

A Comparative Study Between The Use Of Wordscapes And Word Trip Applications On Students' Vocabulary Mastery

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ABSTRACT

The purpose of this study was to find if there was significant difference between the students taught by using Wordscapes and the students taught by using Word Trip Applications on students' Vocabulary Mastery. The method that was used quantitative method. The design of this study was causal-comparative study. This study was conducted in SMP Swasta Imelda Medan. The number of the sample of the study was 60 students of eighth grade. VIII-B was as the first experimental class (X1) that was taught by Wordscapes Application and VIII-C was the second experimental class (X2) that was taught by using Word Trip Application. Each class consisted of 30 students. The instrument of this study was test. The tests were divided into two, there were pre-test and post-test. The data that were obtained from the tests were analyzed by using SPSS statistic 25 program. The result of the study showed that the mean score of post-test in First Experimental class (X1) was 75.67 while the mean score of post-test in Second Experimental class (X2) was 80.63. Based on the criteria of hypothesis test that if sig. 2 tailed (p) was lower than alpha (α) 0.05, then H_0 (Null Hypothesis) was rejected and H_a (Alternative Hypothesis) was accepted. In this study, the result of sig. 2 tailed was 0.057 and it proved that $p < \alpha$.

Keywords : Wordscapes Application, Word Trip Application, Vocabulary Mastery

ABSTRAK

Tujuan penelitian ini untuk menemukan apakah ada perbedaan yang signifikan antara murid yang diajarkan menggunakan aplikasi Wordscapes dan murid yang diajarkan menggunakan aplikasi Word Trip terhadap pemahaman kosakata siswa. Metode yang digunakan adalah metode kuantitatif. Desain dalam penelitian ini adalah penelitian komparatif kausal. Penelitian ini dilaksanakan di SMP Swasta Imelda Medan. Jumlah sampel dari penelitian ini adalah 60 siswa kelas delapan. VIII-B sebagai kelas eksperimental pertama (X1) yang diajarkan dengan aplikasi Wordscapes dan VIII-C sebagai kelas eksperimental kedua (X2) yang diajarkan dengan aplikasi Word Trip. Setiap kelas terdiri dari 30 siswa. Instrumen penelitian ini adalah tes. Tes dibagi menjadi dua, yakni pre-test dan post-test. Data yang di peroleh dari tes dianalisa dengan menggunakan program SPSS statistic 25. Hasil analisa menunjukkan bahwa nilai rata-rata pada kelas eksperimental pertama (X1) adalah 75.67 sedangkan nilai rata-rata dari kelas eksperimental kedua (X2) adalah 80.63. Berdasarkan kriteria uji hipotesis bahwa jika sig. 2 tailed (p) lebih rendah dari alpha (α) 0.05, maka H_0 (Null Hypothesis) ditolak dan H_a (Alternative Hypothesis) diterima. Dalam penelitian ini, hasil dari sig. 2 tailed adalah 0.057 dan hal ini membuktikan bahwa $p < \alpha$.

Kata Kunci: Aplikasi Wordscapes, Aplikasi Word Trip, Kemampuan Kosakata.

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1. INTRODUCTION

Vocabulary knowledge is an integral part of the language if we learn any foreign language, it is the center in the communication skill. In learning English, vocabulary is the most significant part because it is

the base among the four skills that are in English language. This statement can be supported by Ur (1996:60) that vocabulary is one of the significant things to use when learning English language, because without it nothing can be spoken up within words. Language skills would be difficult to gain without learning the vocabulary. Vocabulary has an important role in learning a language to communicate effectively. Low vocabulary knowledge cause problems that can block and demotivate learners in learning and using English language.

Wilkins in Thornbury stated that (2004: 13) by lacking of grammar we can still communicate but not with vocabulary anyway. From the statement above, it can be concluded that even we mastered the grammars well but if we do not know the vocabulary we would not know what words that we want to share or communicate. The problems can be found in students who can write the vocabulary, but they are hard to pronounce it or when they can pronounce it, they feel hard to write it. Understanding English language is easy if we know the written form first. This also can be the problems or challenges for students in every learning and teaching.

Nowadays, technology is the vital part in life among students and education. Technology has the potential to inspire learning if it is used in the right way. Technology also develops the visual skill and also critical thinking skill. In addition, technology gives ease of access to information, makes learning easier and improves creativity.

