

**IMPROVING THE 9<sup>TH</sup> GRADE STUDENTS' VOCABULAR MASTERY  
BY USING FLASCARDS  
(AT SMP TERPADU MADINATUL ULUM 2 IN 2024/2025  
ACADEMIC YEAR)**



**WILIAN FRANSISCO**

**RSN: 202101060037**

**UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER**

**STATE ISLAMIC UNIVERSITY OF KIAI HAJI ACHMAD SIDDIQ  
JEMBER FACULTY OF TARBIYAH AND TEACHER TRAINING  
ENGLISH EDUCATION PROGRAM  
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**THESIS**

Submitted to State Islamic University of Kiai Haji Achmad Shiddiq Jember to fulfill of  
the requirement for the Bachelor Degree (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
Islamic Studies and Language Education Department  
English Education Program



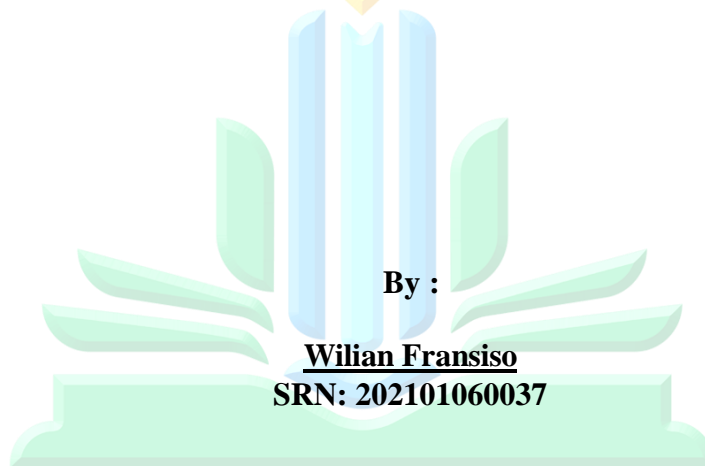
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Approved by Supervisor



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the requirement for Bachelor Degree (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
Islamic Studies and Language Education Department  
English Education Program

Day and Date : Monday, 16 of june 2025

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## MOTTO

Vocabulary is an important aspect in language, because it appears in every language skill including listening, speaking, reading, and writing skills. Without grammar little can be conveyed, without vocabulary nothing can be conveyed” Scott Thornburry<sup>1</sup>



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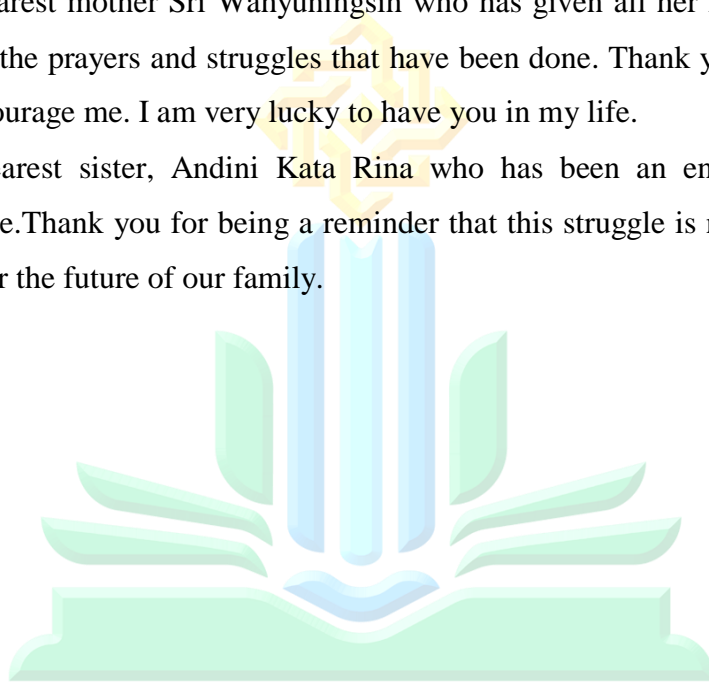
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<sup>1</sup> Scott Thornburry, *How to Teach Vocabulary* (England: Pearson Educational Limited, 2000), 20

## DEDICATION

I proudly dedicate this thesis to:

1. My beloved father, Sutikno who with his determination, hard work, and silent prayers that has been a pillar of strength in my every step. Thank you for all the sacrifices and sincerity that is not always said, but always felt.
2. My dearest mother Sri Wahyuningsih who has given all her love to me. Thank you for all the prayers and struggles that have been done. Thank you for never giving up to encourage me. I am very lucky to have you in my life.
3. My dearest sister, Andini Kata Rina who has been an encouragement in every struggle. Thank you for being a reminder that this struggle is not only for myself, but also for the future of our family.



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First, all praise is due to Allah SWT who has given His mercy and grace, health, opportunity, and inspiration to me to complete this thesis. Second, sholawat and salam are always poured out to the great prophet Muhammad SAW, who has led us from darkness to a brightly lit path, and brought us from ignorance to intelligence. That is the age of Islam.

The researcher is well aware that this thesis will not be completed without the help and guidance of various parties. On this occasion, the researcher would like to thank the following parties:

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6. Moh. Rofid Fikroni, M.Pd as the supervisor who inspired the author who patiently guided the author and never tired of providing advice, suggestions, and motivation during the process of writing this thesis.
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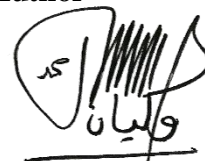
author.

8. Principal of Madinatul Ulum 2 Integrated Junior High School.
9. Mrs. Sa'ida Utami, S.Pd and all staff who have given permission and helped me during the research.
10. English teacher, Mrs. Febri Setiani Fauziah Untung, S.Pd as a collaborator who has provided support and assistance during the research at SMP Terpadu Madinatul Ulum 2.
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12. Ninth grade students who have participated in this study. And all parties who have participated in this research process.

May Allah SWT reward all those who have helped and supported in this research process with goodness. Finally, the author realizes that this thesis is far from perfect, but the author hopes that this thesis can be useful for readers and future research and future researchers.

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Jember, June 16<sup>th</sup> 2025

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## ABSTRACT

**Wilian Fransisco, 2024:** *Improving the 9<sup>th</sup> grade students' vocabulary mastery by using flashcards at SMP Terpadu Madinatul Ulum 2 in 2024/2025 year*

**Keywords:** Media flashcards, vocabulary mastery.

Vocabulary is an important aspect of language, because vocabulary appears in every language skill including listening, speaking, reading, and writing. Based on the results of interviews with English teachers at SMP Terpadu Madinatul Ulum 2, most students have difficulty learning English because they do not master vocabulary, students cannot pronounce words correctly and fluently. The media in the classroom is inadequate because it is located in an Islamic boarding school. While students are enthusiastic in learning if the media used by the teacher is interesting. There are many ways to improve students' vocabulary, and in research the researcher used flashcard media.

The research question of this research was “How can flashcards improve vocabulary mastery at the eight grade of SMP Terpadu Madinatul Ulum 2 ?”The research objective of this study is to find out whether flashcards can improve students' vocabulary mastery in the 9<sup>th</sup> grade of SMP Terpadu Madinatul Ulum 2.

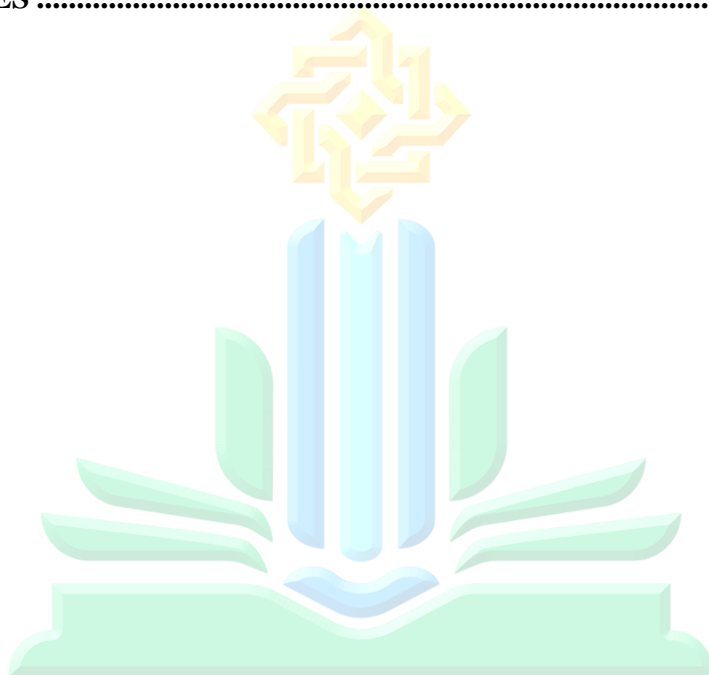
This research used the collaborative Classroom Action Research (CAR) method. The participants of this study were 9<sup>th</sup> grade students of SMP Terpadu Madinatul Ulum 2, consisting of 22 students. This research was conducted in one cycle, which consisted of planning, implementation, observation and reflection. The data collection techniques used in this study were test, observation and interviews. This study used content validity, which involved English teachers. The minimum score determined by the researcher to achieve the success criteria was 75 equal to or higher than 60% of the total students in the study.

The results of this study indicate that students were able to pronounce words more accurately and fluently following the implementation of learning strategies in Cycle 1, which consisted of three meetings. The implementation of flashcards in Cycle 1, which consisted of three meetings, showed a positive impact on students' pronunciation, memory, and ability to use vocabulary in both speaking and writing activities. During the first two meetings, students were introduced to the material, practiced pronunciation, and presented memorized vocabulary. A post-test conducted in the third meeting revealed an increase in the average student score to 60%, indicating notable progress despite not reaching the predetermined success criteria. Based on these findings, it can be concluded that flashcards are an effective instructional medium, particularly in resource-limited educational settings such as pesantren-based schools.

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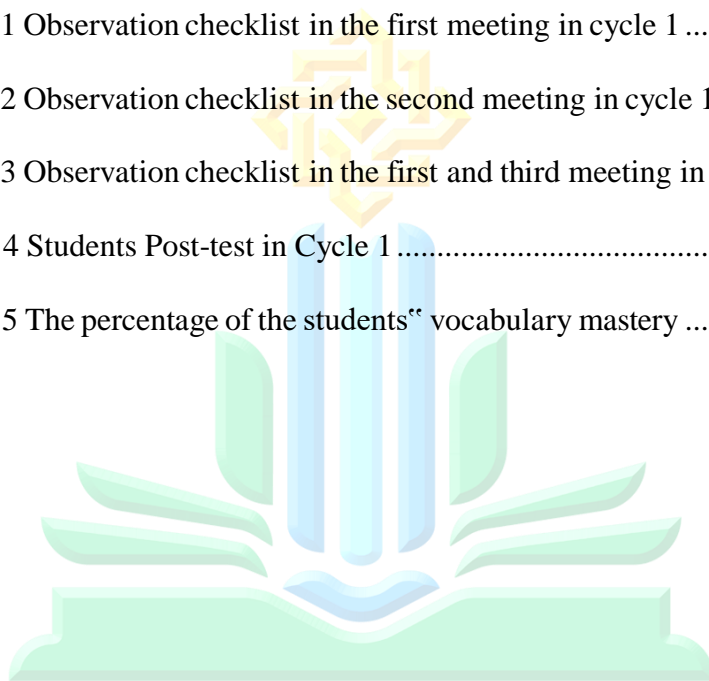
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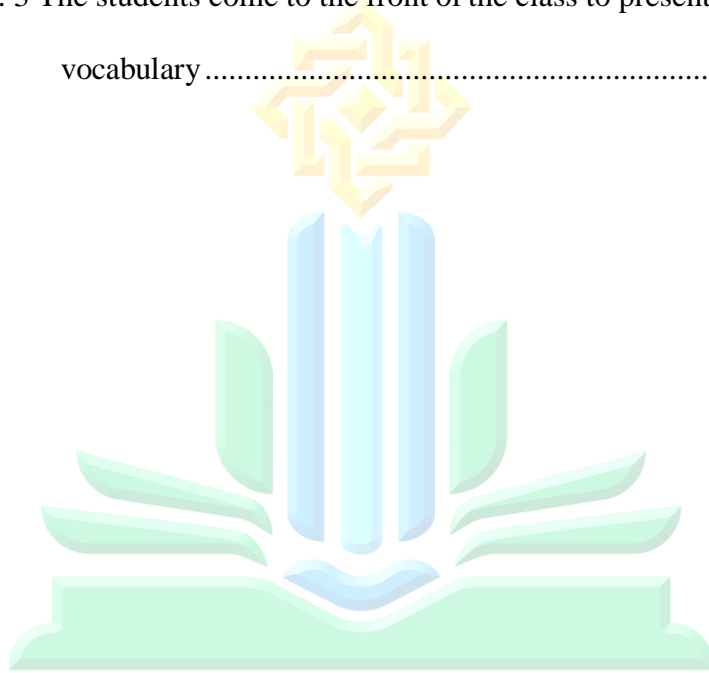
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# CHAPTER I

## INTRODUCTION

### A. Research Background

Considering the increasingly advanced development of science and technology, the demand to be able to master a foreign language as a means of communication is a necessity. Having a sufficient vocabulary is one of the requirements for mastering English. It is made clear that the components of English consist of three, namely grammar, vocabulary, and pronunciation (pronunciation)<sup>2</sup>. Realizing the reality of the importance of English in the future, learning English itself may have to be implemented.<sup>3</sup>

The existence of vocabulary in English is one of the requirements for being able to master the language. Mastery of English can be improved by mastering vocabulary well because good vocabulary mastery will affect a person's language skills.<sup>4</sup>

Vocabulary is Abundance of words that a language has.<sup>5</sup> When learning a language, you have to also learn about vocabulary, because it has a very vital role in determining fluency in communication.

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<sup>2</sup> Muhammad Arief Rachmadhan, Aditia Eska Wardana, and Luthfi Hamdani Maula, "Peningkatan Kemampuan Kosakata Bahasa Inggris Melalui Penggunaan Media English Vocabulary Card," *Jurnal Perseda* III, no. 1 (2020): 47–53.

<sup>3</sup> Muhammad Arief Rachmadhan, "Peningkatan Kemampuan Kosakata Bahasa Inggris Melalui Penggunaan Media English Vocabulary Card" (Universitas Muhammadiyah Sukabumi, 2019).

<sup>4</sup> Muhammad Junaidi Marzuki, Hamzani Wathoni, and Muhammad Anan Abdullah, "Analyzing Lexical Resource in the Speaking Skill of Street Vendors in Tourism Area," *Al Qodiri: Jurnal Pendidikan, Sosial Dan Keagamaan* 22, no. 2 (2024): 258–69.

<sup>5</sup> La Dunifa and Syamsul Una, "Teaching and Learning English Vocabulary for Beginners in Rural and Urban Schools" 8 (2024): 20692–700.

Accordingly, vocabulary is the most amount of words that characterize a given language, without this vocabulary the learner would be unable to use and comprehend the target language. Time and again, researcher have find strong connections between the sizes of learners' vocabulary, how well they comprehend what they read, and how well they perform in learning.<sup>6</sup>

Based on the results of observations made by researchers at SMP Terpadu Madinatul Ulum 2, there were found and several learning obstacles. Some students still had difficulty mastering vocabulary. Some students scored below the KKM and also found it difficult to understand vocabulary. This is because English is a foreign language that students learn the students are not familiar with english, and its structure and format are different from the mother tongue and everyday language used by students

Besides that, The learning media used by teacher is still lacking. Seeing the problems that occur, efforts are needed to improve students' ability to understand vocabulary mastery, because the learning media used by class teachers is deemed not to improve students' vocabulary skills, so media that attracts students' attention to master vocabulary is needed

One of the media that can be used in language learning is card media. Card media is an English learning medium that is quite effective, easy to make, and avoid abbreviation cost a lot. Card media is a type of visual media that tends to be easier to procure because it can be made or selected from

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<sup>6</sup> Mariise Horst, "Teaching Vocabulary," *The Routledge Handbook of Second Language Acquisition and Speaking*, no. c (2022): 273–84, <https://doi.org/10.4324/9781003022497-24>.



materials that are relatively easy to obtain and often found in everyday life, while the price is also not expensive or sometimes even costs nothing at all. . Picture card media is one of the most effective media for learning English. Through the medium of picture cards, students can fill their time with positive things without realizing it; they are learning while playing.

