent 6 | 40 |
| 7 | Respondent 7 | 55 |
| 8 | Respondent 8 | 40 |
| 9 | Respondent 9 | 20 |
| 10 | Respondent 10 | 30 |
| 11 | Respondent 11 | 35 |
| 12 | Respondent 12 | 50 |
| 13 | Respondent 13 | 25 |
| 14 | Respondent 14 | 70 |
| 15 | Respondent 15 | 65 |
| 16 | Respondent 16 | 50 |
| 17 | Respondent 17 | 45 |
| 18 | Respondent 18 | 30 |
| 19 | Respondent 19 | 35 |
| 20 | Respondent 20 | 55 |
| Total | | 900 |

| | |
|---|---|
| Average Score | 45 |

as shown in table 4.1 it can be seen that in the initial test the lowest score obtained by students from the pre-test results of the experimental class was 20, while the highest score was 75. From these results it is also known that the total score is 900 and the average score is 45. Distribution of pre-test scores for the experimental class in a histogram graph:

*Diagram 4.1 Pre-Test Experimental Class*




shown from diagram 4.1 which sorts student scores from the lowest to the highest, referring to the graph it can be seen that there are 2 students who get scores in the range of 20 to 25, and there are 5 students who get scores in the range of 30 to 35, in the range of 40 to 45 there are 5 students, and in the range of 50 to 55 there are 4

students, while for the range of 60 to 65 there are 2 students who get it, and in the highest range of scores we can find 2 students there. from the diagram it is found that all students get scores below the Minimum Completion Criteria or the limit of the passing score. for descriptive statistics of the pre-test data values of the experimental class are:

*Table 4. 2 - Statistic of Experimental Class Pre-test*

**Statistics**

PRETESTEXP

| | | |
|---|---|---|
| N | Valid | 20 |
| | Missing | 0 |
| Mean | | 45.00 |
| Std. Error of Mean | | 3.344 |
| Median | | 42.50 |
| Mode | | 35[a] |
| Std. Deviation | | 14.956 |
| Variance | | 223.684 |
| Range | | 55 |
| Minimum | | 20 |
| Maximum | | 75 |
| Sum | | 900 |

From statistical table 4.2, it can be observed that the pre-test average for the experimental class is 45.00, with a standard deviation of 14.956. The minimum value obtained from this statistics is 20, while the maximum value is 75. Based on the statistical table above,

it can be concluded that the standard deviation is smaller than the average score of the experimental class, indicating that the pre-test values for the experimental class have good data quality.

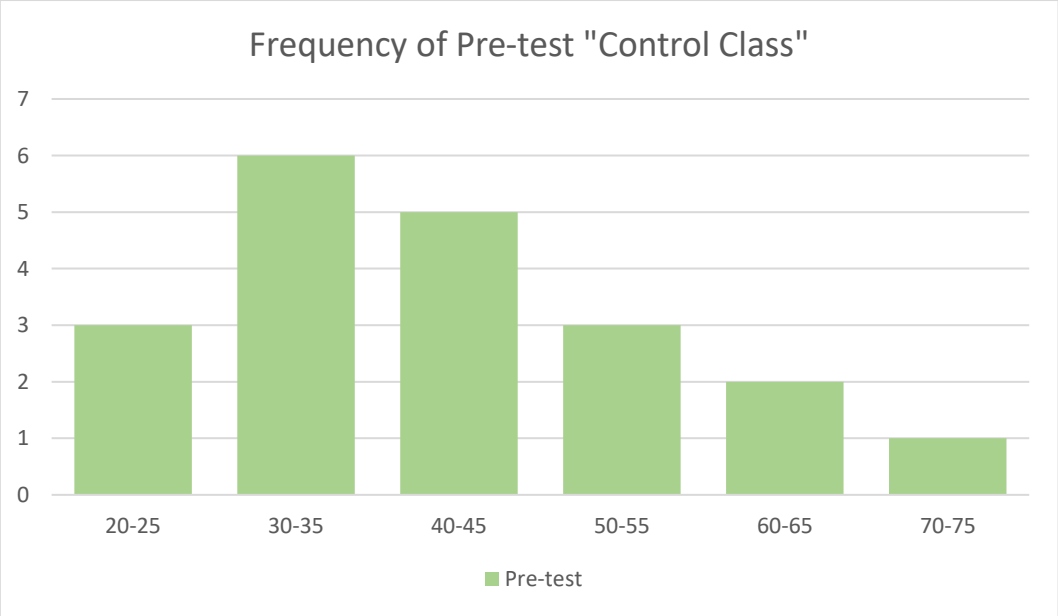
*Table 4. 3 - Pre-test of Control Class*

| No | Respondent | Score |
|---|---|---|
| 1 | Respondent 21 | 30 |
| 2 | Respondent 22 | 45 |
| 3 | Respondent 23 | 25 |
| 4 | Respondent 24 | 60 |
| 5 | Respondent 25 | 35 |
| 6 | Respondent 26 | 50 |
| 7 | Respondent 27 | 30 |
| 8 | Respondent 28 | 30 |
| 9 | Respondent 29 | 55 |
| 10 | Respondent 30 | 75 |
| 11 | Respondent 31 | 25 |
| 12 | Respondent 32 | 40 |
| 13 | Respondent 33 | 45 |
| 14 | Respondent 34 | 25 |
| 15 | Respondent 35 | 55 |
| 16 | Respondent 36 | 30 |
| 17 | Respondent 37 | 35 |
| 18 | Respondent 38 | 65 |

| | | |
|---|---|---|
| 19 | Respondent 39 | 40 |
| 20 | Respondent 40 | 40 |
| Total | | 835 |
| Average Score | | 41,75 |

As seen in table 4.3, it can be seen that in the initial test, the lowest score obtained by students from the pre-test results of the control class was 25, while the highest score was 75. From these results, it is also known that the total score is 835 and the average score is 41.75. Distribution of pre-test scores for the control class in the form of a histogram graph:

*Diagram 4.2 Pre-test Control Class*



Judging from diagram 4.2 which sorts student scores from the lowest to the highest, referring to the graph it can be seen that there are 3 students who get scores in the range of 20 to 25, and there are 6 students who get scores in the range of 30 to 35, in the range of 40 to 45 there are 5 students, and in the range of 50 to 55 there are 3 students, while for the range of 60 to 65 there are 2 students who get it, and in the highest range of scores, namely the range of 70-75 we can find 1 student there. from the diagram it is known that all students get scores below the Minimum Completion Criteria or the passing score limit. for descriptive statistics the value of the experimental class pre-test data is:

*Table 4. 4 - Statistic of Control Class Pre-test*

**Statistics**

PRETESTCON

| | | |
|---|---|---|
| N | Valid | 20 |
| | Missing | 0 |
| Mean | | 41.75 |
| Std. Error of Mean | | 3.209 |
| Median | | 40.00 |
| Mode | | 30 |
| Std. Deviation | | 14.352 |
| Variance | | 205.987 |
| Range | | 50 |
| Minimum | | 25 |
| Maximum | | 75 |
| Sum | | 835 |

From the statistical table 4.4 it can be seen that the average pre-test of the control class is 41.75 with a standard deviation of 14.352. The minimum value obtained from this statistic is 25, while the maximum value is 75. Based on the statistical table above, it can be concluded that the standard deviation is smaller than the average value of the experimental class, this indicates that the pre-test value of the experimental class has good data quality.

After conducting a pre-test from the experimental class and control class and obtaining the pre-test score as an initial benchmark, the researcher began the next stage which was carried out on Wednesday, October 15, 2024 (meeting I) and Monday, October 16, 2024 (meeting II) for the experimental class will receive treatment by being taught using Google Lens in Reading comprehension through vocabulary knowledge learning, and for the control class will receive Reading comprehension through vocabulary knowledge learning without using Google Lens which was carried out on Wednesday, October 16, 2024 (meeting I) and Tuesday, October 21, 2024 (meeting II).

During the treatment phase of the study, students from both the experimental and control classes will engage with a reading activity. They will begin by reading a story, after which they will identify difficult vocabulary words and discuss their meanings with their classmates. The primary difference between the two classes is the method of vocabulary learning. In the experimental class, students

will use Google Lens to assist them in understanding and learning new words by providing instant translations, definitions, and visual context. Meanwhile, in the control class, students will use traditional dictionaries to look up the meanings of unfamiliar words. To ensure that students do not use their phones for activities unrelated to the lesson, the procedure has been structured so that not every student has access to a phone. Instead, the students will work in small groups, with one device assigned per group. This strategy limits the potential for distractions and promotes collaborative learning, as students will need to work together to use Google Lens effectively. By organizing the students into groups, this approach prevents individual students from becoming distracted by non-educational phone use, ensuring that the focus remains on the vocabulary learning activity.

After the treatment was carried out, the researcher conducted a post-test to determine the difference in scores before and after the treatment.

### **4.1.2** Post-test Data Analysis

The post-test was administered on Wednesday, October 22, 2024, marking an important milestone in the assessment process for students involved in the study. Both the experimental and control classes participated in this evaluation, where they were given identical assessments consisting of 20 multiple-choice questions.

This design ensured that all students were evaluated on the same material, providing a fair basis for comparison between the two groups.

The questions in the post-test were structured to mirror those found in the pre-test, while maintaining a consistent focus on topics that had been covered during the treatment phase of the study. This approach was intentional, as it aimed to measure students' understanding and retention of the material taught during the learning period.

To ensure that students had sufficient time to demonstrate their knowledge and critical thinking skills, a 50-minute time limit was set for completing the test. This time period allowed students to carefully read each question, reflect on their learning, and select the most appropriate answer. After the post-test was completed, it can be seen from the students' post-test results in the table below whether there was a comparison of scores from before the treatment was carried out in the class.