Mobile applications are produced by using technology. Various tools, systems, components, libraries and others applications are referred to the mobile application development technology to be used to create the application. Currently, the use of mobile application can be used in many sectors such as: communication, education, business, social medias and others. Mobile affects the characteristics of teaching and learning process, and also includes four main skills: speaking, reading, listening and writing. Furthermore, educational mobile applications help students' visual skill, the mobile applications make students to understand and get the information from different perspective.

The presence of mobile applications, teachers can vary the learning media in teaching English especially Vocabulary. Students think learning vocabulary with mobile application is fun, both teachers and students discovers other sources about the learning topic, assignment and display the material. Teaching process is helped by being facilitated with it. Recently, the implementation mobile application in teaching and learning English is the most favourable and effective media.

Based on the researcher's experience, the researcher finds that primary data that the students' ability in vocabulary are low. In fact, many students are still weak in vocabulary mastery because they ask a lot of words meaning during the learning process because they are not mastered on it. Game applications play an ideal method in teaching and learning process because it is used to attract the students' attention in order to improve vocabulary mastery. Moreover, mastering vocabulary words are not easy, students must memorize the words then the next meeting they have forgotten it again. The researcher must find other way to learn vocabulary more fun and interesting in order to memorize the vocabulary words easily. The researcher wants to explore more about these problems.

2. LITERATURE REVIEW

A. Vocabulary

Vocabulary is set of words that people use to learn a language or words that people know to communicate with others. According to Richards and Renandya (2002:255) the main component of language is vocabulary, vocabulary introduces students basically how to listen, speak, read and write.

Lehr, Osborn, and Hiebert (in Kamil and Hiebert, 2005: 2-3) state that vocabulary is knowledge words and words in verbal and non-verbal (printed) language and in productive and receptive forms that is used in the four skills in English language. Within vocabulary students are easier and effective to learn the foreign language and communicate with tourists.

Moreover, Nobert Schmitt. (202: p.231) state that vocabulary is important to be mastered to speak and write the words well in order to communicate. Based on the explanation above, the researcher conclude that vocabulary is the key for language and it also has the important role in learning the foreign language.

B. Difficulties in Learning Vocabulary

The difficulties are always found in learning language especially vocabulary. According to Thornbury (2004: 27) said that some factors that make some words more difficult as follow

- 1) Pronunciation
This is the way a language is spoken. In English word, the writing is different with the way it is spoken. Therefore, it appears a confusion to pronounce due to its spelling and pronunciation.
- 2) Spelling
Spelling refers to the writing of a word. The learners should know how the word looks like or be written. Example of problematic words that contain silent letters are : knee, listen, bridge, sight, could, honest, know, muscle, etc.
- 3) Length and Complexity
Longer word will be difficult to be learnt also the complex one. For example, the word “countable, necessary, assignment and etc.”
- 4) Grammar
Grammar learns exception in making sentences. The learners will be difficult in writing English sentences without knowing the rules in grammar. For instance, the verbs “like, hate, enjoy, finish, love and etc.” are joined with the verb progressive.
- 5) Meaning
Sometimes a word not only have one meaning but it can multiple. This will be a problem for learners to learn. For example, the words “make” and “do” in sentences: you make breakfast and make an appointment, but you do the housework and do a questionnaire.

C. Mobile Application

Mobile Application (app) is a type of software that allows the users to do specific tasks. Mobile applications are from the integrated software systems generally found on PCs. Even each app provide limited and isolated functionality like : a game, calculator or mobile web browsing. Applications may have avoided multitasking because of the limited hardware resources of the early mobile devices, their specificity is now part of their desirability because the users can pick what their devices can do. Mobile applications authorized people to do more than just talk and text on their phone. Mobile apps permit the users to play, create and explore on their PC or smartphone. Some mobile apps are either free or purchase.

Desktop applications is applications for desktop or laptop computers, while mobile application is for mobile devices. Applications can be downloaded freely. Many applications are also available for mobile devices.

D. Wordscapes Application

There are many various of puzzle game and one of them is Wordscapes. Wordscapes is a word puzzle video game created by the American studio PeopleFun. Wordscapes is a top 10 ranked game at the Google Play Store, and the App Store. In 2020, over 14 million people have played Wordscapes. Wordscapes is a free crossword game for iOS and Android devices.