Flashcards are a commonly used educational tool in schools, particularly effective for enhancing students' vocabulary.<sup>7</sup> According to Teng and He, flashcards are a set of cards bearing information such as words, pictures, or numbers—on one or both sides, and are used in classroom drills or individual study.<sup>8</sup>

The researcher chose SMP Terpadu Madinatul Ulum 2, especially grade 9, because the students' English learning outcomes were low. This was conveyed by Mrs. Febri Setiani Fauziah Untung, grade 9 English teacher, who stated that most students scored below the Minimum Completion Criteria (KKM), especially in the aspect of vocabulary mastery. This low score is an indicator that students have difficulty in understanding the English material as a whole. The reasons for choosing flashcards as a learning media at SMP Terpadu Madinatul Ulum 2 are as follows: first, the students in class 9 lack focus during English lessons due to their limited vocabulary. They find it difficult to understand the teacher's explanations in English and have trouble communicating in English. Second, many students feel sleepy in class

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<sup>7</sup> Aisyah Siti Khasanah Atmaja and Gina Sonia. Using Flashcards to Improve Students' Vocabulary Mastery, *Professional Journal of English Education* 3, No 2 (March, 2022), 284.

<sup>8</sup> Feng Te and Fang He. An Example of Classroom Practice Using Flashcards for Young Learners. (*Studies in Self-Access Learning Journal*, 2015), 382-398.

because they consider English lessons to be difficult and boring. Third, the learning media available in the classroom are inadequate because the school is an Islamic boarding school.

Several factors contribute to the low scores. First, the lack of vocabulary mastery makes it difficult for students to understand the teacher's explanation delivered in English. This has an impact on their inability to do questions, understand reading, and construct sentences appropriately. Secondly, students lack focus in learning because they feel insecure and confused by the many foreign vocabularies that they do not understand. Third, the learning media available in the classroom is still limited and less attractive, considering that the school is located in an Islamic Boarding School environment which has limited learning support facilities.

Card media, which is often also called flashcard media, consists of using picture cards to attract students to be more enthusiastic in understanding vocabulary recognition. Because this media uses picture cards and is also equipped with card board games, it is expected to attract more students' interest in mastering vocabulary skills in English lessons.

Based on the description above, researchers need to apply media that can increase students' interest in learning English. Researchers are interested in conducting research on improving students' vocabulary mastery through flashcard media. Furthermore, the researcher conducted a study to improve students' vocabulary mastery entitled "Improving Students Vocabulary

Mastery Through Flashcards Media at 9th Grade of SMP Terpadu Madinatul Ulum 2”.

Previously, Nurasida in her research found that the use of flashcards in the learning process to improve students' English vocabulary was considered effective”<sup>9</sup> Another study conducted by Aisyah Siti Khasanah Atmaja and Gina Sonia in her research found that, flashcards can improve students' vocabulary. This can be seen from the results of the post test in cycle I, the average student score was 79.50 and in cycle II the student score increased to 87.50. This shows that flashcards can improve students' vocabulary. This is evidenced by the results of the student's score were higher than before.<sup>10</sup> Similarly, Paramita Kusumawardhani in their research found out that the student's have good perception towards flashcards media.<sup>11</sup> The study conducted by La Aba the result of research showed that flashcard as a media is sufficient to improve the students vocabulary.<sup>12</sup> Previous study by Amiruddin and Yusuf Razaq in their research argued that flashcards can improve students' vocabulary achievement in the third semester of English education.”<sup>13</sup>

<sup>9</sup> Nurarisda, Ratu Yulianti Natsir, and Wildhan Burhanuddin, “The Effectiveness of Flash Card Media in Improving Students' English Vocabulary at SMP Negeri 2 Galesong Utara,” *Journal of Language Testing and Assessment* 3, no. 1 (2023): 58–62, <https://doi.org/10.56983/jlta.v3i1.333>.

<sup>10</sup> Aisyah Siti Khasanah Atmaja and Gina Sonia, “Using Flash Cards To Improve Students' Vocabulary,” *PROJECT (Professional Journal of English Education)* 3, no. 2 (2020): 283, <https://doi.org/10.22460/project.v3i2.p283-289>.

<sup>11</sup> Paramita Kusumawardhani, “The Use of Flashcards for Teaching Writing To English Young Learners (Eyl),” *Scope: Journal of English Language Teaching* 4, no. 1 (2020): 35, <https://doi.org/10.30998/scope.v4i01.4519>.

<sup>12</sup> Iain Sultan and Amai Gorontalo, “AL-Lisan : Jurnal Bahasa ( e-Journal )” 5 (2019): 170–79.

<sup>13</sup> Amiruddin and Yusuf Razaq, “The Use of Flashcards to Improve Students' Vocabulary

Many researchers have conducted the same research, such as the use of flashcards in learning strategies to increase students learning interest. Previous research related to teaching used flashcards focus on implementation of flashcards as learning media in teaching vocabulary, used a descriptive research with qualitative approach by Nafissa Tracy. In another research conducted by Aisyah Siti Khasanah Atmaja and Gina Sonia, focus on improving students vocabulary mastery. A study conducted by Paramita Kusumawardhani found out that using flashcards for teaching writing to English young learners (EYL). A research by La Aba focus on how flashcards are used in teaching vocabulary. Research conducted by Amirudin and Yusuf Razaq, this research focus on using flashcards to improve students' vocabulary achievement.

Based on the background that has been explained, researchers are interested in conducting classroom action research (CAR) on efforts to improve students' English vocabulary skills through learning media English Vocabulary Cards. This is because students' vocabulary scores are still low in learning English in grade IX at junior high school. Therefore, the use of English Vocabulary Card learning media is expected to improve students' vocabulary skills so that their scores in English subjects can rise and make it easier for teachers to deliver material. In addition, the researcher also hopes that English Vocabulary Card Media can be an effective learning media in junior high school and can be used by teachers to teach English vocabulary so

that learning becomes more interesting. Based on the explanation, the researcher tried to improve students' vocabulary mastery by using flashcards media as one of the learning media that can encourage students to learn vocabulary effectively. Therefore, the researcher intends to conduct a study with the title “Improving Students Vocabulary Mastery Using Flashcards.”

Researchers carried out the Pre-Cycle stage before carrying out research actions. This stage begins with conducting interviews with English teachers at SMP Terpadu Madinatul Ulum 2. This activity aims to identify the problems faced by students during the teaching and learning process.

The results of the interview with the English teacher showed that students' vocabulary mastery was still low, which was caused by several factors. The English teacher explained that students have difficulty in understanding the material due to their lack of vocabulary. This causes students to be less focused in learning. In addition, the learning media used in the classroom is also inadequate, considering that the school is located in an Islamic Boarding School environment which has limited learning support facilities. Students' enthusiasm for learning is also very dependent on the media used by the teacher in teaching.

Most of the students' scores in the preliminary study were also below the minimum completeness criteria (KKM). This can be seen in the table below:

**Table 1. 1 Students Score in Pre-test (pre-cycle)**

No	Name of Students"	Students" Score
1.	AYP	60
2.	AMIS	65
3.	AAM	60
4.	AJ	70
5.	ES	60
6.	IQ	65
7.	JDA	65
8.	MFM	60
9.	MSAG	75
10.	MS	72
11.	M	65
12.	MI	75
13.	MHMZ	72
14.	MKAF	72
15.	MRRP	65
16.	MRSA	60
17.	MRS	75
18.	MWAW	64
19.	NUH	70
20.	NH	80
21.	RHH	75
22.	MZH	72
	Total	1.497

The researcher calculated the mean score of the 9th-grade students by dividing the total sum of their individual scores, which was 1,497, by

the number of students, 22, resulting in a mean score of 68. In this

formula,  $\bar{x}$  represents the mean score,  $\sum x$  stands for the total of all

individual scores, and  $n$  is the number of students. Furthermore, to

determine the percentage of students who mastered vocabulary, the

researcher divided the number of students who passed, 5, by the total

number of students, 22, and multiplied it by 100%, resulting in a mastery

percentage of 22%.<sup>14</sup>

The result of the pre-cycle above could be concluded the data in the preliminary research (pre-cycle), the students mean score was 68 and the percentage of the students who reached the minimum mastery criterion (KKM 75) was 22% or 5 students. It could be said that the students vocabulary skill was still low from the other skill. The further action in better learning was needed to improve students' vocabulary mastery. So, the researcher was hoped that by using flashcards as media could be solutions and improve students' vocabulary mastery.

## **B. Research Question**

Based on the background, the research problem can be formulated as follows:

How can the use of flashcards improve students' vocabulary mastery at 9th grade students of SMP Terpadu Madinatul Ulum 2 ?

## **C. Research Objectives**

Based on the formulation of the problem, the general objective of this research is to improve students' vocabulary by using flashcards. Particularly, this research is aimed:

To identify how the use of flashcards can improve students'

Vocabulary mastery at 9th grade students of SMP Terpadu Madinatul Ulum 2.

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<sup>14</sup> Anas Sudjono, Pengantar Statistik Pendidikan, (Jakarta: PT Raja Grafindo Persada, 2008)

#### **D. Research Significance**

After knowing the use of flashcard in teaching vocabulary, this research hopefully will give some contributions in the teaching of English at elementary school. The following are some advantages of this study

1. For the students

This study is expected to be able to improve the students' vocabulary mastery in an enjoyable classroom environment.

2. For the teacher

This study is expected to give consideration or alternative for the English teacher in understanding the concept of teaching vocabulary through theories stated in this study.

1. For the school

This research hopefully can help improve the quality of English teaching in the school

3. For other researchers

This study is expected to give other researchers a valuable experience which can be used for doing a better action research in the future.

#### **E. Scope Of The Research**

In this research, the researcher focused on improving students' vocabulary using flashcard.



## **F. Definition of Key Terms**

### **1. Vocabulary Mastery**

Vocabulary mastery is a student's ability to recognize, understand and use words contained in a language correctly. Vocabulary mastery is not a simple skill, students must go through stages in the process of mastering vocabulary so that they can develop properly and correctly. The importance of vocabulary mastery in improving and developing students' language skills causes language learning to be carried out more seriously and focused.

### **2. Flashcards**

Flashcards is media in the form of cards that contain learning media. Flashcard media is an interesting teaching media when it is applied in learning English vocabulary. Flashcard media is interesting because using flashcards media is practically easy. Making flashcards is also easy and can be taken anywhere because of their small size.

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J E M B E R

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents several theories that support this research. This chapter contains three main discussions namely, review of related research, framework of thought, and hypothesis.

#### **A. Previous Research**

This point presents the previous research related to the topic of this research. Researcher is presenting previous research about applying Flashcard to improve student's vocabulary mastery and theoretical framework that could support in conducting this research.

1. Nurasida in 2022 entitled "The Effectiveness of Flashcard Media in Improving Students Vocabulary at SMPN 2 Galesong Utara". The method of the research used a pre-experimental design, the aims of the research is to find out flashcard media effectiveness in improving students' English vocabulary. This research collect the data using pre-

test and post-test were carried out to identify problems before and after in this research. The result showed that the mean score of the post-test higher than the pre-test, it concludes that the application of flashcard media in the learning process can improve students' vocabulary.

2. Aisyah Siti Khasanah Atmaja and Gina Sonia in 2020 entitled "Using Flashcards to Improve Students' Vocabulary". The method of the research was classroom action research (CAR). There are four stages of the method planning, implementing, observing, and reflecting. The

purpose of the research is analyze the extent to which flashcard to increase students' vocabulary mastery. The results of this study indicated that there was a significant score in the pre-test and post-test in each cycle. The mean score of post-test in cycle I was 79.50 and in the cycle 2 the students' score to be 77.50. Based on the analysis, it could be seen that the students can improve their score by using flashcard media

3. Paramita Kusumawardhani in 2019 entitled "The Use of Flashcards for Teaching Writing Skills to English Young Learners (EYL)". The method of the research was Classroom Action Research (CAR). The subject of this research was the English Young Learners of the English Course at Gading Serpong. The purpose of the research was to know about the use of flashcards in improving the English Young Learners writing skills. The results of research are: (1) learners are excited when they are asked to see the colorful flashcards, (2) learners who have good writing skill could make the story by completing the missing words and answer the questions then arrange the answer sentences well and (3) learners who are not really master in writing, get some difficulties not only in completing the missing words but also answering then arranging the answer sentences well. It can be concluded that flashcards can improve teaching writing to English Young Learners (EYL).

4. La Aba in 2019 entitled "Flashcards as A Media In Teaching English Vocabulary". The method of the research was Classroom Action Research (CAR). The subject of this research was the student Junior High School. The purpose of the research was to observe the using of flashcards as media in teaching vocabulary. The results of research showed that flashcards as a media is sufficient to improve student vocabulary. It is indicated through the achievement of a pre- test, where only 2 student have 500 word. However, 6 student got 1200 words. It could be concluded that flashcards are effective in teaching English vocabulary<sup>15</sup>
5. Amiruddin and Yusuf Razaq in 2022 entitled "The Use Of Flashcards To Improve Students' Vocabulary Achievement". The method of the research used a pre-experimental procedure with one group pre-test and post-test. The research sample consisted of 13 students. This research selected 8,5 as the research sample using a cluster random sampling technique. The data on students' vocabulary achievement was collected using multiple-choice, word meaning, and sentences making exercises, and analyzed using SPSS 24. There was a considerable improvement between the pre-test and post-test findings. The pre-test and post-test significant differences revealed that the value of sig (2-tailed) was less than the value of 0,05 ( $0.00 < 0.05$ ). It revealed that the results of the students' pre-test and post-test differed significantly. This

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<sup>15</sup> La Aba, "Flashcards as A Media in Teaching English Vocabulary," *AL-Lisan: Jurnal Bahasa (e-Journal)* 4, no. 2 (2019): 170–79.

indicates that the alternative hypothesis (H1) has been accepted. In other words, the difference between the pre-test and post-test results while utilizing, flashcards to teach vocabulary achievement. It can be concluded that flashcard can without a doubt help the students' increase their vocabulary.<sup>16</sup> more details, will be presented in table 2.1

**Table 2.1**  
**Similarities And Differences Between Previous Research And This Research**

No	Author and Title	Similarities	Differences
1	2	3	4
1	Nurasida in 2022 entitled "The Effectiveness of Flashcard Media in Improving Students Vocabulary at SMPN 2 Galesong Utara"	Both of the research discuss about flashcard	a.This previous research used a pre-experimental design, while in this research,the researcher used Classroom Action Research (CAR). b.This previous research used students of 7 <sup>th</sup> grade of Junior High School, and the researcher used students of 9 <sup>th</sup> grade.
2	Aisyah Siti Khasanah Atmaja and Gina Sonia in 2020 "Using Flashcards to Improve Students" Vocabulary"	Both of the research discuss about vocabulary.	a.This previous research used students of Seventh Grade of Junior High School. While in this research, the researcher used students of Eight Grade of Junior High School.
3	Paramita Kusumawardhani in 2019 "The Use of Flashcards for Teaching Writing to English Young Learners (EYL)"	Both research used flashcards as a media to improve vocabulary mastery. Both researches, used Classroom Action Research.	a.This previous research used English Young Learners of English course. While in this research, the researcher used students of Eight grade of Junior School. b.This aim of this previous research was to know whether the use of flashcards can improve vocabulary mastery. While in this research, the aim of this study is how can flashcards to improve students' vocabulary mastery.

<sup>16</sup> Yusuf Razaq, "The Use of Flashcards to Improve Students' Vocabulary Achievement," *ETDC: Indonesian Journal of Research and Educational Review* 1, no. 2 (2022): 145–51.