*Table 4. 5 - Post-test Score of Experimental Class*

| No | Respondent | Score |
|---|---|---|
| 1 | Respondent 1 | 95 |
| 2 | Respondent 2 | 85 |
| 3 | Respondent 3 | 85 |
| 4 | Respondent 4 | 90 |

| | | |
|---|---|---|
| 5 | Respondent 5 | 80 |
| 6 | Respondent 6 | 90 |
| 7 | Respondent 7 | 100 |
| 8 | Respondent 8 | 95 |
| 9 | Respondent 9 | 70 |
| 10 | Respondent 10 | 85 |
| 11 | Respondent 11 | 90 |
| 12 | Respondent 12 | 95 |
| 13 | Respondent 13 | 85 |
| 14 | Respondent 14 | 100 |
| 15 | Respondent 15 | 90 |
| 16 | Respondent 16 | 80 |
| 17 | Respondent 17 | 95 |
| 18 | Respondent 18 | 80 |
| 19 | Respondent 19 | 80 |
| 20 | Respondent 20 | 90 |
| Total | | 1760 |
| Average Score | | 88 |

As shown in Table 4.5, the post-test results indicate that the lowest score achieved by students in the experimental class was 70, while the highest score was 100. The total score for the class was 1760, resulting in an average score of 88. The distribution of post-

test scores for the experimental class is illustrated in the following histogram:

*Diagram 4.3 Post-test Experimental Class*


Based on the information presented in Diagram 4.3, which organizes student scores from the lowest to the highest, we can observe several key details. The graph indicates that there is one student who scored between 70 and 75, representing the lowest score in this distribution. Additionally, eight students achieved scores in the 80 to 85 range, while nine students scored between 90 and 95. Notably, there are two students who attained a perfect score of 100. The diagram further reveals that a total of 19 students surpassed the Minimum Completion Criteria, or the passing score threshold, while one student scored below this benchmark. In terms of descriptive statistics, the pre-test data values for the experimental class are as follows:

*Table 4. 6 - Statistic Post-test Experimental Class*

**Statistics**

POSTTESTEXP

| | | |
|---|---|---|
| N | Valid | 20 |
| | Missing | 0 |
| Mean | | 88.00 |
| Std. Error of Mean | | 1.717 |
| Median | | 90.00 |
| Mode | | 90 |
| Std. Deviation | | 7.678 |
| Variance | | 58.947 |
| Range | | 30 |
| Minimum | | 70 |
| Maximum | | 100 |
| Sum | | 1760 |

According to the information presented in Statistical Table 4.6, Shown that the average score for the pre-test in the experimental class is 88.00, accompanied by a standard deviation of 7.678. The minimum score recorded in this data set is 70, whereas the highest score reached is 100. Analyzing the data from the table, It can conclude that the standard deviation is significantly lower than the average score for the experimental class. This suggests that the post-test scores for this group exhibit a good level of data quality.

*Table 4. 7 - Post-test Score of Control Class*

| No | Student Name | Score |
|---|---|---|
| 1 | Respondent 21 | 60 |
| 2 | Respondent 22 | 75 |
| 3 | Respondent 23 | 60 |
| 4 | Respondent 24 | 80 |
| 5 | Respondent 25 | 60 |
| 6 | Respondent 26 | 70 |
| 7 | Respondent 27 | 65 |
| 8 | Respondent 28 | 75 |
| 9 | Respondent 29 | 55 |
| 10 | Respondent 30 | 90 |
| 11 | Respondent 31 | 55 |
| 12 | Respondent 32 | 70 |
| 13 | Respondent 33 | 70 |
| 14 | Respondent 34 | 60 |
| 15 | Respondent 35 | 50 |
| 16 | Respondent 36 | 55 |
| 17 | Respondent 37 | 65 |
| 18 | Respondent 38 | 90 |
| 19 | Respondent 39 | 80 |
| 20 | Respondent 40 | 70 |
| Total | | 1355 |

| | |
|---|---|
| Average Score | 67,75 |

As shown in Table 4.7, the post-test results indicate that the lowest score achieved by students in the control class was 50, while the highest score was 90. The total score for the class was 1355, resulting in an average score of 67,75. The distribution of post-test scores for the experimental class is illustrated in the following histogram:

*Diagram 4.4 Post-test Control Class*


Based on the information presented in Diagram 4.4, which organizes student scores from the lowest to the highest, we can observe several key details. The graph indicates that there are four students who scored between 50 and 55, representing the lowest score in this distribution. Additionally, six students achieved scores in the

60 to 65 range, while six students scored between 70 and 75, and two students achieved scores in 80 and 85. Notably, there are two students who attained a highest score of 90-95. The diagram further reveals that a total of 4 students surpassed the Minimum Completion Criteria, or the passing score threshold, while sixteen students scored below this benchmark. In terms of descriptive statistics, the pre-test data values for the experimental class are as follows:

*Table 4. 8 - Statistic Post-test Control Class*

**Statistics**

POSTTESTCNTRL

| | | |
|---|---|---|
| N | Valid | 20 |
| | Missing | 0 |
| Mean | | 67.75 |
| Std. Error of Mean | | 2.551 |
| Median | | 67.50 |
| Mode | | 60[a] |
| Std. Deviation | | 11.410 |
| Variance | | 130.197 |
| Range | | 40 |
| Minimum | | 50 |
| Maximum | | 90 |
| Sum | | 1355 |

According to the information presented in Statistical Table 4.6, Shown that the average score for the pre-test in the experimental class

is 67.75, accompanied by a standard deviation of 11.410. The minimum score recorded in this data set is 50, whereas the highest score reached is 90. Analyzing the data from the table, It can conclude that the standard deviation is significantly lower than the average score for the experimental class. This suggests that the post-test scores for this group exhibit a good level of data quality.

**4.1.3** Student Progress in Reading comprehension through vocabulary knowledge Before and After Utilizing Google Lens

*Table 4. 9 - Pre-test and Post-test Score of Experimental Class*

| No | Student Name | Difference | | Description |
|---|---|---|---|---|
| | | Pre-test | Post-test | |
| 1 | Respondent 1 | 75 | 95 | Increase |
| 2 | Respondent 2 | 40 | 85 | Increase |
| 3 | Respondent 3 | 35 | 85 | Increase |
| 4 | Respondent 4 | 45 | 90 | Increase |
| 5 | Respondent 5 | 60 | 80 | Increase |
| 6 | Respondent 6 | 40 | 90 | Increase |
| 7 | Respondent 7 | 55 | 100 | Increase |
| 8 | Respondent 8 | 40 | 95 | Increase |
| 9 | Respondent 9 | 20 | 70 | Increase |
| 10 | Respondent 10 | 30 | 85 | Increase |
| 11 | Respondent 11 | 35 | 90 | Increase |
| 12 | Respondent 12 | 50 | 95 | Increase |

| | | | | |
|---|---|---|---|---|
| 13 | Respondent 13 | 25 | 85 | Increase |
| 14 | Respondent 14 | 70 | 100 | Increase |
| 15 | Respondent 15 | 65 | 90 | Increase |
| 16 | Respondent 16 | 50 | 80 | Increase |
| 17 | Respondent 17 | 45 | 95 | Increase |
| 18 | Respondent 18 | 30 | 80 | Increase |
| 19 | Respondent 19 | 35 | 80 | Increase |
| 20 | Respondent 20 | 55 | 90 | Increase |
| Total | | **900** | **1760** | |
| Average Score | | 45 | 88 | Increase |

The data presented in the table comparing the pre-test and post-test scores for the experimental class reveals notable differences in student performance. Pre-test was given before Reading comprehension through vocabulary knowledge learning using Google Lens., while the post-test was conducted following this instructional intervention. The results indicate a clear improvement in student scores. Specifically, the average score for the experimental class was initially 45 before the treatment, but following the implementation of the Google Lens method and the subsequent post-test, the average score rose to 88. This reflects an impressive increase of 43 points. Therefore, it can be concluded that the pre-test scores for the experimental class were significantly lower than the scores achieved after the treatment, indicating a

positive impact on Reading comprehension through vocabulary knowledge learning.

*Table 4. 10 - Pre-test and Post-test Score of Experimental Class*

| No | Student Name | Difference | | Description |
|---|---|---|---|---|
| | | Pre-test | Post-test | |
| 1 | Respondent 21 | 30 | 60 | Increase |
| 2 | Respondent 22 | 45 | 75 | Increase |
| 3 | Respondent 23 | 25 | 60 | Increase |
| 4 | Respondent 24 | 60 | 80 | Increase |
| 5 | Respondent 25 | 35 | 60 | Increase |
| 6 | Respondent 26 | 50 | 70 | Increase |
| 7 | Respondent 27 | 30 | 65 | Increase |
| 8 | Respondent 28 | 30 | 75 | Increase |
| 9 | Respondent 29 | 55 | 55 | - |
| 10 | Respondent 30 | 75 | 90 | Increase |
| 11 | Respondent 31 | 25 | 55 | Increase |
| 12 | Respondent 32 | 40 | 70 | Increase |
| 13 | Respondent 33 | 45 | 70 | Increase |
| 14 | Respondent 34 | 25 | 60 | Increase |
| 15 | Respondent 35 | 55 | 50 | Decrease |
| 16 | Respondent 36 | 30 | 55 | Increase |
| 17 | Respondent 37 | 35 | 65 | Increase |
| 18 | Respondent 38 | 65 | 90 | Increase |

| | | | | |
|---|---|---|---|---|
| 19 | Respondent 39 | 40 | 80 | Increase |
| 20 | Respondent 40 | 40 | 70 | Increase |
| Total | | **835** | **1355** | Increase |
| Average Score | | 41,75 | 67,75 | |

The table displaying the pre-test and post-test scores for the control class highlights noticeable differences in student performance. Analyzing the results reveals an increase in scores between the two assessments. Initially, the average pre-test score for the control class was 41.75. Following the instructional treatment and the administration of the post-test, the average score for the class rose to 67.75. This indicates that, while there was an improvement, the increase in the average score for the control class was 26 points. Therefore, it can be concluded that the pre-test scores for the control class were lower than the post-test scores, showcasing a positive change in student performance after the intervention.

However, one notable limitation of this study is that the pre-test and post-test utilized the same reading passages. This design may have introduced potential bias, as the observed improvement in the post-test scores could be partially attributed to the students' familiarity with the content from the pre-test. This overlap makes it challenging to determine whether the score increase was solely due to the instructional treatment or influenced by the students' memory of the pre-test material. Future studies should consider using

different reading passages for the pre-test and post-test to eliminate such biases and provide a more accurate measurement of the treatment's effectiveness.