This is a great game to get students thinking about vocabulary and spelling (Thorp, 2018 : 3). Wordscapes App is a word spelling game with a mix of a word search game and a crossword puzzle with the beautiful scenery backgrounds to relax and ease mind. Players are given some letters and challenged to guess what words they can form and the players may shuffle the order of their letters or paid a hint for 100 coins. It is limit guess for a puzzle but the challenges progress step by step. Players can click on a button to see the definitions of a word, so the players get new vocabulary word each time. Longer, more difficult words can pop up as levels are advanced.

E. Word Trip Application

Word Trip Application is one of the puzzle games with classic words scrabbles. WordTrip, with its puzzles, is fun brain teasers challenging the players to test vocabulary, spelling skills and puzzle solving

ability. Finding out hidden words or guess them from the same set of letters to improve students' vocabulary. Word Trip Application is popular in helping students to improve their vocabulary. Connect and spell some letters to make a new word. It is similar like Wordscapes application.

WordTrip is first of its kind word puzzle game stitched together with a cross-country travel theme. Solving every puzzled word to travel the players around the world with a travel themed.

F. Conceptual Framework

Using games or techniques in leaning vocabulary are needed for teachers in teaching the vocabulary to students. Teachers also give big motivation in order to make learning vocabulary is not boring. Students are interested in learning vocabulary if it is combined with games, so it helps the students improve their vocabulary words fast.

Some games that improve students' vocabulary mastery are Word Trip Application and Wordscapes Application. Wordscapes Application and Word Trip Application are educational games that are suitable in learning vocabulary. Those game are basically the same, by using the available jumbled letters and arrange the letters to make some words. Those games are a combination of scrabble, boggle game, crossword puzzle and word search. Students gain more new vocabulary words from those applications. These games are proper for students in learning vocabulary.

The treatment is given to the First Experimental Class (Wordscapes Application) and the Second Experimental Class (Word Trip Application) to test the students' vocabulary mastery. The post-test is given to the students after being given the treatment in order to test their improvement during the treatment given, so that the students' achievement increase in vocabulary mastery.

G. Hypothesis

Based on the comparative theoretical study and conceptual framework above, the hypotheses are :

Ha : There is a significant difference between the students who were taught by using Wordscapes application and those were taught by Word Trip application.

Ho : There is no a significant difference between the students who were taught by using Wordscapes application and those were taught by Word Trip application.

-METHOD

A. Research Design

This research aimed at the comparison of students' vocabulary mastery who were taught by using Wordscapes application and those using Word Trip application. The researcher used this research as quantitative research. Sugiono (2015), stated that Quantitative strategies can be translated as inquire about strategies based on positivism logic, utilized to look at in specific sample, using research instruments in collecting data, with the aim of quantitative data analysis to test the Hypothesis. The researcher also used the causal-comparative research design which the causes-effect should be determined to see differences that existed among the group. Galloway (2016. p. 23) defined causal-comparative research as a design that depended on observation of the relationship between naturally occurring variations in the presumed independent and dependent variables by using pre-test and post-test to establish possible cause and effect between dependent and independent variable.

This research aimed to see the significant effect of independent variable (experimental research) treatment on the dependent variable. Two groups of students in this research were divided, they were experimental class 1 (X1) and experimental class 2 (X2), both of the groups received different treatments. To know the students' vocabulary mastery, the pre-test and post-test was conducted to both classes. The same material but different technique was applied to the students in order to measure students' ability on vocabulary mastery.

Table 1. Illustration of The Research

Group	Pre-Test	Treatment	Post-Test
Experimental 1 (X1)	✓	Wordscapes App	✓
Experimental 2 (X2)	✓	Word Trip App	✓

B. Population

The location of the research took place in SMP Swasta Imelda Medan. The location of this school was at Jl. Bilal No.24, Pulo Brayan Darat I, Kec.Medan Timur, Kota Medan. The eighth grade students of SMP Swasta Imelda Medan were the samples of this research. The population of the eighth grade students of SMP Swasta Imelda was 92 students that consisted of three classes, they were VIII-A, VIII-B and VIII-C. The total population of the eighth grade students was seen in this following table.

Table 2. Total of Population

No.	Class	Number of Students
1.	VIII-A	32
2.	VIII-B	30
3.	VIII-C	30
Total of Students		92

Sample had the same characteristics with population, so sample was part of population. Purposive Cluster Sampling Technique was adopted to choose the sample. The sample was divided into two classes in this research, they were grade VIII-B consisting of 30 students and VIII-C consisting of 30 students. So, the total sample of this research was 60 students. The first class was VIII-B taught by using Wordscapes application while the second class was VIII-C taught by using Word Trip application.