No	Author and Title	Similarities	Differences
1	2	3	4
4	La Aba in 2019 entitled "Flashcards as A Media in Teaching English Vocabulary"	Both of the research used flashcard as media in teaching English vocabulary.	a.This previous research used students of seven grade of Junior High School. While in this research, the researcher used students of Eight Grade of Junior High School. b. This previous research focus on noun, legend story, animal, and food pictures. While in this research, the researcher focus on verb and things in the classroom.
5	Amiruddin and Yusuf Razaq in 2022 entitled "The Use of Flashcard to Improve Students Vocabulary Achievement"	Both research used flashcards as a media to improve vocabulary mastery.	a.This previous research used pre-experimental research.While in this research, the researcher used Classroom Action Research (CAR) b.This previous research focus on improving students vocabulary achievement,and the researcher focus on improving students vocabulary mastery. c.This previous research used Students thir semester of English education. While in this researchthe researcher used students of Junior High School.

Based on the explanation above, it is evident that some of the main differences between previous research and the current study lie in three aspects: research design, research subjects, and learning focus. This study employs a Classroom Action Research (CAR) approach, while some previous studies used a pre-experimental design. In terms of subjects, this study involves ninth-grade junior high school students, whereas previous studies involved seventh-grade students, English language learners in language course institutions, or even university students. In addition, the focus of this study is

to explore how flashcards can improve students' vocabulary acquisition, in contrast to previous studies that merely examined whether flashcards are effective or focused only on vocabulary achievement.

## **B. Framework**

### **1. Teaching Of English**

English becomes the major international language of printed information. A great deal of the world's scientific, commercial, economic, and technological knowledge are written and published in English. The new era and globalization today demand many people to master English as an international language. By mastering English well, they could absorb and expand the knowledge, technology and culture. They also could communicate with other people from the other country. The Indonesian government has chosen English as the first foreign language which is taught in Indonesia's schools. Based on the statement above, it is clear that the aim of learning language are to be able to use the language, to response any situation, to understand more, and to be able to read and write.

#### **a. Definition of ELT**

English Language Teaching (ELT) refers to the practice of teaching English to non-English speakers, including teaching English as a foreign language (EFL) and as a second language (ESL). ELT includes the teaching of English as a foreign language (EFL) taught in countries where English is not the primary or official language, as well as the teaching of English as a second

language (ESL) for non-native speakers living in English-speaking countries . ELT also includes the use of digital media such as YouTube as a learning aid. Digital media, especially song lyric videos on YouTube, provide an authentic and interactive context that can improve students' pronunciation skills through direct exposure to the native language and the use of independent learning strategies.

## 2. Teaching of vocabulary

Teaching of vocabulary is a crucial aspect in learning a language as languages are based on words (Alqahtani, 2015). It is almost impossible to learn a language without words; even communication between human beings is based on words. Recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning (Berne & Blachowicz, 2008). Either teachers or students agree that acquisition of the vocabulary is a central factor in teaching a language (Walters, 2004).

Teaching vocabulary is considered as one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process takes place, problems would appear to the teachers. They have problems of how to teach students in order to gain satisfying results. The teachers should be concerned that teaching vocabulary is something new and different from student's native language. They also have to take into



account that teaching English for young learners is different from adults. The teacher should prepare and find out the appropriate techniques, which will be implemented to the students. A good teacher should prepare himself or herself with various and up-to-date techniques. Teachers should be creative and be able to master the material in order to be understood by students, and make them interested. The teachers have to know the characteristics of his\her learners. They more over need to prepare good techniques and suitable material in order to gain the target of language teaching.

Commonly, there are several techniques concerning the teaching of' vocabulary. However, there are a few things that have to be remembered by most English teachers if they want to present a new vocabulary or lexical items to their students. It means that the English teachers want students to remember new vocabulary then it needs to be learnt, practiced, and revised to prevent students from forgetting. Techniques employed by teachers depend on some factors, such as the content, time availability, and its value for the learners (Takač & Singleton

2008). This makes teachers have some reasons in employing certain techniques in presenting vocabulary. In presenting one planned vocabulary item, the teacher usually combined more than one technique, instead of employing one single technique. Teachers, furthermore, are suggested to employ planned vocabulary presentation as various as possible (Pinter,

2006). The followings are some techniques of teaching vocabulary as proposed by some experts.<sup>17</sup>

a. Vocabulary

According to Richard, vocabulary is one of the most prominent components of language and is one of the first things that applied linguists pay attention to (2001:4).<sup>18</sup>

According to Hornby, vocabulary refers to the total number of words that, together with their rules of combination, make up a language (1974:959).<sup>19</sup>

Cameron defined vocabulary as vocabulary as a core to the learning of a foreign language to build useful words for students. Vocabulary is an arrangement of words that becomes a sentence arranged according to aspects, uses standard language, and has meaning as well as the meaning contained in each word.<sup>20</sup>

Mastering vocabulary is important for children in the process of learning English. The vocabulary-related experiences that students have in their early years play an important role in the formation of their language. One aspect of mastering English as a

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<sup>17</sup> Richards, J. C., & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching*. Cambridge University Press.

<sup>18</sup> Leonardus Leonardus, Clarry Sada, and Eusabinus Bunau, "IMPROVING STUDENTS' VOCABULARY USING FLASHCARD," *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa (JPPK)* 7, no. 6 (2017).

<sup>19</sup> Hendra Eka Putra, "Effective Strategies for Teaching Vocabulary to Young Learners," *Ta'dib* 14, no. 2 (2016).

<sup>20</sup> Lynne Cameron, "Cambridge Language Teaching LIBRARY Group Dynamics in the Language Classroom by Zoltán Dörnyei and Tim Murphey Language Learning in Distance Education by Cynthia White Language Learning in Intercultural Perspective Edited The Language Teaching Matrix Moti," *Cambridge University Press*, 2001, 14, [www.cambridge.org](http://www.cambridge.org).

Foreign Language is vocabulary mastery. This means that students understood and applied the word and its meaning. The more the students' vocabulary, the better their language performance. Students with limited vocabulary struggled to master English skills.

Vocabulary comprises the diverse words that individuals use to operate and interact effectively. It forms the foundation of language, enabling participants to engage in meaningful communication.<sup>21</sup> Without sufficient vocabulary, conveying messages becomes impossible. Therefore, it is crucial to have an adequate understanding of vocabulary. Moreover, mastering the four essential English skills writing, reading, listening, and speaking is unattainable without robust vocabulary.

#### b. Kind of Vocabulary

According to Evelyn and Cheryl Brown, he divided vocabulary into two kinds, there are Active Vocabulary and Passive Vocabulary:<sup>22</sup>

##### 1) Active Vocabulary

Active vocabulary is a word that students understand, can pronounce correctly, and use constructively in speaking and writing.

Active vocabulary refers to language items that learners can use

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<sup>21</sup> C A Barnhart and Inc Facts on File, *The Facts on File Student's Dictionary of American English*, Facts on File Writer's Library (Facts On File, 2008),

<sup>22</sup> Dee Gardner, "VOCABULARY, SEMANTICS, AND LANGUAGE EDUCATION. Evelyn Hatch and Cheryl Brown. New York: Cambridge University Press, 1995. Pp. Viii+ 468. 19.95 Paper.," *Studies in Second Language Acquisition* 19, no. 1 (1997): 125–26.

appropriately in speaking and writing. Active vocabulary is also known as productive vocabulary.

2) passive Vocabulary

Passive vocabulary is a word that is recognized and understood in a certain context. It covers language items that can be recognized and understood in the text of reading and listening, also called receptive vocabulary.

c. Use of flashcard vocabulary

Flashcards are known to be especially beneficial for reinforcing grammar concepts, providing prompts for constructing various sentences, and improving vocabulary skills.<sup>23</sup> Flash cards are a convenient method for memorizing vocabulary words and retaining them for upcoming assessments.

flash cards can help internalize important information effectively. Based on the statements above, it is evident that using flashcards in the English learning process is a more effective and practical way of memorizing to accomplish new vocabulary. Using flashcards is recommended for individuals who are new to learning English. Flashcards can be helpful for beginners in improving vocabulary and understanding basic concepts of the language. The implementation of this method places emphasis on the pronunciation of words in an utterance. It is important to note that

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<sup>23</sup> LINA PURWATI, "The Implementation of Using Flashcards Towards Students Passive Voice Mastery At the Second Semester of the Eleventh Class of Sma Muhammadiyah 2 Bandar Lampung," *TEACHER : Jurnal Inovasi Karya Ilmiah Guru* 3, no. 2 (2023): 96–101,

proper pronunciation is crucial for effective communication. In addition to this, it is important to note that in the process of learning English, students are encouraged to take a more active role rather than being solely passive participants.

### 3. Learning Media

Learning media is anything that can be used to convey messages or information in the teaching and learning process so that it can stimulate students' attention and interest in learning English.

Gerlach and Ely in Azhar Arsyad, explain that media are humans, materials, or events that build conditions so that students can get new knowledge, skills, or attitudes. In this sense, teachers, textbooks, and the school environment are media. More specifically, the notion of media in the teaching and learning process tends to be interpreted as a graphic tool (a field that can visually explain the relationship to be presented), photographic, or electronic for capturing, processing, and rearranging visual or verbal information.<sup>24</sup>

#### a. The benefit of Learning Media

According to Sudjana and Rivai in Azhar Rasyad, that there are three benefits of learning media,<sup>25</sup> namely:

- 1) Learning will interest more students' attention so as to increase motivation study.
- 2) The meaning of learning materials will be clearer so that they can

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<sup>24</sup> Azhar Arsyad, "Media Pembelajaran" (Jakarta: PT Raja grafindo persada, 2011).

<sup>25</sup> Arsyad.

be better understood by students and enable them to master and achieve learning objectives.

Teaching methods will be more varied, not solely through verbal communication the narrative of words by teacher, so students don't get bored and the teacher doesn't run out energy, especially if the teacher teaches in every lesson.

#### b. Types of Teaching Media

In simple terms, Azhar categorizes learning media learning media into several types, namely:<sup>26</sup>

- 1) Visual media is a type of media that is used only rely on the sense of observation, for example print media such as books, journals, maps, pictures, etc.
- 2) Audio media is a type of media that is used only rely on hearing only, for example tape recorders, and radio.
- 3) Audio-visual media are films, videos, TV programs, etc. so on.
- 4) Multimedia is media that involves several types of media and equipment in an integrated manner in a learning processor learning activities

The term media comes from the latin language which means form plural of "medium" which literally means intermediary or introduction. Association for Education and Communication Technology (AECT) defines media as all forms use for the process of distributing information. Meanwhile, National Education Association

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<sup>26</sup> Dkk Pagarra H & Syawaludin, *Media Pembelajaran*, Badan Penerbit UNM, 2022.

(NEA) defines media as anything that manipulated, seen, heard, read, or talk about along with the instruments use for these activities. From this description, it can be concluded that the media is anything that convey a message, stimulate the mind, feelings and willingness of students so that the process is encouraged learn on him.<sup>27</sup>

From the explanation above, there are two elements contained in learning media, namely (1) messages or learning materials to be delivered, in other terms is called software, and (2) functioning hardware as learning tools and learning aids. Creative use of media can enable students to learn more, to keep in mind what she learned more well and improve students performance in accordance with the objectives set want to achieve.<sup>28</sup>

In implementing the teaching and learning process, we can using various forms of learning media, according to the learning objectives to be achieved. Kind of learning media that can be use in activities learning, as follows<sup>29</sup> :

- a. Publication materials : newspaper, magazines and book.
- b. Pictorial materials : pictures, flashcards, charts, maps, posters, photograph, painting, graphs and diagram.
- c. Exhibition materials : bulletin board, flannel board, magnetic board and demonstration board.
- d. Projection materials : film, film strip, slides.

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<sup>27</sup> Arief Sidharta, "Media Pembelajaran," Bandung: Departemen Pendidikan, 2005.

<sup>28</sup> Sidharta.

<sup>29</sup> Sidharta.

- e. Audio recording materials : cassette tapes, gramophone records and cassettes videos.
- f. Production materials : camera, tape recorder and thermoflex (for make transparency).
- g. Broadcast materials : radio and television programs.

Based on the explanation above, flashcards are included in pictorial materials. In other hand, flashcards are included in visual media namely the media that only rely on the sense of sight. The type of visual learning media is the appearance of the material using a projection tool or projection. The message to be conveyed is poured into a visual form.

Visual media is divided into 2, namely visual media is silent and motion visual media. Flashcards are included in silent visual media.

c. Flashcard

A flashcard is a small piece of paper often used for studying purposes. The dimensions of the card should be the standard size of a business card. One side should display a new word in the language that you are currently studying, while the other side should contain a term in your native language.

Flashcards are word and graphic flashcards distributed by the instructor when explaining information to students. It allows the instructor to more easily handle and explain the information to the students. Flashcards are available in a variety of sizes to meet the needs of individual pupils. They are



colorful, which aids with the memory and comprehension of new terminology. Furthermore, flashcards are visual aids used to increase students' interest in and enjoyment of the teaching and learning process, as well as to improve students' comprehension of the content presented by the teacher.

According to Scott , flashcards are classified into the following categories: 1. Picture cards are effective tools for teaching vocabulary and reading.<sup>30</sup> According to Nasr, these picture cards might be magazine cutouts or photos. These image cards are best organized by size, with larger ones for class work and smaller ones for individual or group projects. 2). Word flashcards are cards with written words on them. These flashcards help students practice word order in sentences. The cards can be randomly put on the classroom board, and the instructor can then instruct pupils to arrange the cards to produce an orderly statement. 3). Card games include any game that employs.<sup>31</sup>

Flashcards frequently display collections of similar items or categories. Flashcards are considered to be an effective memory aid. Questions are typically placed on one side of the card, while answers are placed on the other side.<sup>32</sup>

Based on the various definitions of flashcards that have been presented above, the researcher can infer the following:.

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<sup>30</sup> Rahmayanti Rahmayanti, "Meningkatkan Vocabulari Siswa Dengan Menggunakan Media Flashcard Pada Pembelajaran Bahasa Inggris," *Cendekia: Jurnal Ilmiah Pendidikan* 10, no. 2 (2022): 251–58.

<sup>31</sup> Rahmayanti.

<sup>32</sup> Rahmayanti.

1. Flashcards are considered to be a valuable tool in educational settings. They are used as a means of enhancing learning and retention of information.
2. A flashcard is a small piece of paper used for learning and studying. These cards are commonly used to quiz oneself on information or to aid in memorization.
3. A flashcard is a card on which words and/or pictures are printed or drawn.
4. Flashcards are considered one of the most effective tools to improve memorisation of information..

The flashcards should always be concise, spacious, organized, and legible to ensure visibility from the back of the room. Capital letters are preferred in print and should be used since they are easy to read at a distance.

The cards may be exhibited by the teacher or by a student. The letter is the preferred form of communication as it allows for more active engagement. The set of cards should be filed away under the given subject. They will prove to be highly beneficial for review of dill and as a warm-up exercise at the onset of the period

### **C. Action Hypothesis.**

Referring to the hypothesis. Upon consideration of the aforementioned explanation, a theory may be proposed: The Students in 9th grade at SMP Terpadu Madinatul Ulum 2 can enhance their vocabulary understanding by using flashcards.

## CHAPTER III

### RESEARCH METHOD

This chapter discusses the research methods used in this study. This chapter includes the research background, research subjects, research methods, data collection techniques, and analysis techniques.

#### A. Research Design

This study employed a class action research methodology. Various scholars have presented different definitions of action research. According to Hopkins action research involves self-reflective inquiry by participants in social circumstances, such as schooling, to enhance the rationality and justice of their own activities. (b) Their comprehension of the practices, and (c) the contexts in which they are implemented. Collaborative participation is most powerful, but it may also be done individually or with outsiders. Sometimes in partnership with outsiders<sup>33</sup> summarizes action research features based on expert definitions.

1. Action research is context-based, small-scale, and localized. It identifies and explores an issue in a specific context.
2. It is evaluative and reflective in nature, with the goal of promoting change and progress in practice.
3. It is participatory because it allows for a joint examination by a group of colleagues, practitioners, and researchers.