### 4.1.4 Result of Validity Test

Item validity testing was conducted using both construct and content validity methods, with the assistance of question validators, including lecturers and students. The researcher presented a set of 50 validity questions to eighth-grade students who were not part of either the control or experimental groups. To facilitate this process, the validity test was specifically administered to class 8C. The testing took place over two days, with each session lasting 50 minutes for 25 question for each session. These item validity tests were conducted on October 7 and 8, 2024. For the analysis, the researcher utilized Microsoft Excel to perform the validity assessments. By employing the Corel formula within Excel, they were able to calculate the r count for each question item, leading to the following results:

*Picture 4. 1 - Test of Validity by Microsoft Excel*

| Respondens | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 |
| 2 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 |
| 3 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| 4 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| 5 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 |
| 7 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 |
| 8 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |
| 9 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 |
| 10 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 |
| 11 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 |
| 12 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 |
| 13 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 |
| 14 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 |
| 15 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 |
| 16 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 17 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| 18 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 19 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 |
| 20 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 |
| r hitung | 0,545516 | 0,48021 | 0,502829 | 0,659419 | 0,55404 | 0,568824 | 0,085255 | 0,551691 | 0,613371 | 0,564708 | 0,48021 | 0,647637 | 0,528469 | 0,551691 | 0,564708 | 0,337525 | 0,507523 | 0,521642 | 0,494129 | 0,639071 | 0,723024 | 0,468803 | 0,302741 |
| r tabel | 0,4438 | 0,4438 | 0,4438 | 0,4438 | 0,4438 | 0,4438 | 0,4438 | 0,4438 | 0,4438 | 0,4438 | 0,4438 | 0,4438 | 0,4438 | 0,4438 | 0,4438 | 0,4438 | 0,4438 | 0,4438 | 0,4438 | 0,4438 | 0,4438 | 0,4438 | 0,4438 |
| sig result | VALID | VALID | VALID | VALID | VALID | VALID | DAK VAL | VALID | VALID | VALID | VALID | VALID | VALID | VALID | VALID | DAK VAL | VALID | VALID | VALID | VALID | VALID | VALID | DAK VAL |

| Butir Soal | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | total |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 40 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 40 |
| 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 13 |
| 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 13 |
| 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 10 |
| 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 40 |
| 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 41 |
| 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 16 |
| 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 29 |
| 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 |
| 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 12 |
| 1 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 29 |
| 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 12 |
| 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 16 |
| 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 25 |
| 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 |
| 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 |
| 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 11 |
| 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 33 |
| 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 34 |
| 0,630753 | 0,561134 | 0,560258 | 0,502829 | 0,543264 | 0,457485 | 0,593303 | 0,466025 | 0,46241 | 0,589823 | 0,645125 | 0,510571 | 0,555025 | -0,04092 | 0,502898 | 0,650719 | 0,451756 | -0,1449 | 0,519945 | 0,581124 | -0,25287 | -0,09672 | 0,511421 | 0,494374 | 0,589823 | 0,510571 | 0,602002 | |
| 0,4438 | 0,4438 | 0,4438 | 0,4438 | 0,4438 | 0,4438 | 0,4438 | 0,4438 | 0,4438 | 0,4438 | 0,4438 | 0,4438 | 0,4438 | 0,4438 | 0,4438 | 0,4438 | 0,4438 | 0,4438 | 0,4438 | 0,4438 | 0,4438 | 0,4438 | 0,4438 | 0,4438 | 0,4438 | 0,4438 | 0,4438 | |
| VALID | VALID | VALID | VALID | VALID | VALID | VALID | VALID | VALID | VALID | VALID | VALID | VALID | DAK VAL | VALID | VALID | VALID | DAK VAL | VALID | VALID | DAK VAL | DAK VAL | VALID | VALID | VALID | VALID | VALID | |

The results from the validation test indicate that a question is considered valid if the r count exceeds the r table value. Out of the 50 questions that were evaluated, it was found that 7 questions had an r count that fell below the r table, categorizing them as invalid. The specific questions identified as invalid were numbers 7, 16, 23, 37, 41, 44, and 45. Therefore, it can conclude that, out of the 50 questions tested, 43 were deemed valid. Since only 40 questions were required for the study, the researcher selected 40 from the pool of 43 valid questions to use for assessments.

### 4.1.5 Reliability Test

After successfully conducting a validity test on 50 items, the next step is to evaluate the reliability of the instrument. The reliability test aims to ensure the consistency and stability of the measurement results. By using the Cronbach's Alpha method, it can assess the extent to which the items provide consistent results when tested on the same group. High reliability indicates that the instrument is capable of producing trustworthy data, while low reliability may indicate instability in the items that need to be addressed.

Therefore, it is important to conduct this analysis to ensure that the results obtained are reliable and reflect the true abilities of the respondents. Thus, reliability testing becomes a crucial step in the process of developing valid and reliable instruments. The results of this test will serve as the basis for further decision-making in research or evaluations to be conducted. The researcher used SPSS 22 to perform the reliability test and obtained:

*Table 4 11 - Reliability Test*

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| .934 | 50 |

After conducting the reliability test, as shown in Table 4.11, the Cronbach's Alpha value was found to be 0.934. This indicates that

the instrument intended for use in the research is reliable, as it exceeds the acceptable threshold of 0.6. A Cronbach's Alpha value of 0.934 demonstrates a high level of internal consistency among the items in the instrument, suggesting that the questions are measuring the same underlying construct effectively. Therefore, we can confidently conclude that this instrument is suitable for research purposes.

### 4.1.6 Normality Test Result

The normality test is conducted to ascertain whether the collected data exhibits a normal distribution. In this context, we utilize the Lilliefors normality test, which is specifically designed for evaluating data distribution. The criterion for determining normality states that if the calculated L value is less than or equal to the critical L value from the reference table, we can conclude that the data is normally distributed at a significance level of 0.05. This testing is essential, as understanding the distribution of the data informs the appropriate statistical techniques that can be applied in subsequent analyses.\

*Table 4. 12 - Normality Test*

**Tests of Normality**

| CLASS | | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|---|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| SCORE | PRE TEST EXPERIMENT | .131 | 20 | .200* | .972 | 20 | .796 |
| | POST TEST EXPERIMENT | .153 | 20 | .200* | .945 | 20 | .300 |
| | PRE TEST CONTROL | .149 | 20 | .200* | .921 | 20 | .102 |
| | POST TEST CONTROL | .151 | 20 | .200* | .945 | 20 | .292 |

Based on the results of the normality tests presented in the table, it shown that the data follows a normal distribution. The Kolmogorov-Smirnov and Shapiro-Wilk tests provide valuable insights into the distribution of scores across the different classes.

For all groups—both the pre-test and post-test for the experimental and control groups—the significance values (p-values) from both tests are greater than the threshold of 0.05. Specifically, the Kolmogorov-Smirnov test yields p-values of 0.200 for all groups, and the Shapiro-Wilk test shows p-values of 0.796 (pre-test experiment), 0.300 (post-test experiment), 0.102 (pre-test control), and 0.292 (post-test control). Since all these values exceed 0.05, and fail to reject the null hypothesis, indicating that there is no significant deviation from normality. Therefore, we can conclude that the data collected from both the experimental and control groups is normally distributed. This finding supports the appropriateness of using parametric statistical methods for further analyses in this research.

### 4.1.7 Homogenity Test Result

After the data is analyzed to determine its normality, the next step is to conduct a homogeneity analysis test. This test is to assess whether samples taken from the population show similar variances. Conducting a homogeneity test is important for the application of independent sample t-tests and statistical analyses that test for differences in means between groups. The researcher used SPSS

software to search for homogeneity, which produced the following results:

*Table 4. 13 - Homogenity Test*

**Test of Homogeneity of Variance**

| | | Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|---|---|
| Learning_Outcomes | Based on Mean | 3.174 | 1 | 38 | .083 |
| | Based on Median | 3.227 | 1 | 38 | .080 |
| | Based on Median and with adjusted df | 3.227 | 1 | 36.120 | .081 |
| | Based on trimmed mean | 3.210 | 1 | 38 | .081 |

The results of the homogeneity test, as shown in the Levene Statistic table, assess the equality of variances for the variable "Learning Outcomes." The Levene Statistic evaluates whether the variances across the groups are equal. In this case, it indicates how consistent the learning outcomes are between the groups being compared.

The degrees of freedom provided reflect the number of groups involved and the total number of observations, showing that there are two groups with a total of 40 observations. The significance values, or p-values, associated with each measure (mean, median, and trimmed mean) are all above the common threshold of 0.05. Specifically, the values are 0.083 for the mean, 0.080 for the median, and 0.081 for the adjusted degrees of freedom. Since these values exceed 0.05, it means this statistic do not reject the null hypothesis, which states that the

variances are equal. Overall, the findings suggest that the variances in learning outcomes among the groups are homogeneous. This conclusion allows for the continuation of further analyses, such as t-tests or ANOVA, without the concern of unequal variances impacting the results.

### 4.1.8 T-test Result

The researcher performed a t-test to evaluate whether there was a significant difference between the class that used the Google Lens tool and the one that did not. To conduct this analysis, the researcher utilized SPSS, and the results are displayed in the table below:

*Table 4. 14 - Independent Samples Test*

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | 95% Confidence Interval of the Difference | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| Learning_Outcomes | Equal variances assumed | 3.174 | .083 | 6.585 | 38 | .000 | 20.250 | 3.075 | 14.024 | 26.476 |
| | Equal variances not assumed | | | 6.585 | 33.278 | .000 | 20.250 | 3.075 | 13.995 | 26.505 |

The results of the independent sample t-test explain the differences in learning outcomes between the two groups being compared. First, Levene's Test for Equality of Variances shows a Levene statistic of 3.174 with a significance value of 0.083. Since this p-value is greater than 0.05, it indicates that the assumption of equal variances holds. Therefore, we can proceed with the analysis based on this assumption. Moving on to the results of the t-test, the t-value is

6.585, indicating a substantial difference between the means of the two groups.

The degrees of freedom for this test are 38, based on the total number of observations minus the number of groups. The significance value for the t-test is reported as 0.000, which is well below the typical threshold of 0.05. This strongly suggests that the difference in means is statistically significant. The difference in means between the two groups is 20.250, indicating that the learning outcomes of one group outperformed the other group by this amount on average.

The standard error of this difference is 3.075, which provides insight into the variability of the sample means. Finally, the 95% confidence interval for the difference ranges from 14.024 to 26.476. Since this interval excludes zero, it further supports the conclusion that there is a meaningful difference between the two groups. In summary, the t-test results clearly show a statistically significant difference in learning outcomes, with the first group performing higher on average. This finding is robust, as indicated by the significant p-value and the confidence interval that excludes zero.

*Table 4. 15 - Group Statistics*

**Group Statistics**

| | Class | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Learning_Outcomes | Post-test Experiment | 20 | 88.00 | 7.678 | 1.717 |
| | Post-test Control | 20 | 67.75 | 11.410 | 2.551 |

This table presents descriptive statistics of the post-test results for two groups: the experimental group that used Google Lens and the control group that did not. Each group consisted of 20 participants. The mean post-test result for the experimental group was 88.00, while the control group had a mean of 67.75, indicating that the experimental group achieved higher learning outcomes. The standard deviation for the experimental group was 7.678, while the control group was 11.410, indicating that learning outcomes in the control group were more variable. The standard error of the mean was also different, with the experimental group at 1.717 and the control group at 2.551, indicating a more accurate estimate of the mean for the experimental group. Overall, this table shows that the use of Google Lens in learning contributed to better and more consistent results than without the tool.

## 4.2 Discussion

The results of this study indicate a significant improvement in reading comprehension through vocabulary knowledge for students who used Google Lens as a visual aid, compared to those who followed traditional learning methods. The experimental group, which was taught reading comprehension through vocabulary knowledge using Google Lens, showed an impressive rise in their scores, moving from an average of 45 in the pre-test to 88 in the post-test. In contrast, the control group, which did not use Google Lens, also showed improvement, but to a lesser extent,

with scores rising from 41.75 in the pre-test to 67.75 in the post-test. This marked difference underscores the effectiveness of Google Lens in enhancing reading comprehension through vocabulary knowledge acquisition, aligning with several theoretical and empirical studies that emphasize the role of digital tools and visual aids in reading comprehension and vocabulary learning.

