

SPACING EFFECT: ENGAGING STUDENTS IN ENRICHING THEIR VOCABULARY MASTERY DURING COVID-19 PANDEMIC

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ABSTRACT

The purpose of this research is to explore the influence of the spacing effect using spaced repetition practice in enriching students' vocabulary mastery during COVID-19 pandemic. The data was collected with quantitative pre-experimental method. The pre-test and post-test were collected using Google Form, and the treatments were done three times via Zoom Meeting, and the materials of the treatments were presented in Power Point Presentation. The participants are students from seventh grade of SMP Negeri 6 Banjarmasin. The process of data collection included several instruments, such as pre-test, treatments, and post-test. To analyze the data, the researcher used SPSS, an application to analyze statistical data, because the result can be calculated and formed into tables. The formula used is t-test 0.05, or 90 % confidence intervals.

The results obtained that spaced repetition method is not effective to be applied to learn vocabulary via online learning, caused by COVID-19 pandemic. The sample used 6 students for this research. The mean of the pre-test is 92.90, while the mean of the post-test is 95.23. The obtained result of the t-score is .639. However, since the critical value of $p < 0.05$ level of one-tailed test is 2.015, the result of the t-score does not surpass the critical value, meaning that the null hypothesis is accepted, and the alternative hypothesis is rejected.

Keywords: *Spacing Effect, Vocabulary, COVID-19 Pandemic*

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