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<sup>33</sup> Muhammad Rizal Pahleviannur et al., *Penelitian Tindakan Kelas* (Pradina Pustaka, 2022).

4. Changes in practice are driven by the acquisition of knowledge or data that serves as the push for change.<sup>34</sup>

The Classroom Action Research model adopted in this study is based on the framework proposed by Kemmis and McTaggart, which comprises four stages in a cyclical process: planning, action, observation, and reflection.

In this research, the implementation was limited to a single cycle, as the intervention conducted during the first cycle was considered sufficiently effective in improving students' vocabulary mastery. Each stage planning, implementation, observation, and reflection was carried out systematically to: (1) identify the learning problem; (2) apply a pedagogical intervention using flashcard media; (3) observe students' responses and engagement during the instructional process; and (4) reflect on the outcomes to evaluate the extent to which the learning objectives were achieved.

#### 1. Planning

Here the researcher prepares everything that is needed in carrying out the action; for example, he prepares lesson plans and materials that will be used in learning the action, and he also prepares evaluation materials after taking the action and he also prepares evaluation materials after taking the action to provide information on whether his speech skills have improved or not.

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<sup>34</sup> Pahleviannur et al.

## 2. Acting

After preparing lesson plans, materials, and evaluations, the researcher implements the plan. In this study, the researcher will implement the flash card game in teaching vocabulary; the card game is done in groups. do in groups. She also gave a pretest , and at the end of learning, he did a posttest.

## 3. Observation

According to Mu'alimin, observation is a systematic activity conducted by observers to record all relevant events during the teaching and learning process. At this stage, the teacher implementing the action is responsible for documenting everything that occurs to obtain accurate data for reflection and improvement in the subsequent cycle.<sup>35</sup> In this study, the researcher conducted participant observation by collaborating closely with the English teacher, who acted as a collaborator during the implementation of the action. The observation focused on various aspects, including students' responses during teaching and learning activities, their attitudes and behavioral changes throughout the learning process, and their engagement during explanations, assignments, and discussions. The observation aimed to identify specific difficulties faced by students in vocabulary mastery. To ensure systematic and consistent data collection, the researcher and collaborator utilized an observation checklist as an instrument to record their findings during each session. Observations were

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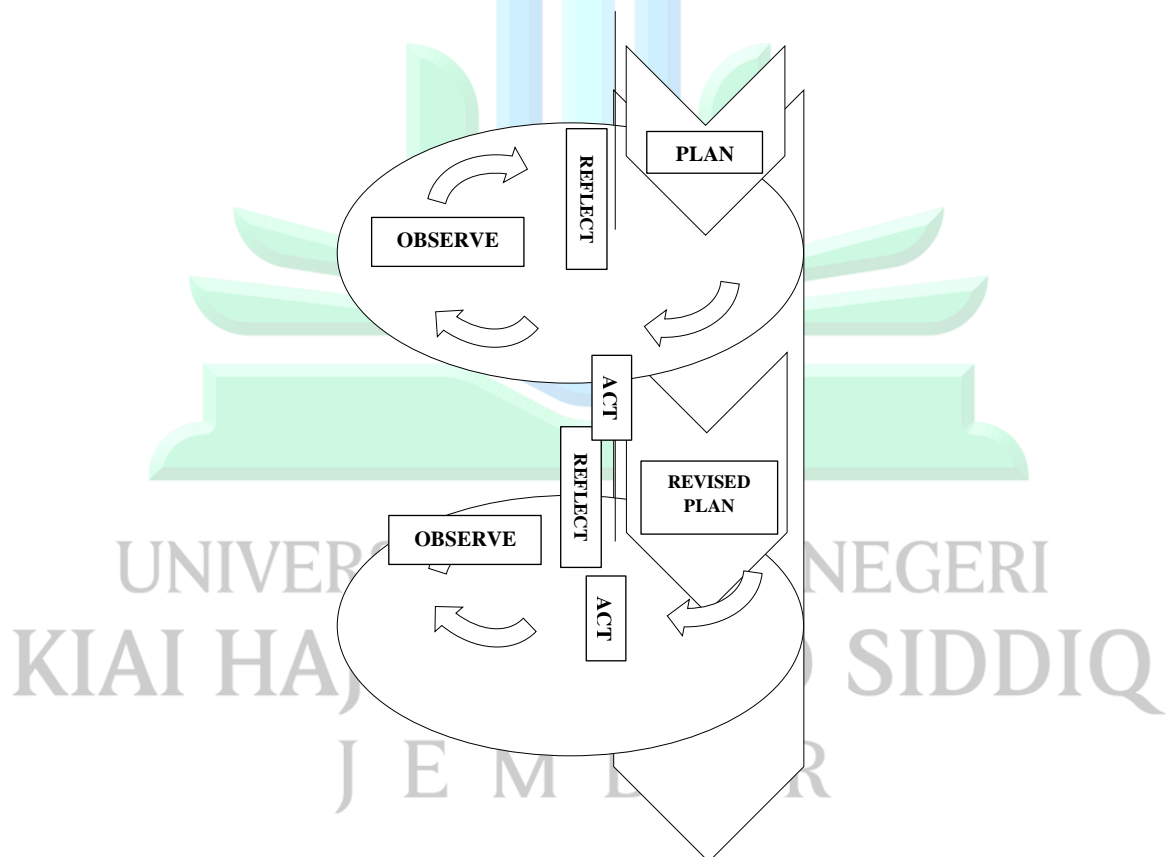
<sup>35</sup> Mu'alimin

carried out during every meeting of the action cycle to monitor progress and provide data for analysis and reflection..

#### 4. Reflecting

After making observations, researchers proceeded to the next step, which is reflection. In this step, the researcher reflects on how the teaching process went. The function of reflection is to find out the weaknesses and strengths of the action. She also prepares another plan if the action does not improve students' speaking skills.

The action research model can be illustrated as follows:



**Figure 3.1. Action Research Model**

The four steps in the model can be expanded into six steps that are included in the action research procedure. The procedures are: 1) identifying the problem; 2) planning the action; 3) implementing the

action; 4) observing the action; 5) reflecting on the action; and 6) revising the plan. action; In more detail, The process carried out in this study runs with the following procedures:

a. Identifying the problem

The researcher recognised the problem before preparing the action. That problem refers to students' difficulties in learning vocabulary. The problem was caused by the method of delivering material that was not attractive to learners. It was obtained from observing the teaching and learning process.

b. Planning the Action

There are several activities carried out by researchers:

- 1) Planning the steps and techniques for delivering the material in the form of a lesson plan. form of lesson plans. There were 3 lesson plans prepared for that cycle.
- 2) Designing steps in taking action.
- 3) preparing materials.
- 4) Preparing class observation sheets (to find out the situation of the teaching and learning process when the technique is applied).
- 5) preparing the test.

c. Carrying out the action

Researchers carry out teaching and learning activities using vocabulary using flashcards.

d. Observing and Monitoring the Action

Researchers observe all activities in the teaching and learning process.

e. Reflecting on Observation Results

The researcher evaluates all actions in each cycle. The writer observed the action to find The author observing actions to identify problems from the activities that have been carried out has been done using flashcards in vocabulary teaching.

f. Revising the Plan

Because there are still some issues remaining from the activities that have been carried out, has been done using flashcards in vocabulary teaching, the researcher revised the plan for the next cycle.<sup>36</sup>

Based on the explanation above, classroom action research is a systematic study, learning and is a form of self-reflective investigation conducted or carried out by participants in an educational setting rather

than external research to solve problems in order to improve students'

abilities. In this study, classroom actions Research means an educational effort undertaken by the author to improve oneself,

addressing the lack of vocabulary mastery at SMP Terpadu Madinatul

Ulum 2 using flashcards. Inside research, methodology applied.

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<sup>36</sup> Pahleviannur et al.



## **B. Research Setting**

### **1. Research Location**

This research is classroom action research aimed at improving students' vocabulary mastery using flashcards. The research was conducted in the 9<sup>th</sup> grade of SMP Terpadu Madinatul Ulum 2 for the 2023-2024 academic year. That We conducted the research over a period of 4 months, from oktober 2023 to january 2024, using flashcards as the medium. This can be demonstrated as follows:

Smp Terpadu Madinatul Ulum 2 is located at Langsatan, Sukamakmur, Ajung Jember. The school is located in a quiet village, so it is quite conducive to learning. Smp Terpadu Madinatul Ulum 2 has one principal and 13 teachers. The number of students is 100. In addition, this school is under the auspices of an Islamic boarding school. So the students here have a very strong religion. This school also has achievements in the field of Islamic religion. committed to users Madinatul Ulum 2 integrated junior high school uses KTSP (Education Unit Level Curriculum)

curriculum as the basis for the teaching and learning process. The instructional process is conducted in six days, from Monday to Saturday.

The students start learning at 8:00 am, and they finish the lesson at 11.30 am on Monday, Tuesday, Wednesday, and Thursday, except Friday and on Friday at 10.30 am.

## 2. Research Subjects

The subjects of this research were ninth grade students at Madinatul Ulum 2 Integrated Middle School. Consisting of 22 students. The data shows this Only a few students achieve the target. They have several problems such as: students lack focus in learning because of lack of vocabulary, lack motivation, some are not serious, some are having difficulty because differences in language and pronunciation, and then no media can increase students' interest in learning English.

### C. Research Procedure

1. Identifying the Problem: Students have difficulty learning vocabulary due to uninteresting teaching methods.
2. Planning the Action: Preparing lesson plans, materials, action steps, observation sheets, and tests.
3. Carrying Out the Action: Using flashcards in vocabulary teaching.
4. Observing and Monitoring: Monitoring and recording teaching results using an observation sheet.
5. Reflecting on Observation Results: Evaluating the success of the action and identifying problems.
6. Revising the plan: The plan for the next cycle was adjusted based on the reflection results.

#### **D. Data Collection Techniques**

The data collection technique used by the researcher to obtain the data was as follows :

##### **1. Test**

According to Arikunto, test was an initial measurement instrument that occurs before the research subject receives treatment or intervention. The pre test was carried out to obtain information about the research subject before giving treatment. The purpose of the test was to measure the level of understanding of students before the material is taught. Therefore, the teacher can adjust way of teaching to suit the abilities of the participants.<sup>37</sup>

test was a test that is carried out before the teacher starts learning with the aim of knowing the initial abilities of students regarding the material conveyed and as a means of evaluation to determine the ability of learners. By knowing the initial knowledge and understanding of students“, teacher can develop appropriate learning strategies in delivering material daily activities and things in the classrooms.

##### **2. Interview**

Interviews were conducted at the beginning and end of the research to understand teachers' views on the teaching and the learning process and student vocabulary. mastery, and student motivation before and after the intervention.

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<sup>37</sup> Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: RinekaCipta. 2006)

### 3. Observation sheet

The observation sheet is an instrument used to collect data in the field observation. Researchers use observation to evaluate the process teaching and learning activities. To get observation results, then Researchers collected data through recording the teaching and learning process

### 4. Documents

In this research, the researcher used several documents, Namely: student grade data. It can provide an overview of learning achievements in the classroom.

## **E. Data Analysis Techniques**

Classroom action research analyzes data from interviews, observations, And documents. McKernan in Luka Bakar. states the stage in data analysis. They are as follows:

### Collecting data

The first step is to collect the data gathered during that period. research; field notes, and so on. At this stage, broad patterns should start to emerge that can be compared and contrasted to see what fits together.

After the researcher was done with the reflection at the end of each cycle, the researcher evaluated whether or not effect of the action met the criteria of success. So, the data taken from the results of the students' pre- test and post- test was analyzed past to know whether the criteria of success has

been achieved or not hence, the formula used in findings. So, to get the average score each student the researcher use formula :

$$\bar{X} = \frac{\sum X_n}{n}$$

$\bar{X}$  : Mean

$\sum X_n$  : Individual Score

$n$  : Number of Students

## F. Validity of Data

Validity of a test is the extent to which it measures what it is supposed to measure and nothing else. According to Arthur Hughes in Rita Afkarina about validity, the test could be said valid if it is accurate with what the researcher want to measure, from that we could see that the test and the data could be said valid if it could be proven such as content validity, face validity, construct validity, empirical validity and consequential validity.<sup>38</sup>

In this research, the researcher used content validity. According to Brown in Rita Afkarina, he stated that if the test or the samples of subject matter about which conclusions are to be drawn, and if requires the test taker to perform the behavior that is being measured, it could claim content-related evidence of validity, often popularly referred to as content validity<sup>39</sup>. Before conducting the test of this research, the test would be checked for validity of the research. The researcher compared the contents of

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<sup>38</sup> Rita Afkarina, "The Implementation of Digital Storytelling to Improve Students' Speaking Skill At the 9<sup>th</sup> grade of SMP Bustanul Ulum Mlokorejo-Puger-Jember

<sup>39</sup> Afkarina, 48

the subjects instruments based on the English curriculum and syllabus. Then after all the items were compared, the researcher could do treatment. For making the validity of the test, the researcher used expert judgments, namely Mrs. Febri setiani S.Pd as English teacher at SMP Terpadu Madinatul Ulum 2

#### **G. The Criteria of Success**

The researcher also preparing the criteria of success. The criteria of success was set to determine success or not of learning activities in research. Students are considered to be successful or pass the exam if the percentage of student learning outcomes after the cycle increases with a minimum score 75 was equal to and higher than 60% of total students in this research.



## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents about the profile of the school, research findings and discussion. The findings consist of the result of cycle 1 of the research. The detail of the research processes were presented below:

#### **A. Research Finding**

This action research was conducted at SMP Terpadu madinatul ulum 2. This research was carried out in one cycle. The implementation of the cycle consists of four main stages, namely planning, implementation, observation, and reflection. This research was carried out six times a meeting in one cycle, for the last meeting the researcher conducted a test. This research cycle was carried out in two meetings in one week. The participants of this study were eighth grade students consisting of 22 students.

##### **1. Research Findings in Cycle 1**

In this cycle, there were four stage in implementing of the cycle consisted of four main stages: planning, implementing, observing and reflecting. The details of the activity were as follows :

##### **a. Planning**

First, the researcher met with the English teacher to discuss students' vocabulary problems during the teaching and learning process. The researcher conducted an interview with the teacher on February 7th, 2025, in a classroom at SMP Terpadu Madinatul Ulum 2. The result of the interview indicated that students' vocabulary

mastery was still low. The English teacher explained that many students had low scores in the English subject, particularly in Grade 9, which was identified as the class with the lowest performance. The teacher also described several challenges faced by the students during the teaching and learning process. These included difficulties in focusing due to limited vocabulary, lack of sufficient media in the classroom especially in the context of an Islamic boarding school and low student enthusiasm, which often depended on the learning media used by the teacher.

After interviewing the teacher, the researcher also interviewed students from Grade 9 to gain further insight into their difficulties. The students stated that they did not like English because it was too difficult. They reported having limited vocabulary, which made it hard for them to express their ideas or understand the teacher's explanations. Additionally, they struggled with pronunciation and often felt nervous and afraid when asked to pronounce vocabulary words or speak in front of the class.

To confirm the results of the interviews, the researcher conducted classroom observations to better understand the students' vocabulary issues during lessons. The observations confirmed the information obtained from both the teacher and the students.

Based on the interviews and observations, the researcher concluded that students needed new media to improve their vocabulary



mastery. Therefore, the researcher proposed the use of flashcards as a teaching media to the English teacher, explaining how flashcards could make learning more interactive and help students memorize vocabulary more effectively. The English teacher responded positively and approved the use of flashcards, expressing enthusiasm because flashcards had never been used before in the teaching process. The teacher believed that this media could increase students' motivation and engagement during vocabulary lessons.

Furthermore, the researcher and the teacher analyzed the syllabus. The researcher developed a lesson plan and prepared appropriate media and materials in accordance with the curriculum's standard and basic competencies.