Jeanne McCarten (2017) highlights that vocabulary is essential in various language contexts, and the findings of this study support this view. The experimental group's greater improvement suggests that tools like Google Lens, which help contextualize vocabulary within reading comprehension, can significantly enhance student performance. This supports Ghanizadeh & Elahi's (2020) claim that reading comprehension is an active process that involves both decoding and interpretation. Google Lens facilitated this process by providing real-time, visual contextualization of vocabulary, helping students bridge gaps between word meanings and their application in understanding texts.

Additionally, the findings align with Diamond and Gutlohn's (2006) definition of vocabulary as "knowledge of words and word meanings." The visual feedback provided by Google Lens helped students connect words with their meanings in a more tangible and intuitive manner. This method of learning through contextualized vocabulary supports Cross (2022), who notes that reading comprehension is not merely about identifying words but understanding their nuanced meanings within different contexts. In line with this, Google Lens allowed students to not

only decode words but also interpret them based on context, enhancing comprehension.

The effectiveness of Google Lens also echoes previous research on the benefits of visual aids and augmented reality in learning. Khafidhoh and Carolina (2019) and Turnip et al. (2017) demonstrated that visual aids improve vocabulary learning by making abstract concepts more tangible through concrete imagery. Google Lens amplified this by offering real-time image recognition, thus aiding in vocabulary learning within the specific context of the text. This capability aligns with Wang et al. (2021), who argue that contextual vocabulary knowledge is essential for proficient reading comprehension, as it allows students to infer meanings from surrounding text even when encountering unfamiliar words.

Moreover, the role of digital tools in increasing student motivation and engagement has been well-documented. Shapovalov et al. (2018) emphasize that interactive digital tools, such as Google Lens, significantly increase student engagement and motivation. This study supports that observation, as students in the experimental group demonstrated a substantial improvement in reading comprehension scores, reflecting higher engagement with the learning process. Nomass (2013) also highlighted the positive impact of technology on language learning, and Google Lens, by providing an interactive and immersive learning environment, further supports this claim. Although integrating new technologies into classrooms can present challenges, such as teachers' unfamiliarity with the technology or limited access to devices, this study

demonstrates that tools like Google Lens can transform the learning experience, making it more engaging and effective in enhancing reading comprehension.

The study confirms that Google Lens can be a highly effective tool for improving reading comprehension through vocabulary knowledge, especially in a junior high school setting. Its use of image-based, real-time feedback fits well with theories of vocabulary acquisition (Susanto, 2017) and supports the concept of vocabulary as encompassing both receptive and productive knowledge (Hiebert & Kamil, 2005). Google Lens not only provides vocabulary definitions but also contextualizes these words with visual aids, helping students grasp and retain words more effectively. These findings suggest that incorporating augmented reality tools like Google Lens into educational practices can enrich reading comprehension by making vocabulary learning more dynamic, engaging, and accessible.

The results also directly address the research question: "Does the group taught reading comprehension through vocabulary knowledge using Google Lens gain better scores than the group not taught using Google Lens?" The experimental group's higher post-test scores (88 vs. 67.75) provide clear evidence that Google Lens had a positive effect on reading comprehension through vocabulary knowledge. This supports the hypothesis that the reading comprehension scores of students taught using Google Lens (a) are greater than those of students who were not taught using it (b). As a result, the null hypothesis (H0), which stated that there

would be no significant difference between the two groups, is rejected, while the alternative hypothesis (H1), suggesting that Google Lens would lead to higher scores, is accepted.

When comparing these results to previous research, there are both similarities and notable differences in how the tools impacted students' learning outcomes. In a study by Khafidhoh & Carolina (2019), the use of pictures as a learning medium resulted in significant improvements, with students' scores increasing by 14.29 points from the pre-test to the post-test. This mirrors the results in the current study, where the experimental class, using Google Lens, experienced an average score increase of 43 points. Both studies highlight the positive effects of visual media on vocabulary learning and reading comprehension, but the results here are more pronounced. This could be due to the interactive and immersive nature of Google Lens, which allows students to engage with vocabulary and reading texts in a much more dynamic way than static images. By offering real-time interaction with reading materials, Google Lens helps increase motivation and retention, which likely accounts for the larger improvement in scores.

The research by Shapovalov et al. (2018) explored the use of Google Lens and Google Expeditions in STEM education. Although they found that these tools could boost student motivation, they also highlighted challenges, such as teachers' unfamiliarity with the technology and lack of instructional support. Despite these issues, student motivation improved, which aligns with the findings in this study, where the experimental class

showed significant progress. The difference, however, lies in the more focused application of Google Lens in this study, which centered specifically on reading comprehension and vocabulary knowledge, allowing for a more straightforward implementation compared to the broader use in STEM education in the previous study.

Similarly, Turnip et al. (2017) explored the use of various media—such as pictures, videos, and flashcards—in vocabulary learning. Their findings showed that pictures were particularly effective, with significant improvements in student scores. In this study, Google Lens outperformed traditional media, suggesting that the interactive nature of Google Lens made the learning process more engaging and effective. Unlike static pictures or videos, the dynamic features of Google Lens likely provided a more immersive and real-time learning experience, which contributed to greater improvements in reading comprehension and vocabulary knowledge.

The results of this study align with previous research that emphasizes the benefits of multimedia tools for vocabulary learning and reading comprehension. However, the use of Google Lens in this study had a more substantial impact than the tools used in earlier studies. The interactive and immersive nature of Google Lens offers a more engaging and effective way to enhance vocabulary learning, which in turn enhances reading comprehension. The smooth integration of Google Lens into the learning process, without the technical barriers or instructional challenges faced in

some earlier studies, further highlights its potential as a powerful tool for vocabulary instruction and reading comprehension.

Despite these significant findings, a notable limitation of this study lies in the design of the pre-test and post-test instruments. Both assessments used the same reading passages, which may have introduced potential bias. The improvement observed in the post-test scores might not entirely reflect the effectiveness of the treatment but could be influenced by the students' familiarity with the test material from the pre-test. This overlap raises concerns regarding the validity of the results, as it becomes difficult to determine whether the observed improvements were solely due to the intervention or partially due to memory effects from repeated exposure to the same content.

# CHAPTER V

# CONCLUSION

## 5.1 Conclusion

Based on the findings of this study, it can be concluded that using Google Lens as a learning tool for enhancing reading comprehension through vocabulary knowledge has shown highly positive results. The implementation of Google Lens in the learning process resulted in a significant improvement in students' scores, as demonstrated by the clear difference between the pre-test and post-test scores in the experimental group.

The findings align with previous studies that highlight the benefits of multimedia tools in improving reading comprehension and vocabulary learning. However, the impact of Google Lens in this study appears to be more substantial compared to the tools used in earlier research. The interactive and immersive features of Google Lens provide a more engaging and effective method for learning vocabulary, which directly supports reading comprehension, compared to traditional methods.

Additionally, the seamless integration of Google Lens into the learning process, without the technical difficulties or instructional challenges faced in some earlier studies, further underscores its potential as a powerful tool for reading comprehension and vocabulary knowledge instruction.

The main finding of this study directly addresses the research question: "Does the group taught reading comprehension through vocabulary knowledge using Google Lens gain better scores than the group that was not taught using Google Lens?"

The results clearly indicate that the group taught reading comprehension through vocabulary knowledge using Google Lens scored significantly better than the group that did not use it. The experimental group, using Google Lens, saw an average increase of 43 points in their post-test scores, achieving an average score of 88. In contrast, the control group only saw a 26-point increase, reaching an average score of 67.75. This substantial difference in performance confirms that using Google Lens as a tool for improving reading comprehension through vocabulary knowledge led to better outcomes, with the experimental group outperforming the control group.

## 5.2 Suggestion

As technology continues to advance in education, tools like Google Lens are changing the way students improve their reading comprehension through vocabulary knowledge. This study shows that Google Lens is effective in helping to enhance reading comprehension by supporting vocabulary learning and engaging students in the classroom. With these positive results, it is important for teachers to consider how to incorporate this tool into their lessons. Additionally, this study opens up new opportunities for future research, encouraging researchers to explore the long-term benefits and challenges of using technology in reading

comprehension education. The following suggestions aim to help teachers use Google Lens effectively and inspire researchers to further investigate its impact.

### 5.2.1 For Teacher

Integrating technology into the curriculum is essential. Educators should consider incorporating Google Lens and similar tools into their reading comprehension lessons, specifically to support vocabulary acquisition. Teachers can create activities that encourage students to use Google Lens to explore words in context, which can enhance vocabulary comprehension and retention. Encouraging collaborative learning is also beneficial. Teachers can facilitate group activities where students work together using Google Lens to explore vocabulary, fostering peer learning and creating a more interactive classroom environment. Regular monitoring and assessment of the impact of Google Lens on reading comprehension and vocabulary acquisition is key. Using formative assessments, teachers can identify areas for improvement and adjust their teaching strategies accordingly. Recognizing that students have diverse learning styles is important. Google Lens can accommodate visual learners by offering contextualized images, while auditory learners can benefit from the app's integrated audio features, supporting a range of learning preferences.

### 5.2.2 For Future Researcher

There are several areas worth exploring. Investigating the long-term effects of using Google Lens on vocabulary retention and reading comprehension could provide valuable insights. Longitudinal studies might reveal how sustained use of such technologies influences reading comprehension abilities over time. It would also be beneficial to conduct studies with diverse student populations to understand how factors such as age, background, and language proficiency affect the effectiveness of Google Lens in supporting reading comprehension through vocabulary knowledge. Additionally, researchers could compare the effectiveness of Google Lens with other educational technologies or traditional teaching methods to determine which approaches yield the best outcomes. Examining the most effective strategies for integrating Google Lens into existing curricula could be another focus for future studies. Researching best practices will help educators optimize their teaching methods. Lastly, incorporating qualitative research methods, like interviews or focus groups with students and teachers, could provide deeper insights into the user experience and perceptions of using Google Lens to enhance reading comprehension through vocabulary learning.

## 5.3 Weakness

One of the primary weaknesses identified in this study is related to the research instrument used for assessing the students' performance. Both the pre-test and post-test employed in this research utilized the same reading passages. While this approach aimed to maintain consistency in terms of content difficulty, it inadvertently introduced potential bias and ambiguity in the results. Specifically, the improvement observed in the students' post-test scores might not entirely stem from the effectiveness of the treatment. Instead, it could have been influenced by the students' prior exposure to the same reading material during the pre-test, which might have aided their recall and comprehension.

This overlap between the pre-test and post-test materials raises concerns about the validity of the findings, as it becomes challenging to isolate the actual impact of the treatment from the possible memory effect. As such, this limitation highlights an area for methodological refinement in future studies. To address this issue, future researchers are strongly encouraged to design pre-test and post-test instruments with different reading passages while ensuring they remain equivalent in terms of difficulty and complexity. By doing so, they can reduce the risk of bias caused by memory effects and provide a more accurate measurement of the intervention's true impact. Additionally, this adjustment would help to strengthen the reliability and validity of the results, offering a clearer understanding of the effectiveness of the treatment being investigated.