Table 3. Total of Sample

No.	Class	Sample
1.	VIII-B	30
2.	VIII-C	30
Total of Students		60

C. Treatment

Due to the researcher chose two classes, the class VIII-B was the first experimental group (X1) which used Wordscapes application. Then, the class VIII-C was the second experimental group (X2) that used Word Trip application. Both classes were given different treatments. The researcher shared pre-test to the students to evaluate student's vocabulary mastery before giving the treatment.

According to Sugiyono (2017:102) instrument could be an instrument which is utilized to measure the nature and social phenomenon being watched. The researcher divided the students into two classes, they were VIII-B as the first experimental class (X1) and VIII-C as the second experimental class (X2).

The researcher collected the data by using the pre-test and post-test. At the first meeting, the researcher gave the pre-test, then gave the post-test after the treatment.

1. Pre-Test

Pre-Test was a standard test to survey the samples whether they had known the material that was delivered or not. Pre-Test was usually given before starting the activities in learning something. Pre-Test was given to the students before treatment in order to know the students' vocabulary mastery.

2. Treatment

The students were given the treatment. For the first experimental class was taught vocabulary by using Wordscapes Application and for the second experimental class was taught by using Word Trip Application.

3. Post-Test

Post-Test was given at the end of the learning activities. This was the final test to evaluate students in understanding the lessons delivery. This aimed in order to get students' view about their ability in comprehending the delivered lesson. After the students did the treatment, gave both classes a test related with the questions that were in that Application. The result was compared with the score in pre-test to obtain the differences.

4. Observation Sheet

The guidelines consisted of a list of the students' activities that had observed during learning process. It was used to identify whether using Wordscapes and Word Trip Applications could overcome the students' problems and improve the students' vocabulary. There were some aspects observed in the teaching and learning process, influence English learning applications to increase and improve students' vocabulary, experiences, opinion, interest students to learn vocabulary.

D. Reliability

Reliability referred to the consistency of test scores. Besides having high validity, a good test should have high reliability too. To know the reliability test, Spearman Brown formula was usually used, it was KR-20, Arikunto (2010:230). KR-0 formula used :

$$R_{11} = \left(\frac{n}{n-1} \right) \left(\frac{s^2 - \sum pq}{s^2} \right)$$

Description :

- n = Total item for the test,
- p = Proportion of people who pass the item,
- q = Proportion of people who fail the item,
- S² = Total variant,
- r₁₁ = Reliability instrument.

According to Guilford (1956), the value of reliability coefficients can be made as follows :

- 0,80 – 1,00 : very good
- 0,60 – 0,80 : good
- 0,40 – 0,60 : significant
- 0,20 – 0,40 : low
- 1,00 – 0,20 : very low (not reliable)

E. Validity

In quantitative research, validity was needed to know the extent of Validity to which a concept was accurately measured. The researcher reported the degradation of accuracy between data which happened on research object and capacity (Sugiyono, 2014: 267). Validation was a process that concerns analysing and collecting data to evaluate the accuracy of the instrument.

To test the validity, the SPSS testing technique was used by using Bivariate Pearson correlation (Pearson Moment Products).

In this research the formula of validity instrument by using Bivariate Pearson correlation (Pearson Moment Products) was:

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Description :

- r_{xy} = The product of the total amount of variable x and the total amount of variable y
- N = The number of data pairs X and Y
- ΣX = Total of the variable X
- ΣY = Total of the variable Y
- ΣX² = Squared total amount of variable X
- ΣY² = Squared total amount of variable Y

Pre-Test was given before the treatment. A test was valid if it had measured when should be measured. The researcher used content validity in this research. Product Moment Formula by Arikunto, (2008:72) was used in measuring this research.

F. Technique of Data Collection

There were three techniques in collecting the data, they were :

1. Observation

The observation was done by the researcher directly towards English teaching and learning process in SMP Swasta Imelda Medan. In this research, the researcher acted an active observer. The researcher observed the students' vocabulary by knowing how far the students memorized the vocabulary words

that the teacher had taught to them.

2. Pre-Test

The researcher gave the vocabulary test and some question WH-Questions before giving the treatment to the students. This was used to know the students' ability in understanding the lesson that were delivered. This test also aimed to find the mean scores of first experimental class (X1) and second experimental class (X2).