In this study, flashcards were used as a teaching medium. The topic for the lessons was daily activities. The researcher designed three meetings within one cycle: two for instruction (treatment) and one for the post-test.

#### b. Acting

In this phase, the researcher taught vocabulary mastery in one cycle. One cycle consisted of three meetings, two meetings were for teaching and one meeting was for post-test.

##### 1) The First Meeting

The first meeting was conducted on Friday, 14<sup>th</sup> february 2025 at 08.30 – 10.00 am during the first and the second lesson

hours which were allocated ( $2 \times 45$  minutes). Before starting the class, the researcher made a plan for the action or treatment based on students' vocabulary mastery. In this case, the researcher determined to select the material, and the media into a lesson plan.

During teaching vocabulary in the 9<sup>th</sup> class, the researcher collaborated with the English teacher as a collaborator of the research. This research was collaborative classroom action research. In the first meeting, the researcher taught the students while the English teacher helped the researcher to observe the class and make a field note to know the result of students' activities and situation during teaching and learning process



**Figure 4. 1**

**The researcher explained the material to the students**

The researcher continued the activities with greeting, praying and checking student attendance. The teacher informed the purpose of the research and explained the lesson plan to the students. Next, the researcher explained about flashcards media, the function and the purpose of researcher using the flashcards as a learning media.



**Figure 4. 2**  
**The researcher shows the flashcards to the students**

After that, the researcher explained material about daily activity, generic structure, structure texts, various kinds of daily activity and the researcher also explained about present tense (the definition, the purpose of simple present tense and the formula of present tense) because present tense was a generic structure of it. Then, the researcher showed the flashcards to students and directs the students to pronounce the pronunciation that has been exemplified by the teacher. The researcher asked the students to

look for the „meaning“ of Indonesian according to the picture the students observed. The researcher asked the students to present some activities that are carried out everyday, such as the examples in the flashcards using Indonesian. After that, the researcher asked the students to memorize some of the vocabulary that had been learned using flashcards, and the researcher asked the students to present at the next meeting. Before the researcher closing the meeting, the researcher concluded and reviewed the material that

has been learned. Finally the class was ended by praying together and greeting to them.

## 2) The Second Meeting

The second meeting was conducted on Friday, 21<sup>st</sup> February 2025 at 08.30-10.00 a.m. The activity in second meeting was not different from the first meeting. The researcher started the class by greeting, praying, and checking the attendance. After the researcher opened the class, the researcher reviewed the material that had been studied.

In the second meeting, the researcher asked the students come to the front of the class to present the memorized vocabulary. Some students were still confused and afraid, but there is one student who wants to come to the front of the class and present the memorized vocabulary. Actually, there are some students who have memorized the vocabulary but they are shy to come to the front of the class. So, the researcher asked the some students to memorize vocabulary in their seats.



**Figure 4. 3**  
**The students come to the front of the class to present the memorize vocabulary**

After that, the researcher made a conclusion about the material to make the students more understand. The researcher informed the students about the test that would be done on the next meeting. Finally the class was ended by praying together and greeting to them.

### 3) The Third Meeting

The third meeting was conducted on Friday, 28<sup>th</sup> February 2025 at 08.30-10.00 a.m. The researcher continued the activities with greeting, praying, and checking the attendance. After opening the class, the researcher shared the test paper to the students.

#### c. Observation

In the observing phase, the researcher checked the observation checklist from the English teacher after giving post-test to the students. The teacher did the observation by reviewing the learning activity done in the classroom. The researcher and the collaborator also observed the students' situation in the class; the data were described as follows:

**Table 4. 1**  
**Observation checklist in the first meeting in cycle 1**

No	Activities	1 <sup>st</sup> Meeting	
		Yes	No
1.	The students listen to the researcher introduction before teaching process	✓	
2.	The students pay attention to the researcher explanation until finish	✓	
3.	The students understand the procedure of the material told by the researcher	✓	
4.	The students enjoy the learning process		✓
5.	The students active in asking and answering session	✓	
6.	The students can memorize the existing vocabulary on flashcards.		✓
7.	The students can pronounce properly as exemplified by researcher.		✓
8.	The students follow the learning process and review along with the researcher before closing.	✓	

A review of the data contained in the observation table reveals that the majority of students exhibited active participation in the learning process. It has been observed that all activities demonstrate a high level of involvement, particularly with regard to understanding the material, memorizing vocabulary, and articulating it correctly.

However, a slight discrepancy was observed in the manner in which students engaged with the learning material during the initial and subsequent meetings. This finding suggests the presence of factors,

potentially related to the teaching method, class duration, or group dynamics, that influence their emotional engagement during the learning session.

A comprehensive evaluation of the initial cycle's pedagogical approach reveals that it was effective in enhancing students' comprehension and engagement. The high level of engagement exhibited by the participants, as evidenced by their active participation in the question-and-answer session, attested to the efficacy of the method employed. However, further evaluation can be conducted by examining additional factors, including enhanced learning motivation in subsequent meetings, the incorporation of more interactive learning media, or a differentiated approach to address students' individual needs.

**Table 4. 2**  
**Observation checklist in the second meeting in cycle 1**

no	Student Activities	Observation Result	Remarks
1.	Listening to the researcher's introduction	yes	Most students paid attention.
2.	Paying attention to explanation until the end	yes	Focus improved compared to Meeting 1.
3.	Understanding the procedure of the material	yes	Some students still needed clarification
4.	Enjoying the learning process	no	Students appeared passive.



5.	Active in asking and answering	yes	Only few students responded actively.
6.	Memorizing vocabulary from flashcards	No	Many students still struggled.
7.	Pronouncing vocabulary correctly	yes	improvement seen, but not yet consistent.
8.	Following review and closing session	yes	Most students participated until the end.

Based on the observation in the second meeting, it can be concluded that students' involvement showed a slight increase compared to the first meeting. Most students started to pay attention and follow the learning process more seriously. They listened to the introduction from the researcher and showed better focus during the explanation. Some students began to understand the material procedures, although some still needed clarification.

However, students' enjoyment and active participation were still low. Most students looked passive and hesitated to ask or answer questions. Vocabulary retention is still weak, and students struggle to memorize the words from the flashcards. On the other hand, pronunciation has improved slightly, indicating initial progress. Overall, the students were able to follow the structure of the learning activities, including the review and closing sessions.

This shows that although there is progress in terms of students' attention and comprehension, further efforts are needed to improve



students' motivation, vocabulary acquisition, and active engagement in learning.

**Table 4. 3**  
**Observation checklist in the third meeting in cycle 1**

no	Student Activities	Result	progress
1.	Listening to the researcher's introduction	yes	Consistently good focus at the start.
2.	Paying attention to explanation until the end	yes	Attention remained good with fewer distractions
3.	Understanding the procedure of the material	yes	Understanding improved; clearer comprehension by meeting 3
4.	Enjoying the learning process	yes	Significant increase in enthusiasm and enjoyment.
5.	Active in asking and answering	yes	Participation increased with more students actively involved.
6.	Memorizing vocabulary from flashcards	yes	Noticeable improvement in vocabulary retention.
7.	Pronouncing vocabulary correctly	no	Slight decline in pronunciation accuracy; needs reinforcement.
8.	Following review and closing session	no	Some students lost focus at closing, compared to meeting 2.

Based on the observation of the third meeting, it can be concluded that the learning process went quite well and had a positive impact on students' development. Students showed strong focus since the beginning of the lesson, especially when listening to the introduction from the researcher. This indicates that the learning atmosphere has

started to be conducive and able to attract students' attention effectively.

Throughout the lesson, most students maintained their attention quite well, despite a few distractions. This shows that the teaching method and material delivery have been well received by students so that they are able to follow each step clearly and systematically. Students' understanding of the material procedures also improved significantly, indicating that the instructions and explanations given were clear and easy to understand.

One positive thing that stands out is the increase in students' interest and enthusiasm during the learning process. They seemed to enjoy the learning activities better than before, which could be seen from their more active attitudes, smiling, and engaging in various activities. Students' active participation in question and answer sessions also increased, indicating an increase in their confidence and courage to interact in class.

Students' mastery of vocabulary through the flash card method also showed real progress. The majority of students are able to remember and use the vocabulary well, which indicates that the method is effective in helping to master the material. However, the accuracy of vocabulary pronunciation is still an obstacle for some students. Despite the progress, there are still pronunciation errors that need to be corrected with more intensive practice and reinforcement.

On the other hand, there were challenges in maintaining students'

focus during the review and closing sessions. Some students began to lose concentration in the latter part of the lesson, potentially reducing the effectiveness of reinforcement of the material that had been taught. Therefore, it is necessary to think of a more interesting and interactive closing strategy or method to keep students motivated and focused until the end of the lesson.

Overall, the learning in the third meeting showed positive development and significant progress in many aspects, especially in terms of attention, understanding, enthusiasm, participation, and vocabulary mastery. However, there are still aspects that need improvement, such as pronunciation and maintaining focus during closing. With improvements and reinforcement in these areas, it is expected that the next learning process can run more effectively and provide optimal results for students.

#### d. Reflecting

This chapter presents a reflection on the results of the test that has been carried out by students. The test was given by the teacher in the form of multiple choice questions, with an explanation from the researcher that each student must choose the most appropriate answer. Sufficient time was provided by the teacher to do the test. All students successfully completed and collected their answers. The results obtained showed that most students had reached the minimum completeness criteria (KKM). However, there were still some students who obtained

low scores. This is an important reflection on the effectiveness of the learning process that has taken place. Thus, it is necessary to evaluate the learning strategy and provide additional assistance for students who have not achieved maximum results. The details of student scores are presented in the following table.

**Table 4. 4 Students Post-test in Cycle 1**

No	Name of Students"	Students" Score
1.	AYP	75
2.	AMIS	65
3.	AAM	60
4.	AJ	70
5.	ES	75
6.	IQ	65
7.	JDA	75
8.	MFM	85
9.	MSAG	75
10.	MS	72
11.	M	65
12.	MI	75
13.	MHMZ	75
14.	MKAF	75
15.	MRRP	65
16.	MRSA	75
17.	MRS	75
18.	MWAW	80
19.	NUH	70
20.	NH	80
21.	RHH	75
22.	MZH	80
	Total Score	1.607

$$\begin{aligned}
 \text{e. Mean of the students" 9}^{\text{th}} \text{ Class Score} &= X = \frac{\sum xn}{n} \\
 &= \frac{1.607}{22} \\
 &= \frac{73}{73}
 \end{aligned}$$

The description of the formula:

X : Mean

$\sum X_n$  : Individual

Score n : Number of  
students

f. Percentage of completeness of vocabulary mastery in Cycle 1:

$$P = \frac{F}{N} \times 100\%$$

$$= \frac{13}{22} \times 100\%$$

$$= 60\%$$

The description of the formula:

P : The class percentage

F : Total percentage score

N : Number of Students

At the observation stage, researchers evaluated the results of the post-test that had been given to students. Based on data analysis, the

average score of students has increased and is close to the Minimum

Completion Criteria (KKM). As many as 60% of students managed to

achieve scores above the KKM, which shows an increase in

understanding compared to before the action was taken. Although not

all students have reached the KKM, this achievement has shown

significant positive developments. Therefore, the implementation of

cycle I can be said to be successful, although improvements and

improvements are still needed in the next cycle.

From cycle 1, it can be seen several successful points such as: The students listened to the researcher introduction before teaching process, the students pay attention to the researcher explanation until finish, the student understand the procedure of the material told by the researcher, the students enjoy the learning process. The students active in asking and answering session. The students can memorize the existing vocabulary on flashcards very good. The students can pronounce properly as exemplified by researcher. The students follow the learning process and review along with the researcher before closing. The table of scores from the preliminary study, post test 1, post test 2 will be discussed in the following table:

**Table 4. 5**  
**The percentage of the students' vocabulary mastery**

Meeting	Students" who got score (KKM) than 75	Mean score	Percentage
Pre-test	5	68	22%
Cycle 1	13	73	60%

From table 4.7, it can be seen that there was an increase in the number of students who achieved a score above 75 from 5 students in the Pre-test to 13 students in Cycle 1. The average score also increased from 68 to 73, and the percentage of students who achieved the minimum score increased from 22% to 60%. There were many students who passed with a score in accordance with the KKM of 75 or more. In conclusion, flashcard media is appropriate to improve students'

vocabulary mastery. Therefore, researchers and collaborators decided to stop the PTK. Researchers do not need to revise the plan or continue to the next cycle.

## **B. Discussion Of The Research**

This section discusses the research findings regarding the improvement of students' vocabulary mastery through the use of flashcards, which is associated with relevant learning theories. The use of flashcards proved to be an interesting and effective method in improving vocabulary mastery of grade IX students at Madinatul Ulum 2 Integrated Junior High School. Based on the results of the study, students showed interest in the learning process, especially because visual media such as flashcards provide a more concrete and enjoyable learning experience. This is in line with the opinion of Pinter (2014) who states that young learners have high curiosity and more easily understand abstract concepts if presented visually and interactively.<sup>35</sup>

Increased learning motivation is also one of the positive impacts of using flashcards. As explained by Harjanto in Nafissa Tracy's research (2019), interesting learning media can increase students' focus and motivation in learning. In this study, students looked more active and enthusiastic during the learning process<sup>36</sup>. Most students also showed expressions of pleasure and were actively involved in classroom activities, which supports Kemp and

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<sup>35</sup>Juhana, "Teaching English to Young Learners: Some Points to be Considered", *Asian of Journal of Education and e-Learning*, 2 (1<sup>st</sup> February 2014), 43

<sup>36</sup> Nafissa Tracy, "*The Implementation of Flashcards as The Learning Media in Teaching Vocabulary at SDN Kepatihan 1 Jember in Academic Year 2018/2019*" (Thesis, UIN KHAS Jember, 2019), 74



Dayton's (2011) view that the use of visual media can make the learning process more lively and attract students' attention.<sup>37</sup>

During the implementation of the action in one cycle, students gave a very positive response to learning using flashcards. At the beginning, they focused on listening to the explanation from the researcher, paid close attention, and were able to pronounce the vocabulary that had been modeled. Although some students still felt shy or hesitant when asked to come to the front of the class to present the memorized vocabulary, in general there was an increase in student participation and confidence.

The post-test results at the end of the cycle showed a significant improvement compared to the pre-test results. The average score of students increased from 68 to 73, and the percentage of students who reached the Minimum Completion Criteria (KKM 75) increased from 22% (5 students) to 60% (13 students). Although not all students reached the KKM, this increase reflects the success of the learning strategy using flashcards in improving students' vocabulary mastery. Based on this data, researchers and collaborators agreed that the action in one cycle had shown satisfactory results and there was no need to continue to the next cycle.

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<sup>37</sup> Daryanto, *Media Pembelajaran* (Bandung: PT Sarana Tutorial Nurani Sejahtera, 2011),



Overall, the results of this study strengthen the evidence that flashcards can significantly improve students' vocabulary skills. The positive responses from students, the increase in test scores, as well as their active involvement during the learning process are indicators that the use of flashcards is an effective strategy in teaching English vocabulary at the junior high school level.



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## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the results of the research conducted in class 9<sup>th</sup> of SMP Terpadu madinatul ulum 2 it can be concluded that the use of flashcards media is effective in improving students' mastery of English vocabulary. This research was conducted in one cycle consisting of three meetings. Although there were some obstacles, such as some students who still had difficulty memorizing and pronouncing vocabulary and the lack of courage of some students to perform in front of the class, the results obtained showed a significant improvement. In this cycle, the average student score increased from 68 in the pre-test to 73 in the post-test, with the percentage of students who reached the Minimum Completion Criteria (KKM) 75 increasing from 22% to 60%. This shows that the use of flashcards can help students understand, memorize, and pronounce English vocabulary better. In addition to the academic aspect, the use of flashcards also has a positive impact on students' attitude and learning motivation, where they become more active, enthusiastic, and confident in participating in the learning process. Thus, it can be concluded that the use of flashcards is an effective method to improve students' mastery of English vocabulary in class 9<sup>th</sup> at SMP Terpadu Madinatul Ulum 2.