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# APPENDICES

## Appendix I Survey Permit

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Nomor : 3252/Un.03.1/TL.00.1/10/2024 — 10 Oktober 2024
Sifat : Penting
Lampiran : -
Hal : **Izin Survey**

Kepada

Yth. Kepala SMP Wahid Hasyim Malang
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:

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| Tahun Akademik | : | Ganjil - 2024/2025 |
| Judul Proposal | : | **The Effectiveness of Google Lens In Teaching Vocabulary at Junior High school** |

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 terimakasih.

***Wassalamu'alaikum Wr. Wb.***

an. Dekan,
Wakil Dekan Bidang Akaddemik

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

Tembusan :
1. Ketua Program Studi TBI
2. Arsip

## Appendix II Instrument Validation Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**
JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor : 3252/Un.03.1/TL.00.1/10/2024
Sifat : Penting
Lampiran : -
Hal : **Izin Survey**

10 Oktober 2024

Kepada

Yth. Kepala SMP Wahid Hasyim Malang
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 | : | Mahaali San Fauzie |
| NIM | : | 200107110033 |
| Tahun Akademik | : | Ganjil - 2024/2025 |
| Judul Proposal | : | **The Effectiveness of Google Lens In Teaching Vocabulary at Junior High school** |

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 terimakasih.

***Wassalamu'alaikum Wr. Wb.***

an. Dekan,
Wakil Dekan Bidang Akaddemik

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

Tembusan :
1. Ketua Program Studi TBI
2. Arsip

## Appendix III Validation Lettter

**Validation Sheet**

**English Vocabulary Sheet**

"The Effectiveness of Google Lens in Teaching Vocabulary at Junior High School"

| | |
|---|---|
| Validator | : Harir Mubarok, M.Pd |
| NIP | : 198700820180201152 |
| Expertise | : Development of learning Media |
| Instance | : Maulana Malik Ibrahim State Islamic University of Malang |
| Validation Date | : 14 October 2024 |

**A. Introduction**

This validation sheet aims to obtain an assessment from the Validator of my research instrument in the form of 50 English questions in multiple-choice form. This instrument will be addressed to the research subjects, namely junior high school students. All comments and suggestions given are very important for researchers to improve the quality of the instrument. Thank you for your willingness to be a validator in my research.

**B. Guidance**

1. In this section, asses by ticking (✓) with the following criteria to the columns below:

   1: Very poor

   2: Poor

   3: Average

   4: Good

   5: Excellent

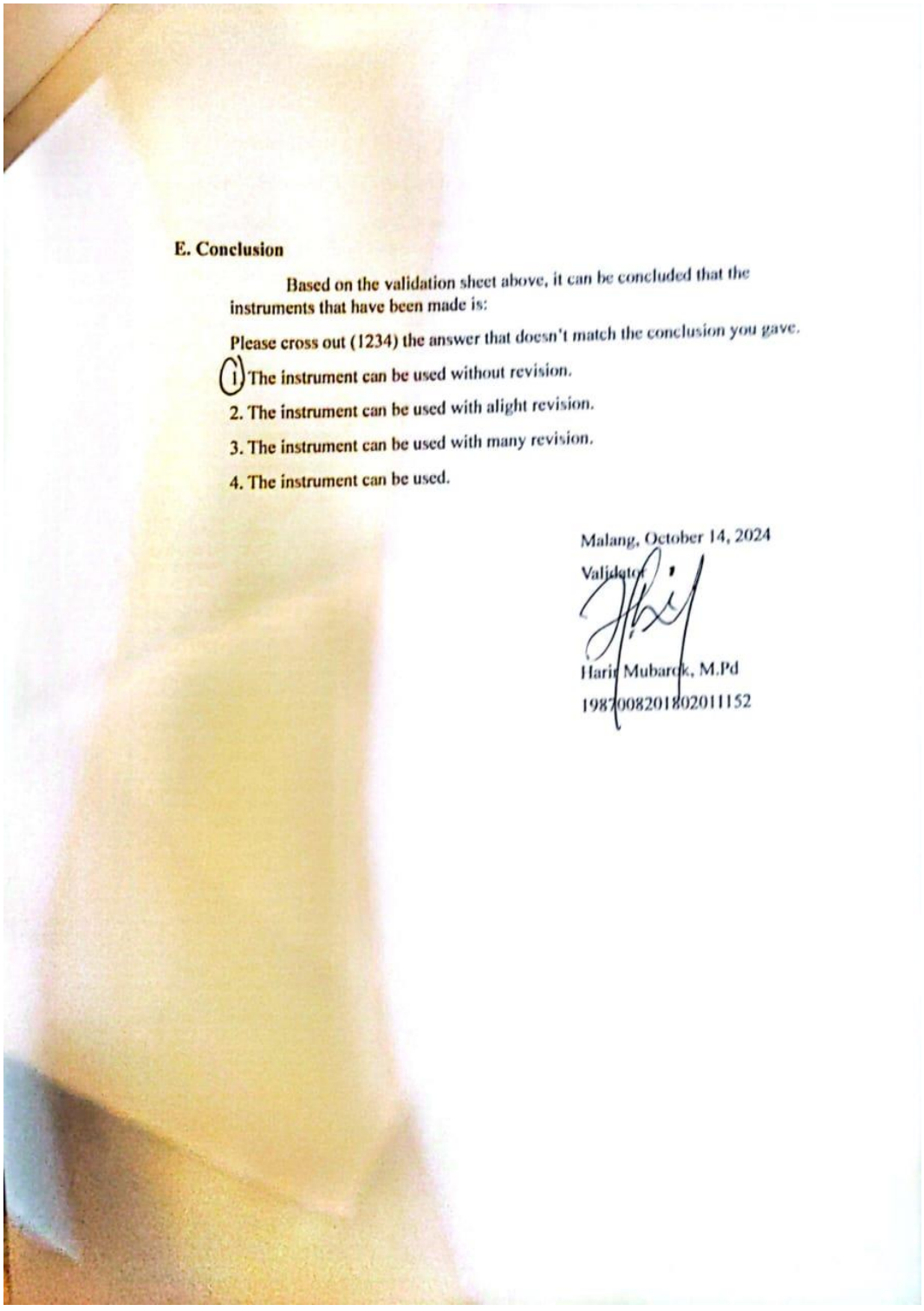
2. Please give comments and suggestion in the columns below:

**C. Validation Sheet**

| No | Aspect | Score | | | | |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1. | **Suitability of Instrument with basic competencies**<br>**Basic Competience**<br>Memahami teks bacaan berupa cerita pendek dan mendiskusikan isi serta kosakata yang terdapat dalam teks tersebut. KD 3.1: Memahami makna dalam teks lisan dan tulis sederhana. KD 4.1: Menyusun kalimat atau paragraf dengan memperhatikan struktur bahasa yang benar dan menggunakan kosakata yang tepat. | | | | ✓ | |
| 2. | **Instrument Indicator**<br>Clarity of question items contained in the research instrument | | | | ✓ | |
| 3. | Clarity of instrument on each question items contained in the research instrument | | | | ✓ | |
| 4. | The research instrument is relevant with the relevant with the research objectives | | | | ✓ | |
| 5. | The research instrument can help the researcher find out student ability in vocabulary skill. | | | | ✓ | |
| 6. | The research instrument is easy to understand | | | | ✓ | |
| 7. | Each question has one correct or most correct answer | | | | ✓ | |
| 8. | The research using proper grammar | | | | ✓ | |
| 9. | The choice of answers to the research instrument is appropriate and logical in terms of material | | | | ✓ | |
| 10. | The subject matter must be formulate clearly and unequivocally | | | | ✓ | |

**D. Suggestion**

Hopefully this instrument can be used to
dig up the data in the field



**E. Conclusion**

Based on the validation sheet above, it can be concluded that the instruments that have been made is:

Please cross out (1234) the answer that doesn't match the conclusion you gave.

(1) The instrument can be used without revision.

2. The instrument can be used with alight revision.

3. The instrument can be used with many revision.

4. The instrument can be used.

Malang, October 14, 2024

Validator

Haris Mubarok, M.Pd

19870082018020111152

## Appendix IV Try Out English Reading Comprehension through Vocabulary Knowledge

**QUESTION GRID OF VALIDITY**

**KISI-KISI SOAL VALIDITAS VOCABULARY**

**Nama Sekolah** : **SMP Wahid Hasyim Malang**
**Mata Pelajaran** : **Bahasa Inggris**
**Kelas/Semester** : **VIII/Ganjil**
**Jumlah Soal** : **25**
**Waktu** : **80 Menit**

| Capaian Pembelajaran | Chapter/Unit | Learning Objectives | Type of Question | Number of Question |
|---|---|---|---|---|
| Pada akhir Fase D, peserta didik mampu Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia dan Memahami ,menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah serta mampu Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan. | Imaginative Story/ Mouse Deer and Crocodile | Upon completion of Chapter 1, students will be able to identify and define new vocabulary from the story, correctly describe their understanding of the meaning of a vocabulary encountered to demonstrate their understanding. | Multiple-choice | 1 - 25 |

**VALIDATION TEST**

**Name** :

**Class** :

**Student Number** :

**Mouse Deer and Mr. Crocodile**

One day, a mouse deer was walking by the river. He was very starving because he hadn't eaten since morning. It was midday. But he found nothing in the land but dying trees. "Huh... I hate this branches, I don't like it! "Across the river, there was green grassland, with young leaves. 'Hmm.. it seems delicious' imagined the mouse deer, 'but how can I get there? I can't swim, the current is very rapid?' The mouse deer was figuring out the way how to reach there.

Suddenly, he jumped to the air, 'aha... he then walked to the edge of the river. He didn't see the reflection because the water flowed very fast. He dipped one of his fore legs into the water. A few moment later, appeared Mr. Crocodile showing his sharp teeth. He then laughed, "Ha... ha... ha, you can't run away from me, You'll be my tasty lunch!" said the crocodile. "Of course I can't. You are very strong, Mr. Croco," replied the mouse deer frightenedly. Then, the other crocodiles approached moving slowly. They approached the edge of the river. "But, before you all have a party, I wonder how many your members are there in the river. If I know your number exactly, I can distribute my meat evenly, "said the mouse deer. "Oh...o, great, good idea! But we are a large group, I can't count it precisely," Mr. Croco moaned. "Leave it to me, and I can make it for you!" Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer requested. Then the crocodiles arranged themselves in line from one edge to the other edge of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.