3. Post-Test

After giving treatment, the researcher gave the students a post-test to know the students' abilities that were achieved. This was given to the students at the end of delivery the lesson. This aimed to know the differences if the students' mean scores.

G. Technique of Data Analysis

T-test formulation is used in analyzing the students' data that has been collected like pre-test and post-test, it is :

$$t = \frac{Ma - Mb}{\left(\frac{da^2 + db^2}{Na + Nb - 2}\right)\left(\frac{1}{Na} + \frac{1}{Nb}\right)}$$

Description :

- t = Total score
- Ma = The mean of experimental group
- Mb = The mean of control group
- da = The standard deviation of experiment group
- db = The standard deviation of control group
- Na = The total number sample of experiment group
- Nb = The total number sample of control group

3. RESULT AND DISCUSSION

A. Research Finding

The researcher investigated the eighth grade students of SMP Swasta Imelda Medan to collect the data. There were two classes namely VIII B and VIII C in 2022/2023 academic year. Both classes consisted of 30 in each class. VIII B was as the first experimental class (X1) taught by using Wordscapes Application. The second experimental class (X2) of this study was VIII C taught by Word Trip Application. The researcher gave the test to the students to get the data about the students' vocabulary mastery. After getting the data of this study, the researcher analyzed it.

Table 4. Scores of the Students' Pre Test and Post Test in The First Experimental Class (X1).

No	Name	Pre	Post	Gained Score (%)
1	AS	70	95	83
2	AY	95	96	20
3	AA	55	80	56
4	AP	40	65	42
5	AAS	15	70	65
6	ABM	87	96	69

7	AYA	45	85	73
8	AAH	35	60	38
9	DD	65	75	29
10	FLN	85	90	33
11	FRBS	12	50	43
12	GAM	30	85	79
13	HA	87	90	23
14	HPXS	37	70	52
15	KM	70	95	83
16	MHNL	40	65	42
17	MAA	25	80	73
18	NNZ	65	75	29
19	NAW	80	98	90
20	PGAT	67	88	64
21	PAR	22	92	90
22	RM	25	77	69
23	RK	47	67	38
24	RAS	15	50	41
25	RBHS	27	45	25
26	RA	20	40	25
27	SG	12	35	26
28	YDB	42	92	86
29	YAA	50	67	34
30	ZAS	77	97	87
Total Score		1442	2270	1617
Mean		48.07	75.67	53.54

The first experimental class was VIII-B students of SMP Imelda Medan that consisted of 30 students who were taught by Wordscapes Application. The data showed that the scores of 30 students in VIII-B. The mean scores of pre-test was 48.07 where the lowest scores of pre-test was 12 and the highest scores was 95. Meanwhile, the mean scores of post-test was 75.67, the lowest scores of post-test was 35 and the highest scores was 98. Besides the mean scores of gained was 53.54 with the minimum gained scores was 20 and the maximum gained scores was 90. It meant that the pre-test and post-test were significant enough.

Table 5. Students' Pre-Test, Post-Test and Gained Scores in The Second Experimental Class (X2).

No	Name	Pre	Post	Gained Score
1	AW	65	97	91
2	ARS	45	65	36
3	CES	75	95	80

4	CRH	85	92	47
5	CTS	75	87	48
6	DAF	45	60	27
7	DR	70	100	100
8	DL	55	67	27
9	DF	65	100	100
10	DIR	85	95	67
11	FI	70	93	77
12	HKP	70	90	67
13	IAP	10	60	56
14	KRL	32	70	56
15	KAS	42	75	57
16	MH	40	77	62
17	MW	47	82	66
18	MFAH	62	97	92
19	MRA	40	77	62
20	MAS	55	72	38
21	MD	80	88	40
22	MFR	20	75	69
23	NRA	67	85	55
24	PWB	35	88	82
25	PH	42	77	60
26	RAR	15	65	59
27	SP	10	55	50
28	SN	30	80	71
29	SAMN	37	75	60
30	WAL	50	80	60
Total Score		1519	2419	1862
Mean		50.63	80.63	61.99

The second experimental class was VIII-C students of SMP Imelda Medan that consisted of 30 students taught by Word Trip Application. The data showed that the scores of 30 students in the second experimental class (X2). The mean score of N-Gain was 61.99 with the minimum N-Gain score was 27 and the maximum N-Gain score was 100. It was concluded that there was significant difference in the pre-test and post-test score in the second experimental class (X2).