## B. Suggestion

After conducting the research, the researcher would give the suggestion to the teacher, and the future researcher. The suggestion are as follows:

1. The researcher suggested the English teacher to apply flashcards media while teaching basic vocabulary. It will make students more enthusiast and increase their vocabulary. The teacher should use various teaching techniques and teaching media, flashcards for instance, which are interesting, enjoyable, and meaningful by considering various aspects such as size of class, and time allocation. So that learning objectives can be achieved optimally.
2. The researcher suggested the future researcher to use this report a reference to conduct similar research.

of learning media that can support vocabulary mastery more optimally.

Further research can be conducted with a longer duration and involving a larger sample to obtain more comprehensive and valid results.

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## Appendix 1

**DECLARATION OF AUTHENTICITY**

The undersigned :

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States that this thesis is originally the result of the writer's research, except some certain parts which are accepted from the reference mentioned.

Jember, June 16<sup>th</sup> 2025  
The Writer



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## Appendix 2

## RESEARCH MATRIX

TITLE	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	GENERAL QUESTION
Improving The 9 <sup>th</sup> Grade Students' Vocabulary Mastery By Using Flashcards At SMP Terpadu Madinatul Ulum 2 In 2024/2025 Year	1. Vocabulary 2. Flashcards Media	1. Vocabulary a. Meaning b. Word Class c. Memorize  2. Flashcards Media a. Identifying picture b. Showed the vocabulary on the flashcards c. Pronounce vocabulary at the flashcards as exemplified by the researcher d. Remember the	1. Pre-test and Post-test 2. Observation Sheet 3. Interview	1. Research Design : Classroom Action Research. The stages of CAR: a. Planning b. Implementing c. Observing d. Reflecting 2. Data Collection Method : a. Pre-test b. Post-test c. Observation Sheet d. Interview 3. Data Analysis: a. Average Score:	How can flashcards improve vocabulary mastery at 9 <sup>th</sup> grade of SMP Terpadu Madinatul ulum 2?



TITLE	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	GENERAL QUESTION
		vocabulary on the flashcard an memorize		$X = \frac{\sum Xn}{n}$ <p>Notes :</p> <p>X : Mean</p> <p><math>\sum x n</math> : Individual Score</p> <p>N : Number of Students</p> <p>b. Pass Score:</p> $P = \frac{F}{N} X 100$ <p>P = The class percentage</p> <p>F : Total Percentage</p> <p>N : Number of Students</p> <p>4. Validity of Data: Conten Validity</p>	



## Appendix 3



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli, Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136  
 Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: [tarbiyah.iainjember@gmail.com](mailto:tarbiyah.iainjember@gmail.com)

Nomor : B-10928/In.20/3.a/PP.009/02/2025

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala Sekolah SMP Terpadu Madinatul ulum 2  
 Jl. Argopuro 004/002 Langsung, Ajung, Jember.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : 202101060037  
 Nama : WILIAN FRANSISCO  
 Semester : Semester sepuluh  
 Program Studi : TADRIS BAHASA INGGRIS

Untuk melaksanakan Penelitian/Riset dengan judul penelitian  
 "Improving the 9th grade students' vocabulary mastery by using flashcards at SMP Terpadu Madinatul Ulum 2 in 2024/2025 year" selama 20 (dua puluh) hari di lingkungan lembaga wewenang Kepala Sekolah Sa'ida Utami S.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 03 Februari 2025

an. Dekan,

Wakil Dekan Bidang Akademik,



UNIVERSITAS ISLAM NEGERI  
 KIAI HAJI ACHMAD SIDDIQ  
 JEMBER

## Appendix 5

**SILABUS PEMBELAJARAN**

Satuan Pendidikan : SMP/Mts

Mata Pelajaran : Bahasa Inggris

Kelas : IX

Tahun Pelajaran : 2024/2025

Kompetensi Inti :

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, damai), santun responsive dan proaktif, 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.

KI 3 : Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan factual, konseptual, procedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan

pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai dengan kaidah keilmuan.



Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
3.1 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait aktivitas sehari-hari (daily activities) sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjelaskan dan mendeskripsikan</li> <li>• Struktur teks               <ol style="list-style-type: none"> <li>a. Tindakan/ Kegiatan yang dilakukan secara rutin.                   <ul style="list-style-type: none"> <li>- I wake up at five o'clock every morning.</li> <li>- Do you have breakfast before school?</li> </ul> </li> <li>b. Tindakan/Kegiatan yang merupakan kebenaran umum                   <ul style="list-style-type: none"> <li>- where does the sunrise?</li> </ul> </li> </ol> </li> </ul>	3.1.1. Mengidentifikasi fungsi sosial, dan unsur kebahasaan dari teks interaksi transaksional tulis yang melibatkan tindakan memberi dan meminta informasi terkait tindakan/kegiatan yang terjadi secara rutin sesuai dengan konteks penggunaannya. 3.1.2. Menemukan ungkapan menyatakan dan menanyakan tentang tindakan atau kejadian yang dilakukan secara rutin.	<ul style="list-style-type: none"> <li>• Menyimak, meniru, dan memperagakan beberapa contoh kosakata yang telah di contohkan dengan tekanan dan kata yang benar.</li> <li>• Belajar menanyakan hal-hal yang tidak diketahui atau yang berbeda.</li> <li>• Menghafalkan kosakata yang telah disebutkan dengan benar.</li> <li>• Menyebutkan dan membuat kalimat dari gambar aktivitas sehari-hari yang telah ditunjukkan.</li> <li>• Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>	6 jam	- Buku Pendidikan Bahasa Inggris kelas VIII	<ul style="list-style-type: none"> <li>• Tes Tertulis</li> <li>• Tes Lisan</li> <li>• Penugasan</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
	<p>It rises in the east.</p> <ul style="list-style-type: none"> <li>• Unsur Kebahasaan</li> <li>- kalimat deklaratif dan interogatif dalam simple present tense.</li> <li>- Adverbial : always, often, sometimes, never.</li> <li>- Nomina singkat dan plural dengan atau tanpa a, the, this, those, my, their.</li> </ul>	3.1.3. Menulis teks transaksional lisa dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tindakan/kejadian yang sedang berlangsung dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang sesuai konteks.				
<p>4.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk menyebutkan benda-benda yang ada di dalam kelas.</p> <p>4.2 Menyusun teks interaksi transaksional dan tulis sangat pendek dan sederhana yang melibatkan tindakan</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial</li> <li>Mengenalkan, mengidentifikasi, dan menyebutkan berbagai benda yang ada di dalam kelas.</li> <li>• Struktur teks</li> <li>- Meminta informasi mengenai nama dan jumlah benda yang ada di dalam kelas.</li> <li>- Memberi informasi</li> </ul>	<p>4.1.1 Mengidentifikasi fungsi sosial, dan unsur kebahasaan dari teks interaksi transaksional tulis yang melibatkan tindakan memberi dan meminta informasi nama dan jumlah benda-benda yang ada di dalam ruangan kelas.</p> <p>4.1.2 Menyebutkan nama dan jumlah benda</p>	<ul style="list-style-type: none"> <li>• Mencermati beberapa gambar dan tulisan yang berisi beberapa benda yang ada di dalam kelas, untuk kemudian mengucapkan dengan ucapan dan tekanan kata yang benar.</li> <li>• Menyimak dan menirukan guru menanyakan dan menyebutkan benda-benda yang terdapat di dalam kelas dengan tata Bahasa, ucapan dan tekanan kata yang benar.</li> </ul>	6 jam	- Buku Pendidikan Bahasa Inggris kelas VIII	<ul style="list-style-type: none"> <li>• Tes Tertulis</li> <li>• Tes Lisan</li> <li>• Penugasan</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
memberi dan meminta informasi terkait jumlah benda, dan bangunan public yang dekat dengan kehidupan sehari-hari dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	<p>mengenai nama dan benda yang ada di dalam kelas.</p> <ul style="list-style-type: none"> <li>• Unsur Kebahasaan               <ul style="list-style-type: none"> <li>- Pertanyaan terkait benda yang ada di dalam kelas dengan menggunakan kalimat <i>Can you tell the names of the things in the classroom?</i></li> <li>- penggunaan artikel: penyebutan tanda benda dengan a/an, bentuk jamak (-s)</li> <li>- Penggunaan cardinal numbers (1,2,3,4....)</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</li> </ul> </li> </ul>	<p>yang ada di dalam kelas.</p> <p>4.1.3 Menulis teks interaksi transaksional sangat sederhana terkait tindakan memberi dan meminta informasi benda-benda yang ada di dalam ruangan kelas.</p>	<ul style="list-style-type: none"> <li>• Bertanya jawab tentang beberapa benda yang ada di dalam kelas.</li> <li>• Menghafalkan kosakata yang ada pada flashcard yang telah disebutkan dan di contohkan dengan tekanan dan kata yang benar.</li> <li>• Melakukan refleksi tentang proses dan hasil belajarnya.</li> </ul>			

## Appendix 6

## Lesson Plan for Cycle One

## Meeting 1

## RENCANA PELAKSANAAN PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : IX

Materi Pokok: Daily Activities

Alokasi Waktu : 120 menit (2x pertemuan)

## A. Kompetensi Inti :

- **KI dan KI-2** : Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara.
- **KI 3** : Memahami pengetahuan (factual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- **KI 4** : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## B. Kompetensi Dasar dan Indikator Pencapaian

Kompetensi Dasar	Indikator
3.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.	3.1.1 Mengidentifikasi fungsi sosial, dan unsur kebahasaan dari teks interaksi transaksional tulis yang melibatkan tindakan memberi dan meminta informasi terkait tindakan/kegiatan yang terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya.
3.2 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk menyebutkan atau menceritakan aktivitas yang dilakukan sehari-hari.	3.1.2 Menemukan ungkapan menyatakan dan menanyakan tentang tindakan atau kejadian yang dilakukan atau terjadi secara rutin atau merupakan



	kebenaran umum.
3.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tindakan/kegiatan yang terjadi secara rutin dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	3.1.3 Menulis teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tindakan/kejadian yang sedang dilakukan atau sedang berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

## B. Tujuan Pembelajaran

1. Melalui media flashcards peserta didik dapat menyebutkan beberapa kegiatan rutin yang dilakukan sehari-hari menggunakan bahasa Inggris.
2. Melalui teks sederhana, peserta didik dapat menemukan kalimat terkait kegiatan yang terjadi secara rutin, sesuai dengan konteks penggunaannya secara cermat.

## C. Materi Pembelajaran

### 1. Fungsi sosial

Menjelaskan dan mendeskripsikan

### 2. Struktur teks

#### a. Tindakan/Kegiatan yang dilakukan/terjadi secara rutin

- I wake up at five every morning. How about you? No, I don't. I wake up at four.
- Do you have breakfast before school? Yes, I do. My mom prepare breakfast for us.
- How often do you learn English at school? We learn it twice a week.

#### b. Tindakan/Kegiatan yang merupakan kebenaran umum

- Where does the sun rise? It rises in the east.
- How does salt taste? It tastes salty.

### 3. Unsur Kebahasaan

Kalimat deklaratif dan interogatif dalam simple present tense. Adverbial :

always, often, sometimes, never, usually, every.

Simple Present Tense Pattern :

1. (+) Subject + is, am, are + Complement Ex : She is a teacher

(-) Subject + is, am, are + not + complement

#### D. Media Pembelajaran

Flashcards

#### E. Bahan dan Sumber Belajar

1. Bahan : flashcards, papan tulis, spidol, penghapus.

2. Sumber Belajar : Buku paket Bahasa Inggris untuk SMP/MTs IX

#### F. Langkah-langkah Kegiatan Pembelajaran

##### 1. Pertemuan Pertama

KEGIATAN PEMBELAJARAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	Memberi salam, berdoa, mengecek kehadiran siswa, menjelaskan tujuan pembelajaran, menanyakan manfaat topik yang akan dipelajari.	10 menit
Kegiatan Inti	<b>Mengamati</b> 1. Guru menyampaikan materi tentang daily activities kepada peserta didik. 2. Guru memberi contoh kalimat yang menunjukkan tentang kegiatan sehari-hari kepada peserta didik. 3. Peserta didik mulai mengamati ciri-ciri atau contoh kalimat yang diberikan oleh guru.	10 menit
	<b>Menanya</b> 1. Peserta didik dan guru bertanya jawab tentang materi daily activities. 2. Guru memberi arahan kepada peserta didik agar mereka mampu bertanya mengenai materi daily activities. 3. Guru menjawab pertanyaan peserta didik dengan menjelaskannya.	10 menit
	<b>Mengeksplorasi</b> 1. Guru memberi contoh tindakan/kegiatan yang dilakukan sehari-hari kepada peserta didik dengan menggunakan simple present tense. 2. Peserta didik mengutarakan apa yang mereka pelajari dan pikirkan tentang materi daily activities kepada guru.	10 menit
	<b>Mengumpulkan data/informasi</b>	25 menit





	Guru meminta peserta didik menghafalkan kosakata yang ada pada flashcard. <b>Mengumpulkan data/informasi</b> Guru meminta peserta didik untuk maju ke depan kelas dan menyebutkan beberapa kosakata yang sudah di hafal. <b>Mengkomunikasikan</b> Guru mengoreksi kosakata dan pronounciation peserta didik pada saat peserta didik maju ke depan untuk menghafal.	10 menit
		10 menit
<b>Penutup</b>	1. Guru memberikan penguatan dan menyimpulkan materi yang sudah dipelajari . 2. Guru menutup pembelajaran dengan doa dan salam.	10 menit

### A. Penilaian

Kognitif : Siswa memahami dan menghafal kosakata 83ahasa Inggris.

Afektif : Menjawab salam, aktif bertanya, menunjukkan sikap disiplin melalui kehadiran,dan aktif dalam pembelajaran.

Penilaian : Jika peserta didik dapat memenuhi aspek maka peserta didik mendapat nilai 20,jika siswa belum memenuhi aspek maka peserta didik mendapat skor 10.

No	Aspect	Score	
		Memenuhi	Belum memenuhi
1	Mengartikan		
2	Membaca		
3	Melafalkan		
4	Menulis		

Jember, 14 Februari 2025

Guru Mata Pelajaran

Peneliti

Febri Setiani F.U, S.Pd  
NUPTK :155976760300002

Wilian Fransisco  
NIM : 202101060037

## Lesson Plan for Cycle One

### Meeting 2

#### RENCANA PELAKSANAAN PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : IX/Genap Materi  
Pokok : Things Around Us  
Alokasi Waktu : 120 menit (2x pertemuan)  
Topik/Subtema : Things in the Classroom (memberi dan meminta informasi terkait namabenda di dalam kelas).

#### A. Kompetensi Inti :

- **KI dan KI-2** : Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara.
- **KI 3** : Memahami pengetahuan (factual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- **KI 4** : Mencoba, mengalah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lainyang sama dalam sudut pandang/teori.

#### B. Kompetensi Dasar dan Indikator Pencapaian

Kompetensi Dasar	Indikator
3.1 Menunjukkan perilaku santun dan pedulidalam melaksanakan komunikasi antar pribadi dengan guru dan teman.	3.1.1 Mengidentifikasi fungsi bahasa, dan unsur kebahasaan dari teks interaksi transaksional tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah benda-benda yang ada di dalam ruangan kelas.
3. 2 Memahami fungsi bahasa, struktur teks,dan unsur kebahasaan dari teks untuk menyebutkan benda-benda yang ada di	3.1.2 Menyebutkan nama dan jumlah bendayang ada di dalam ruangan kelas.

dalam kelas.	
3.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	3.1.3 Menulis teks interaksi transaksional sangat sederhana terkait tindakan memberi dan meminta informasi benda-benda yang ada di dalam ruangan kelas.

### C. Tujuan Pembelajaran

Dilandasi dengan mensyukuri kesempatan dapat mempelajari bahasa Inggris, peserta didik dapat memahami, membedakan dan mampu menyebutkan benda-benda yang ada di ruangan kelas untuk mengkomunikasikan menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai dengan konteks secara jujur, disiplin, dan percaya diri. Melalui media flashcards peserta didik dapat menyebutkan beberapa benda yang ada di dalam ruangan kelas menggunakan bahasa Inggris.