**Choose the Correct by crossing (x) at A, B, C or D**

1. What does "strong" mean?
   - A) Weak
   - B) Powerful
   - C) Fragile
   - D) Small

2. What does "party" mean in this context?
   - A) A celebration
   - B) A group
   - C) A fight
   - D) A game

3. What does "large" mean?
   - A) Tiny
   - B) Big
   - C) Narrow
   - D) Weak

4. What does "group" refer to?
   - A) A single person
   - B) A collection of individuals
   - C) A type of food
   - D) An object

5. What does "line up" mean?
   - A) To sit down
   - B) To form a queue
   - C) To run away
   - D) To play

6. What does "slowly" mean?
   - A) Quickly
   - B) At a fast pace
   - C) At a gentle pace
   - D) Loudly

7. What does "approached" indicate?
   - A) Stayed away
   - B) Came closer
   - C) Went back
   - D) Jumped

8. What does "body" refer to?
   - A) A tree
   - B) A living organism
   - C) A rock
   - D) A place

9. What does "dipped" mean?
- A) Dropped
- B) Plunged
- C) Lifted
- D) Caught

10. What does "sharp" mean?
- A) Dull
- B) Pointed
- C) Soft
- D) Flat

11. What does "laughed" indicate?
- A) Cried
- B) Smiled
- C) Showed amusement
- D) Yelled

12. What does "frightenedly" mean?
- A) With joy
- B) With fear
- C) With excitement
- D) With confidence

13. What does "approached" mean?
- A) Came closer
- B) Turned away
- C) Stood still
- D) Ran away

14. What does "precisely" mean?
- A) Accurately
- B) Generally
- C) Quickly
- D) Lazily

15. What does "distribute" mean?
- A) Gather
- B) Share
- C) Hide
- D) Keep

16. What does "meat" refer to?
- A) Vegetables
- B) Food from animals
- C) Fruits
- D) Grains

17. What does "moaned" mean?
- A) Laughed loudly
- B) Made a low sound of discomfort
- C) Sang
- D) Whistled

18. What does "request" mean?
- A) To demand
- B) To ask politely
- C) To ignore
- D) To refuse

19. What does "arranged" mean?
- A) Disorganized
- B) Set in order
- C) Mixed up
- D) Hidden

20. What does "counting" mean?
- A) Measuring weight
- B) Adding numbers
- C) Saying numbers in order
- D) Writing letters

21. What does "grassland" refer to?
- A) A forest
- B) A field covered with grass
- C) A rocky area
- C) A desert

22. What does "thanked" mean?
- A) Complained
- B) Expressed gratitude
- C) Ignored
- D) Refused

23. What does "dumb" mean in this context?
- A) Silly
- B) Unintelligent
- C) Quiet
- D) Loud

24. What does "tasty" mean?
- A) Flavorless
- B) Pleasing to the taste
- C) Unpleasant
- D) Burnt

25. What does "edge" refer to?
- A) The middle
- B) The boundary or border
- C) The center
- D) The top

**VALIDATION TEST**

**Name** :

**Class** :

**Student Number** :

**Mouse Deer and Mr. Crocodile**

One day, a mouse deer was walking by the river. He was very starving because he hadn't eaten since morning. It was midday. But he found nothing in the land but dying trees. "Huh... I hate this branches, I don't like it! "Across the river, there was green grassland, with young leaves. 'Hmm.. it seems delicious' imagined the mouse deer, 'but how can I get there? I can't swim, the current is very rapid?' The mouse deer was figuring out the way how to reach there.

Suddenly, he jumped to the air, 'aha... he then walked to the edge of the river. He didn't see the reflection because the water flowed very fast. He dipped one of his fore legs into the water. A few moment later, appeared Mr. Crocodile showing his sharp teeth. He then laughed, "Ha... ha... ha, you can't run away from me, You'll be my tasty lunch!" said the crocodile. "Of course I can't. You are very strong, Mr. Croco," replied the mouse deer frightenedly. Then, the other crocodiles approached moving slowly. They approached the edge of the river. "But, before you all have a party, I wonder how many your members are there in the river. If I know your number exactly, I can distribute my meat evenly, "said the mouse deer. "Oh...o, great, good idea! But we are a large group, I can't count it precisely," Mr. Croco moaned. "Leave it to me, and I can make it for you!" Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer requested. Then the crocodiles arranged themselves in line from one edge to the other edge of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.

**Choose the Correct by crossing (x) at A, B, C or D**

1. What does "starving" mean in the story?
   - A) Very thirsty
   - B) Very hungry
   - C) Very tired
   - D) Very happy

2. What does "midday" refer to?
   - A) Early morning
   - B) Afternoon
   - C) Noon
   - D) Evening

3. What does "branches" refer to?
   - A) Roots
   - B) Parts of a tree
   - C) Flowers
   - D) Fruits

4. What does "delicious" mean?
   - A) Tasty
   - B) Sour
   - C) Bitter
   - D) Spicy

5. What does "current" refer to in this context?
   - A) The flow of water
   - B) A trend
   - C) An electrical charge
   - D) A type of fish

6. What does "figuring out" mean?
   - A) Ignoring
   - B) Solving
   - C) Forgetting
   - D) Confusing

7. What does "jumped" mean?
   - A) Fell
   - B) Leaped
   - C) Stood still
   - D) Crawled

8. What does "reflection" refer to?
   - A) A shadow
   - B) An image in water
   - C) A sound
   - D) A thought

9. What does "thanked" mean?
- A) Praised
- B) Showed annoyance
- C) Expressed gratitude
- D) Complained

10. What does "deliciously" suggest?
- A) In a bad way
- B) In a pleasing way
- C) In a boring way
- D) In a confusing way

11. What does "flowed" mean?
- A) Stopped
- B) Moved steadily
- C) Jumped
- D) Split

12. What does "sharp teeth" imply?
- A) Strong teeth
- B) Pointed teeth
- C) Flat teeth
- D) Round teeth

13. What does "tasty lunch" mean?
- A) Bad meal
- B) Good meal
- C) Disliked meal
- D) Small snack

14. What does "young leaves" refer to?
- A) New plant growth
- B) Old leaves
- C) Dried leaves
- D) Dead plants

15. What does "river" mean?
- A) A large body of water
- B) A small stream
- C) A man-made pool
- D) A dry area

16. What does "seemed" mean?
- A) Appeared to be
- B) Was definitely
- C) Was not
- D) Disappeared

17. What does "hop" mean?
- A) To jump lightly
- B) To walk slowly
- C) To run fast
- D) To lie down

18. What does "told" mean?
- A) Explained
- B) Ignored
- C) Repeated
- D) Asked

19. What does "water" refer to?
- A) A solid
- B) A liquid
- C) A gas
- D) A mineral

20. What does "nervous" mean?
- A) Calm
- B) Anxious
- C) Relaxed
- D) Confident

21. What does "delightful" mean?
- A) Unpleasant
- B) Very pleasing
- C) Boring
- D) Confusing

22. What does "approached" suggest?
- A) Stayed away
- B) Came closer
- C) Went back
- D) Jumped

23. What does "grateful" mean?
- A) Thankful
- B) Indifferent
- C) Unhappy
- D) Angry

24. What does "discovered" mean?
- A) Lost
- B) Found out
- C) Ignored
- D) Forgot

25. What does "excitement" refer to?
- A) Boredom
- B) Happiness
- C) Enthusiasm
- D) Sadness

## Appendix V Pre-test English Reading Comprehension through Vocabulary Knowledge

**PRE-TEST**

**Name** :

**Class** :

**Student Number** :

### Mouse Deer and Mr. Crocodile

One day, a mouse deer was walking by the river. He was very starving because he hadn't eaten since morning. It was midday. But he found nothing in the land but dying trees. "Huh... I hate this branches, I don't like it! "Across the river, there was green grassland, with young leaves. 'Hmm.. it seems delicious' imagined the mouse deer, 'but how can I get there? I can't swim, the current is very rapid?' The mouse deer was figuring out the way how to reach there.

Suddenly, he jumped to the air, 'aha... he then walked to the edge of the river. He didn't see the reflection because the water flowed very fast. He dipped one of his fore legs into the water. A few moment later, appeared Mr. Crocodile showing his sharp teeth. He then laughed, "Ha... ha... ha, you can't run away from me, You'll be my tasty lunch!" said the crocodile. "Of course I can't. You are very strong, Mr. Croco," replied the mouse deer frightenedly. Then, the other crocodiles approached moving slowly. They approached the edge of the river. "But, before you all have a party, I wonder how many your members are there in the river. If I know your number exactly, I can distribute my meat evenly, "said the mouse deer. "Oh...o, great, good idea! But we are a large group, I can't count it precisely," Mr. Croco moaned. "Leave it to me, and I can make it for you!" Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer requested. Then the crocodiles arranged themselves in line from one edge to the other edge of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.

**Choose the Correct by crossing (x) at A, B, C or D**

1. What does "starving" mean in the story?
   - A) Very thirsty
   - B) Very hungry
   - C) Very tired
   - D) Very happy

2. What does "delicious" mean?
   - A) Tasty
   - B) Sour
   - C) Bitter
   - D) Spicy

3. What does "figuring out" mean?
   - A) Ignoring
   - B) Solving
   - C) Forgetting
   - D) Confusing

4. What does "laughed" indicate?
   - A) Cried
   - B) Smiled
   - C) Showed amusement
   - D) Yelled

5. What does "approached" mean?
   - A) Came closer
   - B) Turned away
   - C) Stood still
   - D) Ran away

6. What does "precisely" mean?
   - A) Accurately
   - B) Generally
   - C) Quickly
   - D) Lazily

7. What does "meat" refer to?
   - A) Vegetables
   - B) Food from animals
   - C) Fruits
   - D) Grains

8. What does "request" mean?
   - A) To demand
   - B) To ask politely
   - C) To ignore
   - D) To refuse

9. What does "grassland" refer to?
   - A) A forest
   - B) A field covered with grass
   - C) A rocky area
   - D) A desert

10. What does "thanked" mean?
   - A) Complained
   - B) Expressed gratitude
   - C) Ignored
   - D) Refused

11. What does "dumb" mean in this context?
   - A) Silly
   - B) Unintelligent
   - C) Quiet
   - D) Loud

12. What does "tasty" mean?
   A) Flavorless
   - B) Pleasing to the taste
   - C) Unpleasant
   - D) Burnt

13. What does "edge" refer to?
   - A) The middle
   - B) The boundary or border
   - C) The center
   - D) The top

14. What does "strong" mean?
   - A) Weak
   - B) Powerful
   - C) Fragile
   - D) Small

15. What does "party" mean in this context?
   - A) A celebration
   - B) A group
   - C) A fight
   - D) A game

16. What does "large" mean?
   - A) Tiny
   - B) Big
   - C) Narrow
   - D) Weak

17. What does "group" refer to?
   - A) A single person
   - B) A collection of individuals
   - C) A type of food
   - D) An object

18. What does "line up" mean?
   - A) To sit down
   - B) To form a queue
   - C) To run away
   - D) To play

19. What does "slowly" mean?
   - A) Quickly
   - B) At a fast pace
   - C) At a gentle pace
   - D) Loudly

20. What does "thanked" mean?
   - A) Praised
   - B) Showed annoyance
   - C) Expressed gratitude
   - D) Complained

## Appendix VI Post-Test English Reading Comprehension through Vocabulary Knowledge

**POST-TEST**

**Name** :

**Class** :

**Student Number** :

### Mouse Deer and Mr. Crocodile

One day, a mouse deer was walking by the river. He was very starving because he hadn't eaten since morning. It was midday. But he found nothing in the land but dying trees. "Huh... I hate this branches, I don't like it! "Across the river, there was green grassland, with young leaves. 'Hmm.. it seems delicious' imagined the mouse deer, 'but how can I get there? I can't swim, the current is very rapid?' The mouse deer was figuring out the way how to reach there.