Based on the research findings, it was found the students were taught used Wordscapes application and the students taught by using Word Trip application could improve students' vocabulary mastery. It was seen from the mean of pre-test in first experimental class (X1) was 48.07 and post-test was 75.67. While in second experimental class (X2) the pre-test was 50.63 and the post test was 80.63. The result of this study

also related to Aulia Rahma (2016) stated that the score of pre-test and post-test was found that used Wordscapes and Word Trip application could improve students' vocabulary mastery. The hypothesis testing showed that t_{table} (2.002) and the *Sig. (2-tailed)* value of the post-test score was lower than α , $0.003 < 0.05$. It meant that there was significant effect of using Wordscapes or Word Trip Application on students' vocabulary mastery.

This research also proved that the students taught by using Word Trip application was more effective than Wordscapes application. It can be seen from the the mean of pre-test was 50.63 and the post test was 80.63.

B. Discussion

Based on the research findings, it was found the students were taught used Wordscapes application and the students taught by using Word Trip application could improve students' vocabulary mastery. It was seen from the mean of pre-test in first experimental class (X1) was 48.07 and post-test was 75.67. While in second experimental class (X2) the pre-test was 50.63 and the post test was 80.63. The result of this study also related to Aulia Rahma (2016) stated that the score of pre-test and post-test was found that used Wordscapes and Word Trip application could improve students' vocabulary mastery.

The hypothesis testing showed that t_{table} (2.002) and the *Sig. (2-tailed)* value of the post-test score was lower than α , $0.003 < 0.05$. It meant that there was significant effect of using Wordscapes or Word Trip Application on students' vocabulary mastery.

From the data analysis, the purpose of this researcher was to find whether there was an improving of students' vocabulary mastery by using Wordscapes or Word Trip applications especially in eighth grade of SMP Imelda Medan in Academic year 2022/2023. Based on the method of the researcher, the teaching and learning process was divided into three steps.

The first, was the researcher conducted the pre-test to find out students' vocabulary mastery ability. The researcher found that the students lacked vocabulary and had difficulty mastering vocabulary. When the researcher gave the test to all students, they did not understand to fill the answer for the questions of the test. It was seen that the students had difficulty in decided the meaning of various words in those questions, and also could not identifying the words.

Second, the researcher taught using Wordscapes Application in the first experimental class (X1) and taught Word Trip Application in the second experimental class (X2). Both classes were given the treatments by using applications. Mobile applications was used as a media to study English in the class especially vocabulary, add excitement to the learning environment, it also created the students' creativity to solve the questions with the various levels and difficulties.

When the researcher taught Wordscapes application, the students gave attention during the learning process. This also happened when the researcher taught by using Word Trip application. The researcher used these treatments to both classes that had not used by the class teacher when teaching vocabulary in the classroom before. The students solved the puzzles in every level.

For the last step, the researcher conducted the post-test both of the classes to find out the score of both of the classes. Based on the explanation above, it was related to the research of Aulia Rahma (2016), Wordscapes and Word Trip applications could overcome the students' difficulties in mastery vocabulary. After giving treatment by using Wordscapes and Word Trip application, the students improved the test score from post-test. So, it was concluded that used Wordscapes and Word Trip application had improved the students' vocabulary mastery in the first experimental class (X1) and in the second experimental class (X2).

4. CONCLUSION

Based on the findings, it was concluded that there is significant difference between the students taught by using Wordscapes and the students taught by using Word Trip Application on students' vocabulary at eighth grade students of SMP Swasta Imelda Medan. It was seen from the data with the statistical hypothesis of significance level 5% which was calculated by using SPSS 25 version. It showed that the mean score of

the first experimental class (X1) after it was taught by using Wordscapes Application was 75.67 and the mean score by using Word Trip Application, it was 80.563. The data analysis, moreover, showed that *sig. 2-tailed (p) < α*; $0.000 < 0.05$. It meant that Null Hypothesis (H_0) was rejected and Alternative Hypothesis (H_a) was accepted. Therefore, the data showed that there was significant difference between the students taught by using Wordscapes and the students taught by using Word Trip Applications on the students' vocabulary mastery at the eighth grade students of SMP Swasta Imelda Medan effective than Wordscapes application. It can be seen from the the mean of pre-test was 50.63 and the post test was 80.63.. This research also can be concluded that the students taught by using Word Trip application was more

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