### D. Materi Pembelajaran

#### 1. Fungsi Bahasa

Mengenalkan, mengidentifikasi, dan menyebutkan berbagai benda yang ada di dalam kelas.

#### 2. Struktur teks Interaksi Transaksional

- Meminta informasi mengenai nama dan jumlah benda yang ada di dalam kelas.
- Memberi informasi mengenai nama dan jumlah benda yang ada di dalam kelas.

#### 3. Unsur Kebahasaan

- Pertanyaan terkait benda yang ada di dalam kelas dengan menggunakan kalimat *Can you tell the names of the things in the classroom?*
- Penggunaan artikel : penyebutan benda dengan a/an, bentuk jamak (-

s)

c. Penggunaan I have, she/he, has

d. Penggunaan Cardinal Numbers (1,2,3,4.....)

e. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

#### 4. Topik

Teks interaksi transaksional lisan dan tulis serta memberi dan meminta informasi benda-benda yang ada di dalam ruangan kelas.

a. Nama-nama benda yang ada di dalam kelas.



b. Meminta informasi terkait nama-nama benda di ruang kelas.

- Can you tell me the names of things in the classroom?
- What do you have in your bag?

c. Meminta informasi terkait jumlah benda-benda di dalam ruang kelas.

- How many .... Do you have?
- How many pencil do you have?

d. Memberi informasi terkait nama benda-benda di dalam ruang kelas.

- I have a pan
- She has an eraser
- He has a pencil

e. Memberi informasi terkait jumlah benda-benda di dalam ruang kelas.

- I have seven books

- She has two pens

#### E. Media Pembelajaran dan Sumber Belajar

Media : Worksheet/lembar kerja (siswa), lembar penilaian, flashcards.

Alat/Bahan : pensil, pulpen, papan tulis, spidol, penghapus.

Sumber Belajar : Buku paket Bahasa Inggris untuk SMP/MTs kelas IX

#### F. Langkah-langkah Kegiatan Pembelajaran

##### 1. Pertemuan Pertama

KEGIATAN PEMBELAJARAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	Memberi salam berdoa, mengecek kehadiran siswa, mereview materi, menjelaskan tujuan pembelajaran, menanyakan manfaat topik yang akan dipelajari	10 menit
Kegiatan Inti	<b>Mengamati</b> 1. Guru menyampaikan materi tentang benda-benda yang ada di dalam kelas kepada peserta didik. 2. Guru memberikan contoh informasi terkait nama-nama benda di dalam kelas sesuai dengan teks transaksional menggunakan kosakata Bahasa Inggris. Contoh : <i>I have seven books</i> 3. Peserta didik mulai mengamati ciri-ciri atau contoh memberi dan meminta informasi terkait benda yang ada di dalam kelas.	10 menit
	<b>Menanya</b> 1. Peserta didik dan guru bertanya jawab tentang materi things in the classroom. 2. Guru memberi arahan kepada peserta didik agar mereka mampu bertanya mengenai materi things in the classroom. 3. Guru menjawab pertanyaan peserta didik dengan menjelaskannya.	10 menit
	<b>Mengeksplorasi</b> 1. Guru memberi contoh meminta informasi terkait benda yang ada di dalam kelas. 2. Peserta didik mengutarakan apa yang mereka pelajari dan pikirkan tentang benda-benda di dalam kelas dan cara menyebutkannya dalam bahasa Inggris.	10 menit



	<p><b>Mengumpulkan data/informasi</b></p> <ol style="list-style-type: none"> <li>1. Peserta didik melihat gambar yang sudah di siapkan oleh guru.</li> <li>2. Guru menunjukkan gambar dan tulisan yang ada pada media flashcards kepada peserta didik, dan mengarahkan peserta didik untuk mengucapkan pronounciation yang telah dicontohkan oleh guru.</li> <li>3. Dengan bimbingan guru, peserta didik mencari „arti“ Bahasa Indonesia sesuai apa yang peserta didik amati.</li> <li>4. Guru meminta peserta didik untuk menyebutkan beberapa kosakata bahasa inggris yang ada pada flashcards.</li> </ol> <p><b>Mengkomunikasikan</b></p> <p>Guru meminta peserta didik untuk menghafalkan kosakata terkait benda-benda yang ada di dalam kelas dan di presentasikan pada pertemuan selanjutnya.</p>	<p>10 menit</p> <p>25 menit</p>
<b>Penutup</b>	<ol style="list-style-type: none"> <li>1. Peserta didik dan guru menyimpulkan pembelajaran.</li> <li>2. Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilakukan.</li> <li>3. Guru menutup pembelajaran dengan doa dan salam.</li> </ol>	10 menit

KEGIATAN PEMBELAJARAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	Memberi salam, berdoa, mengecek kehadiran siswa, mereview materi, menjelaskan tujuan pembelajaran, menanyakan manfaat topik yang akan dipelajari.	10 menit
Kegiatan Inti	<p><b>Mengamati</b></p> <ol style="list-style-type: none"> <li>1. guru menunjukkan Kembali media flashcards tentang benda-benda yang ada di dalam kelas.</li> <li>2. Peserta didik mengamati setiap gambar yang ditunjukkan oleh guru.</li> </ol> <p><b>Menanya</b></p> <p>Guru bertanya kepada peserta didik apabila ada yang masih belum dipahami tentang gambar dan kosakata yang ada pada flashcards.</p> <p><b>Mengeksplorasi</b></p> <p>Guru meminta peserta didik untuk menghafalkan kosakata yang ada pada flashcards yang sudah dipelajari sebelumnya.</p> <p>Mengumpulkan data/informasi</p> <p>Guru meminta peserta didik untuk maju ke depan kelas dan menyebutkan beberapa kosakata yang</p>	<p>15 menit</p> <p>10 menit</p> <p>20 menit</p>

	sudah dihafal oleh peserta didik. <b>Mengkomunikasikan</b> 1. Guru mengoreksi kosakata dan pronounciation peserta didik pada saat peserta didik maju ke depan untuk mempresentasikan kosakata yang mereka hafal. 2. Peserta didik yang mengalami kesulitan dalam melafalkan kosakata akan dibimbing dan di arahkan cara pelafalan yang benar.	10 menit
<b>Penutup</b>	1. Guru memberikan penguatan dan menyimpulkan materi yang sudah dipelajari. 2. peserta didik melakukan refleksi terhadap kegiatan yang sudah dilakukan. 3. Guru menutup pembelajaran dengan berdoa dan salam.	10 menit

## H. Penilaian

Kognitif : Siswa memahami dan menghafal kosakata bahasa Inggris.

Afektif : Menjawab salam, aktif bertanya, menunjukkan sikap disiplin melalui kehadiran, dan aktif dalam pembelajaran.

Penilaian : Jika peserta didik dapat memenuhi aspek maka peserta didik mendapat nilai 20, jika siswa belum memenuhi aspek maka peserta didik mendapat skor 10.

No	Aspect	Score	
		Memenuhi	Belum memenuhi
1	Mengartikan		
2	Membaca		
3	Melafalkan		
4	Menulis		

Jember, 21 Februari 2025

Guru Mata Pelajaran

Febri Setiani F.U, S.Pd  
NUPTK :155976760300002

Peneliti

Wilian Fransisco  
NIM : 202101060037

on Plan for Cycle One



## Lesson Plan for Cycle One

### Meeting 3

#### RENCANA PELAKSANAAN PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : IX

Materi Pokok: Adjectives and Verbs

Alokasi Waktu : 120 menit (2x pertemuan)

#### C. Kompetensi Inti :

- **KI dan KI-2** : Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara.
- **KI 3** : Memahami pengetahuan (factual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- **KI 4** : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

#### D. Kompetensi Dasar dan Indikator Pencapaian

Kompetensi Dasar	Indikator
3.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.	3.1.1 Mengidentifikasi fungsi sosial, dan unsur kebahasaan dari teks interaksitransaksional tulis yang melibatkan tindakan memberi dan meminta informasi terkait tindakan/kegiatan yang terjadi secara rutin atau merupakan kebenaran umum, sesuaidengan konteks penggunaannya.
3.2 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk menyebutkan atau menceritakan aktivitas yang dilakukan sehari-hari.	3.1.2 Menemukan ungkapan menyatakan dan menanyakan tentang tindakan atau kejadian yang dilakukan atau terjadi secara rutin atau merupakan

	kebenaran umum.
3.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tindakan/kegiatan yang terjadi secara rutin dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	3.1.3 Menulis teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tindakan/kejadian yang sedang dilakukan atau sedang berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### G. Tujuan Pembelajaran

1. Melalui media flashcards peserta didik dapat menyebutkan beberapa kegiatan rutin yang dilakukan sehari-hari menggunakan bahasa Inggris.
2. Melalui teks sederhana, peserta didik dapat menemukan kalimat terkait kegiatan yang terjadi secara rutin, sesuai dengan konteks penggunaannya secara cermat.

### H. Materi Pembelajaran

#### 1. Fungsi sosial

Menjelaskan dan mendeskripsikan

#### 2. Struktur teks

##### a. Tindakan/Kegiatan yang dilakukan/terjadi secara rutin

- I wake up at five every morning. How about you? No, I don't. I wake up at four.
- Do you have breakfast before school? Yes, I do. My mom prepare breakfast for us.
- How often do you learn English at school? We learn it twice a week.

##### b. Tindakan/Kegiatan yang merupakan kebenaran umum

- Where does the sun rise? It rises in the east.
- How does salt taste? It tastes salty.

#### 3. Unsur Kebahasaan

Kalimat deklaratif dan interogatif dalam simple present tense. Adverbial :

always, often, sometimes, never, usually, every.

Simple Present Tense Pattern :

2. (+) Subject + is, am, are + Complement  
Ex : She is a teacher

(-) Subject + is, am, are + not + complement

### I. Media Pembelajaran

Flashcards

### J. Bahan dan Sumber Belajar

1. Bahan : flashcards, papan tulis, spidol, penghapus.

2. Sumber Belajar : Buku paket Bahasa Inggris untuk SMP/MTs IX

### K. Langkah-langkah Kegiatan Pembelajaran

#### 1. Pertemuan Pertama

KEGIATAN PEMBELAJARAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	Memberi salam, berdoa, mengecek kehadiran siswa, menjelaskan tujuan pembelajaran, menanyakan manfaat topik yang akan dipelajari.	10 menit
Kegiatan Inti	Mengamati Guru menyampaikan materi tentang adjectives and verbs kepada peserta didik. Guru memberi contoh kalimat yang menunjukkan tentang kata sifat dan kata kerja kepada peserta didik. Peserta didik mulai mengamati ciri-ciri atau contoh kalimat yang diberikan oleh guru. Menanya Peserta didik dan guru bertanya jawab tentang materi adjectives and verbs.	10 menit
	Guru memberi arahan kepada peserta didik agar mereka mampu bertanya mengenai materi adjectives and verbs. Guru menjawab pertanyaan peserta didik dengan menjelaskannya.	10 menit
	Mengeksplorasi Guru memberi contoh tindakan/kegiatan yang dilakukan sehari-hari kepada peserta didik dengan menggunakan simple present tense. Peserta didik mengutarakan apa yang mereka pelajari dan pikirkan tentang materi adjectives and verbs kepada guru.	10 menit
	Mengumpulkan data/informasi	25 menit

KEGIATAN PEMBELAJARAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
	<p>Peserta didik melihat gambar yang sudah di siapkan oleh guru.</p> <p>Guru menunjukkan gambar dan tulisan yang ada pada media flashcards kepada peserta didik, dan mengarahkan peserta didik untuk mengucapkan pronounciation yang telah di contohkan oleh guru.</p> <p>Dengan bimbingan guru, peserta didik mencari „arti“ Bahasa Indonesia sesuai apa yang peserta didik amati.</p> <p>Peserta didik mulai mengamati dan mengingat kosakata yang ada pada flashcards.</p> <p>Guru meminta peserta didik untuk menyebutkan dan membuat kalimat tentang adjectives and verbs yang ada di gambar.</p> <p>Mengkomunikasikan</p> <p>Guru meminta peserta didik untuk mempresentasikan beberapa kegiatan yang dilakukan sehari-hari.</p>	15 menit
<b>Penutup</b>	<p>5. Peserta didik dan guru menyimpulkan pembelajaran.</p> <p>6. Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilakukan.</p> <p>7. Peserta didik menjawab pertanyaan yang diberikan oleh guru.</p> <p>8. Guru menutup pembelajaran dengan berdoa dan salam.</p>	10 menit

## 2. Pertemuan Kedua

KEGIATAN PEMBELAJARAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
<b>Pendahuluan</b>	Memberi salam, berdoa, mengecek kehadiran siswa, mereview materi, menjelaskan tujuan pembelajaran, menanyakan manfaat topik yang akan dipelajari.	10 menit
<b>Kegiatan Inti</b>	<p>Mengamati</p> <p>Guru menunjukkan flashcards yang menggambarkan beberapa kata sifat dan kata kerja yang sering dilakukan.</p> <p>Peserta didik mengamati setiap gambar yang ditunjukkan oleh guru.</p> <p>Menanya</p> <p>Guru bertanya kepada peserta didik apabila ada yang masih belum dipahami tentang gambar dan kosakata yang ada pada flashcards.</p> <p>Mengeksplorasi</p>	<p>10 menit</p> <p>10 menit</p> <p>20 menit</p>

	Guru meminta peserta didik menghafalkan kosakata yang ada pada flashcard. <b>Mengumpulkan data/informasi</b> Guru meminta peserta didik untuk maju ke depan kelas dan menyebutkan beberapa kosakata yang sudah di hafal. <b>Mengkomunikasikan</b> Guru mengoreksi kosakata dan pronunciation peserta didik pada saat peserta didik maju ke depan untuk menghafal.	10 menit
		10 menit
<b>Penutup</b>	3. Guru memberikan penguatan dan menyimpulkan materi yang sudah dipelajari . 4. Guru menutup pembelajaran dengan doa dan salam.	10 menit

## B. Penilaian

Kognitif : Siswa memahami dan menghafal kosakata bahasa Inggris.

Afektif : Menjawab salam, aktif bertanya, menunjukkan sikap disiplin melalui kehadiran, dan aktif dalam pembelajaran.

Penilaian : Jika peserta didik dapat memenuhi aspek maka peserta didik mendapat nilai 20, jika siswa belum memenuhi aspek maka peserta didik mendapat skor 10.

No	Aspect	Score	
		Memenuhi	Belum memenuhi
1	Mengartikan		
2	Membaca		
3	Melafalkan		
4	Menulis		

Jember, 28 Februari 2025

Guru Mata Pelajaran

Febri Setiani F.U, S.Pd  
NUPTK :155976760300002

Peneliti

Wilian Fransisco  
NIM : 202101060037

## Appendix 7

**THE RESULT OF INTERVIEW****Time and Place**

1. Day/date : thursday, 07<sup>st</sup> February 2025
2. Place : Classroom of SMP Terpadu Madinatul Ulum 2
3. Time : 08.30-Finish

**Responden :**

1. English teacher
2. Students of Class 9

**Note :**

R : Researcher

ET : English Teacher

**THE SCRIPT OF INTERVIEW WITH ENGLISH TEACHER**

R : Bu, apa saja kesulitan yang dialami oleh peserta didik saat pembelajaran berlangsung?

ET : Yang pertama kefokusannya, siswa kurang fokus karena kurangnya vocabulary, vocabulary nya bisa dibilang lemah. Ketika guru berbicara/menjelaskan menggunakan Bahasa Inggris anak-anak tidak faham/kebingungan dengan penjelasan guru. Jadi, anak-anak itu kurang kosakata. Yang kedua adalah, media yang ada di kelas kurang memadai dikarenakan di kalangan pesantren, seperti: kurang stop kontak, kurang proyektor.

R : Faktor apa yang membuat beberapa kesulitan itu terjadi Bu?