Suddenly, he jumped to the air, 'aha... he then walked to the edge of the river. He didn't see the reflection because the water flowed very fast. He dipped one of his fore legs into the water. A few moment later, appeared Mr. Crocodile showing his sharp teeth. He then laughed. "Ha... ha... ha, you can't run away from me, You'll be my tasty lunch!" said the crocodile. "Of course I can't. You are very strong, Mr. Croco," replied the mouse deer frightenedly. Then, the other crocodiles approached moving slowly. They approached the edge of the river. "But, before you all have a party, I wonder how many your members are there in the river. If I know your number exactly, I can distribute my meat evenly, "said the mouse deer. "Oh...o, great, good idea! But we are a large group, I can't count it precisely," Mr. Croco moaned. "Leave it to me, and I can make it for you!" Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer requested. Then the crocodiles arranged themselves in line from one edge to the other edge of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.

**Choose the Correct by crossing (x) at A, B, C or D**

1. What does "midday" refer to?
   - A) Early morning
   - B) Afternoon
   - C) Noon
   - D) Evening

2. What does "branches" refer to?
   - A) Roots
   - B) Parts of a tree
   - C) Flowers
   - D) Fruits

3. What does "current" refer to in this context?
   - A) The flow of water
   - B) A trend
   - C) An electrical charge
   - D) A type of fish

4. What does "jumped" mean?
   - A) Fell
   - B) Leaped
   - C) Stood still
   - D) Crawled

5. What does "reflection" refer to?
   - A) A shadow
   - B) An image in water
   - C) A sound
   - D) A thought

6. What does "dipped" mean?
   - A) Dropped
   - B) Plunged
   - C) Lifted
   - D) Caught

7. What does "sharp" mean?
   - A) Dull
   - B) Pointed
   - C) Soft
   - D) Flat

8. What does "frightenedly" mean?
   - A) With joy
   - B) With fear
   - C) With excitement
   - D) With confidence

9. What does "distribute" mean?
- A) Gather
- B) Share
- C) Hide
- D) Keep

10. What does "moaned" mean?
- A) Laughed loudly
- B) Made a low sound of discomfort
- C) Sang
- D) Whistled

11. What does "arranged" mean?
- A) Disorganized
- B) Set in order
- C) Mixed up
- D) Hidden

12. What does "counting" mean?
- A) Measuring weight
- B) Adding numbers
- C) Saying numbers in order
- D) Writing letters

13. What does "body" refer to?
- A) A tree
- B) A living organism
- C) A rock
- D) A place

14. What does "deliciously" suggest?
- A) In a bad way
- B) In a pleasing way
- C) In a boring way
- D) In a confusing way

15. What does "flowed" mean?
- A) Stopped
- B) Moved steadily
- C) Jumped
- D) Split

16. What does "sharp teeth" imply?
- A) Strong teeth
- B) Pointed teeth
- C) Flat teeth
- D) Round teeth

17. What does "tasty lunch" mean?
- A) Bad meal
- B) Good meal
- C) Disliked meal
- D) Small snack

18. What does "young leaves" refer to?
- A) New plant growth
- B) Old leaves
- C) Dried leaves
- D) Dead plants

19. What does "river" mean?
- A) A large body of water
- B) A small stream
- C) A man-made pool
- D) A dry area

20. What does "water" refer to?
- A) A solid
- B) A liquid
- C) A gas
- D) A mineral

## Appendix VII Students Answer Sheet

**PRE-TEST**

**Name** : Choirun Nisak

**Class** : 8A

**Student Number** : 8

### Mouse Deer and Mr. Crocodile

One day, a mouse deer was walking by the river. He was very starving because he hadn't eaten since morning. It was midday. But he found nothing in the land but dying trees. "Huh... I hate this branches, I don't like it! "Across the river, there was green grassland, with young leaves. 'Hmm.. it seems delicious' imagined the mouse deer, 'but how can I get there? I can't swim, the current is very rapid?' The mouse deer was figuring out the way how to reach there.

Suddenly, he jumped to the air, 'aha... he then walked to the edge of the river. He didn't see the reflection because the water flowed very fast. He dipped one of his fore legs into the water. A few moment later, appeared Mr. Crocodile showing his sharp teeth. He then laughed, "Ha... ha... ha, you can't run away from me, You'll be my tasty lunch!" said the crocodile. "Of course I can't. You are very strong, Mr. Croco," replied the mouse deer frightenedly. Then, the other crocodiles approached moving slowly. They approached the edge of the river. "But, before you all have a party, I wonder how many your members are there in the river. If I know your number exactly, I can distribute my meat evenly, "said the mouse deer. "Oh...o, great, good idea! But we are a large group, I can't count it precisely," Mr. Croco moaned. "Leave it to me, and I can make it for you!" Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer requested. Then the crocodiles arranged themselves in line from one edge to the other edge of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.

**Choose the Correct by crossing (x) at A, B, C or D**

1. What does "starving" mean in the story?
   - A) Very thirsty
   - B) Very hungry
   - C) Very tired
   - D) Very happy

2. What does "delicious" mean?
   - A) Tasty
   - B) Sour
   - C) Bitter
   - D) Spicy

3. What does "figuring out" mean?
   - A) Ignoring
   - B) Solving
   - C) Forgetting
   - D) Confusing

4. What does "laughed" indicate?
   - A) Cried
   - B) Smiled
   - C) Showed amusement
   - D) Yelled

5. What does "approached" mean?
   - A) Came closer
   - B) Turned away
   - C) Stood still
   - D) Ran away

6. What does "precisely" mean?
   - A) Accurately
   - B) Generally
   - C) Quickly
   - D) Lazily

7. What does "meat" refer to?
   - A) Vegetables
   - B) Food from animals
   - C) Fruits
   - D) Grains

8. What does "request" mean?
   - A) To demand
   - B) To ask politely
   - C) To ignore
   - D) To refuse

9. What does "grassland" refer to?
- A) A forest
- B) A field covered with grass
- C) A rocky area
- D) A desert

10. What does "thanked" mean?
- A) Complained
- B) Expressed gratitude
- C) Ignored
- D) Refused

11. What does "dumb" mean in this context?
- A) Silly
- B) Unintelligent
- C) Quiet
- D) Loud

12. What does "tasty" mean?
- A) Flavorless
- B) Pleasing to the taste
- C) Unpleasant
- D) Burnt

13. What does "edge" refer to?
- A) The middle
- B) The boundary or border
- C) The center
- D) The top

14. What does "strong" mean?
- A) Weak
- B) Powerful
- C) Fragile
- D) Small

15. What does "party" mean in this context?
- A) A celebration
- B) A group
- C) A fight
- D) A game

16. What does "large" mean?
- A) Tiny
- B) Big
- C) Narrow
- D) Weak

17. What does "group" refer to?
- A) A single person
- B) A collection of individuals
- C) A type of food
- D) An object

18. What does "line up" mean?
- A) To sit down
- B) To form a queue
- C) To run away
- D) To play

19. What does "slowly" mean?
- A) Quickly
- B) At a fast pace
- C) At a gentle pace
- D) Loudly

20. What does "thanked" mean?
- A) Praised
- B) Showed annoyance
- C) Expressed gratitude
- D) Complained

**POST-TEST**

**Name** : Nur 'Azizah N.A

**Class** : VIII B

**Student Number** : 12

## Mouse Deer and Mr. Crocodile

One day, a mouse deer was walking by the river. He was very starving because he hadn't eaten since morning. It was midday. But he found nothing in the land but dying trees. "Huh... I hate this branches, I don't like it! "Across the river, there was green grassland, with young leaves. 'Hmm.. it seems delicious' imagined the mouse deer, 'but how can I get there? I can't swim, the current is very rapid?' The mouse deer was figuring out the way how to reach there.

Suddenly, he jumped to the air, 'aha... he then walked to the edge of the river. He didn't see the reflection because the water flowed very fast. He dipped one of his fore legs into the water. A few moment later, appeared Mr. Crocodile showing his sharp teeth. He then laughed, "Ha... ha... ha. you can't run away from me, You'll be my tasty lunch!" said the crocodile. "Of course I can't. You are very strong, Mr. Croco," replied the mouse deer frightenedly. Then, the other crocodiles approached moving slowly. They approached the edge of the river. "But, before you all have a party, I wonder how many your members are there in the river. If I know your number exactly, I can distribute my meat evenly, "said the mouse deer. "Oh...o, great, good idea! But we are a large group, I can't count it precisely," Mr. Croco moaned. "Leave it to me, and I can make it for you!" Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer requested. Then the crocodiles arranged themselves in line from one edge to the other edge of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.

**Choose the Correct by crossing (x) at A, B, C or D**

1. What does "midday" refer to?
   - A) Early morning
   - B) Afternoon
   - C) Noon
   - D) Evening

2. What does "branches" refer to?
   - A) Roots
   - B) Parts of a tree
   - C) Flowers
   - D) Fruits

3. What does "current" refer to in this context?
   - A) The flow of water
   - B) A trend
   - C) An electrical charge
   - D) A type of fish

4. What does "jumped" mean?
   - A) Fell
   - B) Leaped
   - C) Stood still
   - D) Crawled

5. What does "reflection" refer to?
   - A) A shadow
   - B) An image in water
   - C) A sound
   - D) A thought

6. What does "dipped" mean?
   - A) Dropped
   - B) Plunged
   - C) Lifted
   - D) Caught

7. What does "sharp" mean?
   - A) Dull
   - B) Pointed
   - C) Soft
   - D) Flat

8. What does "frightenedly" mean?
   - A) With joy
   - B) With fear
   - C) With excitement
   - D) With confidence

9. What does "distribute" mean?
- A) Gather
- B) Share
- C) Hide
- D) Keep

10. What does "moaned" mean?
- A) Laughed loudly
- B) Made a low sound of discomfort
- C) Sang
- D) Whistled

11. What does "arranged" mean?
- A) Disorganized
- B) Set in order
- C) Mixed up
- D) Hidden

12. What does "counting" mean?
- A) Measuring weight
- B) Adding numbers
- C) Saying numbers in order
- D) Writing letters

13. What does "body" refer to?
- A) A tree
- B) A living organism
- C) A rock
- D) A place

14. What does "deliciously" suggest?
- A) In a bad way
- B) In a pleasing way
- C) In a boring way
- D) In a confusing way

15. What does "flowed" mean?
- A) Stopped
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- C) Jumped
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16. What does "sharp teeth" imply?
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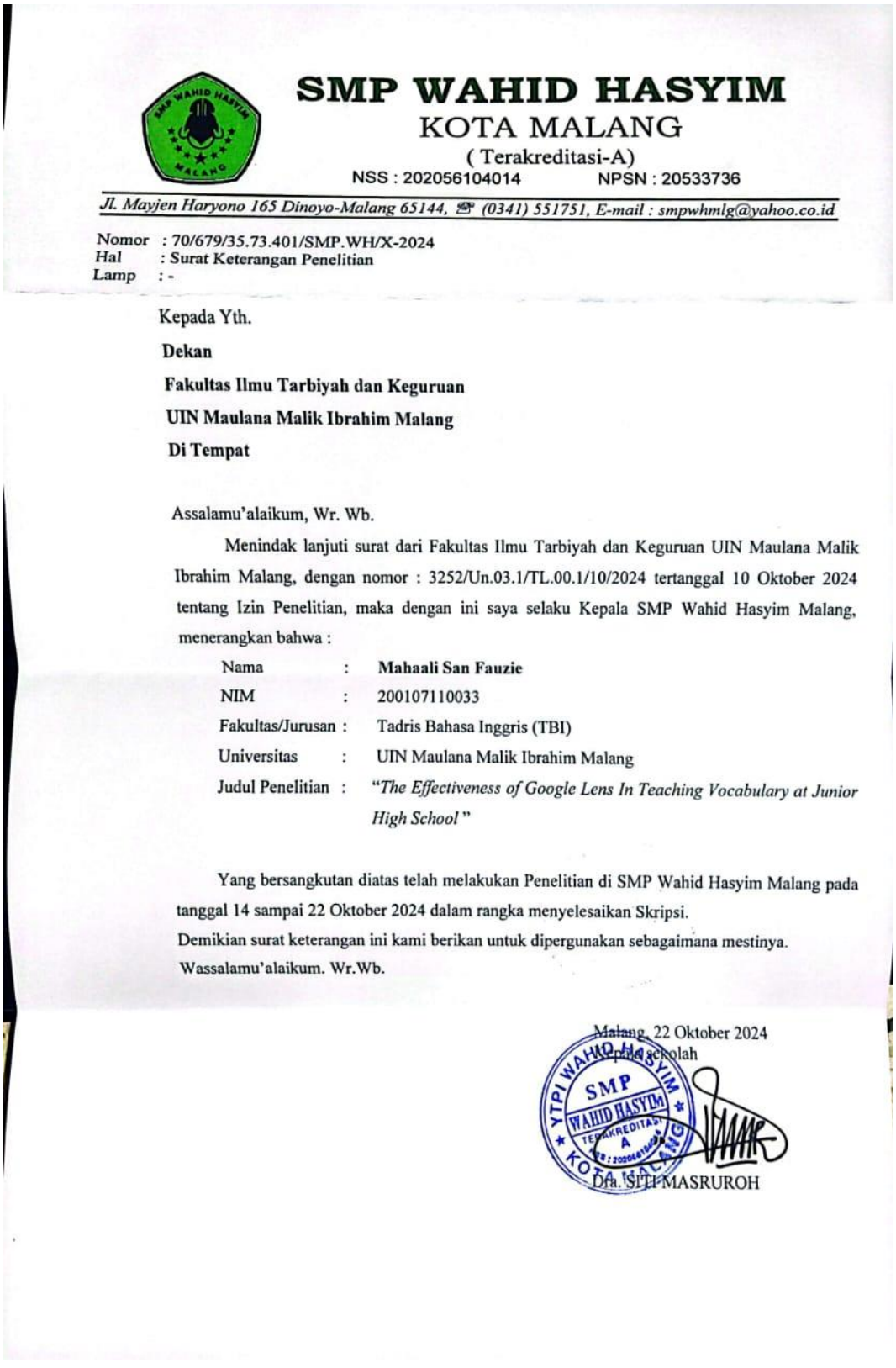
## Appendix VIII Letter of Completion Research



**SMP WAHID HASYIM**
KOTA MALANG
( Terakreditasi-A)
NSS : 202056104014 NPSN : 20533736

*Jl. Mayjen Haryono 165 Dinoyo-Malang 65144, ☎ (0341) 551751, E-mail : smpwhmlg@yahoo.co.id*

Nomor : 70/679/35.73.401/SMP.WH/X-2024
Hal : Surat Keterangan Penelitian
Lamp : -

Kepada Yth.
**Dekan**
**Fakultas Ilmu Tarbiyah dan Keguruan**
**UIN Maulana Malik Ibrahim Malang**
**Di Tempat**

Assalamu'alaikum, Wr. Wb.

Menindak lanjuti surat dari Fakultas Ilmu Tarbiyah dan Keguruan UIN Maulana Malik Ibrahim Malang, dengan nomor : 3252/Un.03.1/TL.00.1/10/2024 tertanggal 10 Oktober 2024 tentang Izin Penelitian, maka dengan ini saya selaku Kepala SMP Wahid Hasyim Malang, menerangkan bahwa :

| | | |
|---|---|---|
| Nama | : | **Mahaali San Fauzie** |
| NIM | : | 200107110033 |
| Fakultas/Jurusan | : | Tadris Bahasa Inggris (TBI) |
| Universitas | : | UIN Maulana Malik Ibrahim Malang |
| Judul Penelitian | : | *"The Effectiveness of Google Lens In Teaching Vocabulary at Junior High School"* |

Yang bersangkutan diatas telah melakukan Penelitian di SMP Wahid Hasyim Malang pada tanggal 14 sampai 22 Oktober 2024 dalam rangka menyelesaikan Skripsi.
Demikian surat keterangan ini kami berikan untuk dipergunakan sebagaimana mestinya.
Wassalamu'alaikum. Wr.Wb.

Malang, 22 Oktober 2024
Kepala sekolah

Dra. SITI MASRUROH

## Appendix IX Documentation

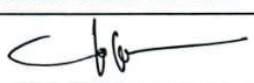
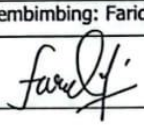
## Appendix X Evidence of Guidance Consultation

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http://fitk.uin-malang.ac.id. email : fitk@uin-malang.ac.id

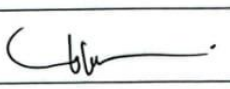
**LEMBAR BIMBINGAN SKRIPSI**

| | | |
|---|---|---|
| Nama | : | Mahaali San Fauzie |
| NIM | : | 200107110033 |
| Program Studi | : | Tadris Bahasa Inggris |
| Alamat | : | Jl. Mt Haryono IX No. 331 RT 06 RW 03 Lowokwaru, Dinoyo, Kota Malang (Kampoeng Keramik Dinoyo) |
| No. Tlp dan HP | : | 087865790300 |
| Judul | : | The Effectiveness Of Google Lens In Teaching Vocabulary At Junior High School |
| Tanggal Mulai Pembimbingan | : | 16 Mei 2024 |
| Nama Dosen Pembimbing | : | Farid Munfaati, M.Pd |

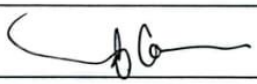
**Bimbingan Ke - I**

| Topik Pembimbingan: Judul Skripsi | Tanggal Pembimbingan: 22 Februari 2024 |
|---|---|
| Catatan Pembimbingan:<br>1. Memahami Alur penelitian<br>2. Mengambil Metodologi yang sesuaidengan judul<br>3. Memperbaiki judul | |
| Tanda Tangan | |
| Mahasiswa: Mahaali San Fauzie | Dosen Pembimbing: Farid Munfaati, M.Pd |
|  |  |

**Bimbingan Ke - II**

| Topik Pembimbingan: Revisi Proposal | Tanggal Pembimbingan: 16 Mei 2024 |
|---|---|
| Catatan Pembimbingan:<br>1. Memperbaiki kesalahan judul dengan menyesuaikan Metode yang diambil<br>2. Memperbaiki kesalahan urutan dan penyebutan | |
| Tanda Tangan | |
| Mahasiswa: Mahaali San Fauzie | Dosen Pembimbing: Farid Munfaati, M.Pd |
|  |  |

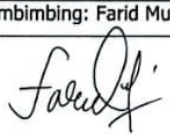
**Bimbingan Ke - III**

| Topik Pembimbingan: Proposal 29 Mei 2024 | Tanggal Pembimbingan: 29 Mei 2024 |
|---|---|
| Catatan Pembimbingan:<br>1. Memperbaiki kesalahan Grammar<br>2. menambahkan beberapa komponen yang salah dan kurang | |
| Tanda Tangan | |
| Mahasiswa: Mahaali San Fauzie | Dosen Pembimbing: Farid Munfaati, M.Pd |
|  |  |

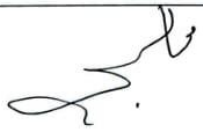
**Bimbingan Ke - IV**

| Topik Pembimbingan: Bimbingan proposal | Tanggal Pembimbingan: 31 Mei 2024 |
|---|---|
| Catatan Pembimbingan:<br>1. Menggant pengejaan dan penyebutan yang salah | |
| Tanda Tangan | |
| Mahasiswa: Mahaali San Fauzie | Dosen Pembimbing: Farid Munfaati, M.Pd |
|  |  |

**Bimbingan Ke - V**

| Topik Pembimbingan: Bab 4 & 5 | Tanggal Pembimbingan: |
|---|---|
| Catatan Pembimbingan: Membenarkan isi dari discussion & conclusion | |
| Tanda Tangan | |
| Mahasiswa: Mahaali San Fauzie | Dosen Pembimbing: Farid Munfaati, M.Pd |
|  |  |

**Bimbingan Ke - VI**

| Topik Pembimbingan: Bab 1 & 5 | Tanggal Pembimbingan: |
|---|---|
| Catatan Pembimbingan: Membenarkan isi dari pretest sekaligus finishing | |
| Tanda Tangan | |
| Mahasiswa: Mahaali San Fauzie | Dosen Pembimbing: Farid Munfaati, M.Pd |
|  |  |

**Appendix XI Curriculum Vitae**

## Curriculum Vitae

| | | |
|---|---|---|
| Nama Lengkap | : | Mahaali San Fauzie |
| Tempat, Tanggal Lahir | : | Malang, 05 September 2001 |
| Jenis Kelamin | : | Laki-laki |
| Agama | : | Islam |
| Fakultas | : | Ilmu Tarbiyah dan Keguruan |
| Jurusan | : | Tadris Bahasa Inggris |
| Perguruan Tinggi | : | UIN Maulana Malik Ibrahim Malang |
| Alamat Rumah | : | Jl. MT Haryono IX No. 331 Dinoyo, Malang, 65144 |
| No. HP/ Telp | : | 087865790300 |
| Alamat Email | : | mahaalisanfauzie@gmail.com |

### Riwayat Pendidikan

| | | |
|---|---|---|
| 1. | 2009-2014 | SDI Surya Buana |
| 2. | 2014-2019 | Pondok Modern Darussalam Gontor |
| 3. | 2020-2025 | UIN Maulana Malik Ibrahim Malang |

Malang, Desember 12, 2024

Mahasiswa,

Mahaali San Fauzie

NIM. 200107110033