ET : Siswa banyak yang mengantuk saat pembelajaran sedang berlangsung, karena memang di kalangan pesantren banyak kegiatan sehingga pada pembelajaran formal anak-anak kurang fokus, sebagian siswa banyak yang tidur dan sekarang jam istirahat anak-anak di tiadakan. Jadi, waktu untuk pembelajaran formal kurang karena memang lebih banyak di pesantren. Akhirnya, dalam pembelajaran siswa banyak yang makan-makan, ada yang



tidur, dan memang kurang fokus.

R : Apakah siswa di kelas 9 menyukai pelajaran Bahasa Inggris Bu?

ET : Siswa melihat metode pembelajaran yang dipakai oleh guru, atau semangat siswa tergantung pada metode pembelajaran yang dipakai oleh guru.

R : Metode apa yang Ibu gunakan ketika mengajar?

ET : Semua metode digunakan, kecuali presentasi diganti menggunakan perkelompok & berdiskusi.

R : Jika saya melakukan penelitian di kelas 9, apa ibu setuju jika saya menggunakan media flashcards supaya kosakata mereka bisa meningkat?

ET : Oh bagus nak, soalnya anak-anak memang semangat jika guru menggunakan media yang menarik perhatian siswa. Dan saya rasa flashcard tersebut cocok digunakan untuk membuat siswa semangat dan tertarik dalam mempelajari kosakata. Saya juga belum pernah menggunakan media flashcards dalam mengajar, selama saya mengajar disini. Silahkan mbak jika mau menggunakan media flashcards, dan buat flashcards dengan gambar se menarik mungkin agar siswa tidak bosan ketika jam pelajaran bahasa Inggris.

R : Terimakasih Bu, saya akan mencoba menggunakan media flashcards saat penelitian nanti. Kira-kira jadwal pelajaran bahasa Inggris di kelas 9 hari apa saja Bu?

ET : Seminggu 1 kali mbak. Hari jumat, sama-sama di jam pertama. Yaitu dari jam 08.30-10.00

R : Baik Bu, terimakasih untuk kesediaan ibu untuk saya interview hari ini.

ET : Sama-sama nak.

## Appendix 8

**Observation checklist in the first meeting in cycle 1**

No	Activities	1 <sup>st</sup> Meeting	
		Yes	No
1.	The students listen to the researcher introduction before teaching process	✓	
2.	The students pay attention to the researcher explanation until finish	✓	
3.	The students understand the procedure of the material told by the researcher	✓	
4.	The students enjoy the learning process		✓
5.	The students active in asking and answering session	✓	
6.	The students can memorize the existing vocabulary on flashcards.		✓
7.	The students can pronounce properly as exemplified by researcher.		✓
8.	The students follow the learning process and review along with the researcher before closing.	✓	

**Observation checklist in the second meeting in cycle 1**

no	Student Activities	Observation Result	Remarks
	Listening to the researcher's introduction	yes	Most students paid attention.
	Paying attention to explanation until the end	yes	Focus improved compared to Meeting 1.
	Understanding the procedure of the material	yes	Some students still needed clarification
	Enjoying the learning process	no	Students appeared passive.
	Active in asking and answering	yes	Only a few students responded actively.
	Memorizing vocabulary from flashcards	No	Many students still struggled.
	Pronouncing vocabulary correctly	yes	improvement seen, but not yet consistent.
	Following review and closing session	yes	Most students participated until the end.



**Observation checklist in the Third meeting in cycle 1**

no	Student Activities	Result	progress
1.	Listening to the researcher's introduction	yes	Consistently good focus at the start.
2.	Paying attention to explanation until the end	yes	Attention remained good with fewer distractions
3.	Understanding the procedure of the material	yes	Understanding improved; clearer comprehension by meeting 3
4.	Enjoying the learning process	yes	Significant increase in enthusiasm and enjoyment.
5.	Active in asking and answering	yes	Participation increased with more students actively involved.
6.	Memorizing vocabulary from flashcards	yes	Noticeable improvement in vocabulary retention.
7.	Pronouncing vocabulary correctly	no	Slight decline in pronunciation accuracy; needs reinforcement.
8.	Following review and closing session	no	Some students lost focus at closing, compared to meeting 2.

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## Appendix 9

**Students Score in Pre-test (pre-cycle)**

No	Name of Students	Students Score
1.	AYP	60
2.	AMIS	65
3.	AAM	60
4.	AJ	70
5.	ES	60
6.	IQ	65
7.	JDA	65
8.	MFM	60
9.	MSAG	75
10.	MS	72
11.	M	65
12.	MI	75
13.	MHMZ	72
14.	MKAF	72
15.	MRRP	65
16.	MRSA	60
17.	MRS	75
18.	MWAW	64
19.	NUH	70
20.	NH	80
21.	RHH	75
22.	MZH	72
	Total	1.497

The researcher calculated the data by using with the formula bellow:

$$\begin{aligned} \text{a. Mean of the students' 9th Class Score} &= X = \frac{\sum xn}{n} \\ &= \frac{1.497}{22} \\ &= 68 \end{aligned}$$

The description of the formula :

X : Mean

$\sum X n$  : Individual Score n :

Number of students

## Appendix 10

**The Students' Attendance List**

No	Name of Students <sup>c</sup>	F/M
1.	ADITYA YUDHA PRATAMA	M
2.	AHMAD MAULANA IBRAHIM SUGIONO	M
3.	ALFIANSYAH AKBAR MAULANA	M
4.	ALIFIA JUNIAR	F
5.	EDO SAPUTRA	M
6.	IMAM QURTUBI	M
7.	JULIANA DWI AULIA	F
8.	MAULIDATUS SOLIHAH	F
9.	MILA	F
10.	MOCH. WILDAN AL WAFA	M
11.	MOCHAMMAD IKSAN	M
12.	MOH. HANIF MOHTAR ZAMZAMI	M
13.	MOH. KADAFI AHMAD FAUZI	M
14.	MUHAMMAD FIKRI MADINI	M
15.	MUHAMMAD REZA RIZKY PRATAMA	M
16.	MUHAMMAD ROYHAN SYAFIQ AL FAROQI	M
17.	MUHAMMAD ROYYAN SYAHID	M
18.	MUHAMMAD SULTHAN AL GHAZA	M
19.	NADIA UMROTUL HASANAH	F
20.	NUR HASANAH	F
21.	REZA HUSNUL HOTIMAH	F
22.	MUHAMMAD IZZUL HAK	M

## Appendix 11

## INSTRUMENT VALIDITY

## LEMBAR VALIDASI SOAL

Judul Skripsi : improving the 9<sup>th</sup> grade students' vocabulary mastery by using flashcard at smp terpadu madinarul ulum 2 in 2024/2025 academic year

Nama Mahasiswa : Wilian Fransisco

Nomor Pokok Mahasiswa : 202101060037

Program Studi : Tadris Bahasa Inggris

Petunjuk:

Berilah tanda ☒ pada kolom penilaian yang sesuai dengan penilaian Bapak/Ibu terhadap soal *essay* dan *pilihan ganda* (terlampir) dengan skala penilaian sebagai berikut:

- |                 |                 |
|-----------------|-----------------|
| 1 : Tidak baik  | 4 : Baik        |
| 2 : Kurang Baik | 5 : Sangat baik |
| 3 : Cukup baik  |                 |

No	Aspek yang diamati	Nilai Pengamatan				
		1	2	3	4	5
1	Kesesuaian soal dengan tujuan penelitian				<input checked="" type="checkbox"/>	
2	Kejelasan petunjuk pengerjaan soal					<input checked="" type="checkbox"/>
3	Kejelasan maksud dari soal			<input checked="" type="checkbox"/>		
4	Kemungkinan soal dapat terselesaikan					<input checked="" type="checkbox"/>
5	Kesesuaian bahasa yang digunakan pada soal dengan kaidah bahasa Inggris					<input checked="" type="checkbox"/>
6	Kalimat soal tidak mengandung arti ganda					<input checked="" type="checkbox"/>
7	Rumusan kalimat soal menggunakan bahasa yang sederhana bagi siswa, mudah dipahami dan menggunakan bahasa yang dikenal siswa					<input checked="" type="checkbox"/>

A. Simpulan Validator/Penilai

Mohon diisi dengan melingkari jawaban berikut ini sesuai dengan kesimpulan

Bapak/Ibu:

1. Dapat digunakan tanpa revisi
- ② 2. Dapat digunakan dengan sedikit revisi ☒

3. Dapat digunakan dengan banyak revisi
4. Belum dapat digunakan

#### B. Komentar / Saran Perbaikan

*Revisi*

#### C. Identitas Validator

Mohon diisikan:

Nama Lengkap : Ihyak Mustofa, S.S., M.Li.  
 NIP : 199403032022031004  
 Jabatan : Dosen  
 Instansi : UIN Kiyai Ahmad Siddiq Jember

Jember, 14 Mei 2025

Validator/Penilai,

( Ihyak Mustofa, S.S., M.Li. )  
 NIP : 199403032022031004

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## Appendix 12

## Student's work

Name : *Nadia Umrotul Hasanah*

Class : 1x

Pilih jawaban yang paling tepat.

1. Choose the adjective in the sentence below:

*The tall man is standing near the door.*

- A. man
- B. near
- ☒ C. tall
- D. standing

2. Which word is an adjective?

*She wore a beautiful dress to the party.*

- A. wore
- ☒ B. beautiful
- C. dress
- D. party

3. Find the adjective in the sentence:

*They live in a small house.*

- A. live
- B. in
- C. house
- ☒ D. small

4. Choose the adjective in this sentence:

*My brother has a fast car.*

- A. brother
- B. has
- ☒ C. fast
- D. car

5. Which one is the adjective?

*It was a rainy day.*

- ☒ A. rainy
- B. was
- C. day
- D. it

6. The cat sleeps on the sofa every afternoon.

- A. cat
- ☒ B. sleeps
- C. sofa
- D. afternoon

7. My brother plays football every weekend.

- A. brother
- ☒ B. plays
- C. football
- D. weekend

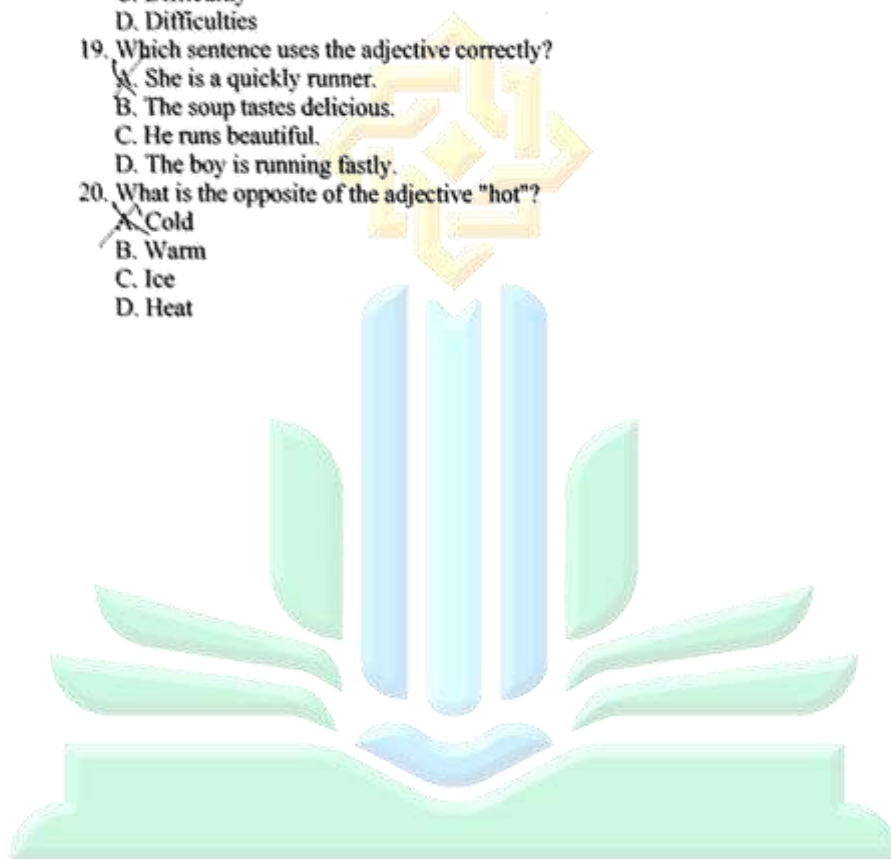
8. She wrote a letter to her friend yesterday.

- ☒ A. She
- B. wrote

- C. letter  
D. friend
9. They are watching a movie right now.  
A. They  
B. movie  
☒ C. watching  
D. are watching
10. The teacher explains the lesson clearly.  
A. teacher  
☒ B. explains  
C. lesson  
D. clearly
11. Which of the following is a verb?  
A. Beautiful  
☒ B. Run  
C. Quickly  
D. Happiness
12. Choose the correct verb to complete the sentence:  
"She \_\_\_ to school every day."  
A. go  
☒ B. goes  
C. going  
D. gone
13. What is the past tense of the verb "eat"?  
☒ A. Eats  
B. Eating  
C. Ate  
D. Eaten
14. Identify the verb in the following sentence:  
"Tom and Jerry play in the yard."  
A. Tom  
B. Jerry  
C. Play  
☒ D. Yard
15. Which sentence uses the verb correctly?  
A. She reading a book.  
B. He readed the newspaper.  
C. They plays football.  
D. We went to the market.
16. Which of the following words is an adjective?  
☒ A. Slowly  
B. Happiness  
C. Tall  
D. Run
17. Choose the adjective in the sentence below:  
"The red car is very fast."  
A. Car  
B. Red



- ☒ A. Very  
D. Fast
18. Complete the sentence with the correct adjective:  
"This math problem is very \_\_\_\_."  
☒ A. Difficult  
B. Difficulty  
C. Difficultly  
D. Difficulties
19. Which sentence uses the adjective correctly?  
☒ A. She is a quickly runner.  
B. The soup tastes delicious.  
C. He runs beautiful.  
D. The boy is running fastly.
20. What is the opposite of the adjective "hot"?  
☒ A. Cold  
B. Warm  
C. Ice  
D. Heat



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R



Name : Maulidatur sholihah

Class : IX

Pilih jawaban yang paling tepat.

1. Choose the adjective in the sentence below:

*The tall man is standing near the door.*

- A. man
- B. near
- ☒ C. tall
- D. standing

2. Which word is an adjective?

*She wore a beautiful dress to the party.*

- A. wore
- ☒ B. beautiful
- C. dress
- D. party

3. Find the adjective in the sentence:

*They live in a small house.*

- A. live
- B. in
- C. house
- ☒ D. small

4. Choose the adjective in this sentence:

*My brother has a fast car.*

- A. brother
- B. has
- ☒ C. fast
- D. car

5. Which one is the adjective?

*It was a rainy day.*

- A. rainy
- B. was
- C. day
- ☒ D. it

6. The cat sleeps on the sofa every afternoon.

- A. cat
- ☒ B. sleeps
- C. sofa
- D. afternoon

7. My brother plays football every weekend.

- A. brother
- B. plays
- C. football
- D. weekend

8. She wrote a letter to her friend yesterday.

- A. She
- ☒ B. wrote

- C. letter  
D. friend
9. They are watching a movie right now.  
A. They  
B. movie  
☒ watching  
D. are watching
10. The teacher explains the lesson clearly.  
A. teacher  
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A. Beautiful  
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12. Choose the correct verb to complete the sentence:  
"She \_\_\_\_ to school every day."

A. go  
☒ goes  
C. going  
D. gone

13. What is the past tense of the verb "eat"?

☒ Eats  
B. Eating  
C. Ate  
D. Eaten

14. Identify the verb in the following sentence:

"Tom and Jerry play in the yard."

A. Tom  
B. Jerry  
C. Play  
☒ Yard

15. Which sentence uses the verb correctly?

A. She reading a book.  
B. He readed the newspaper.  
☒ They plays football.  
D. We went to the market.

16. Which of the following words is an adjective?

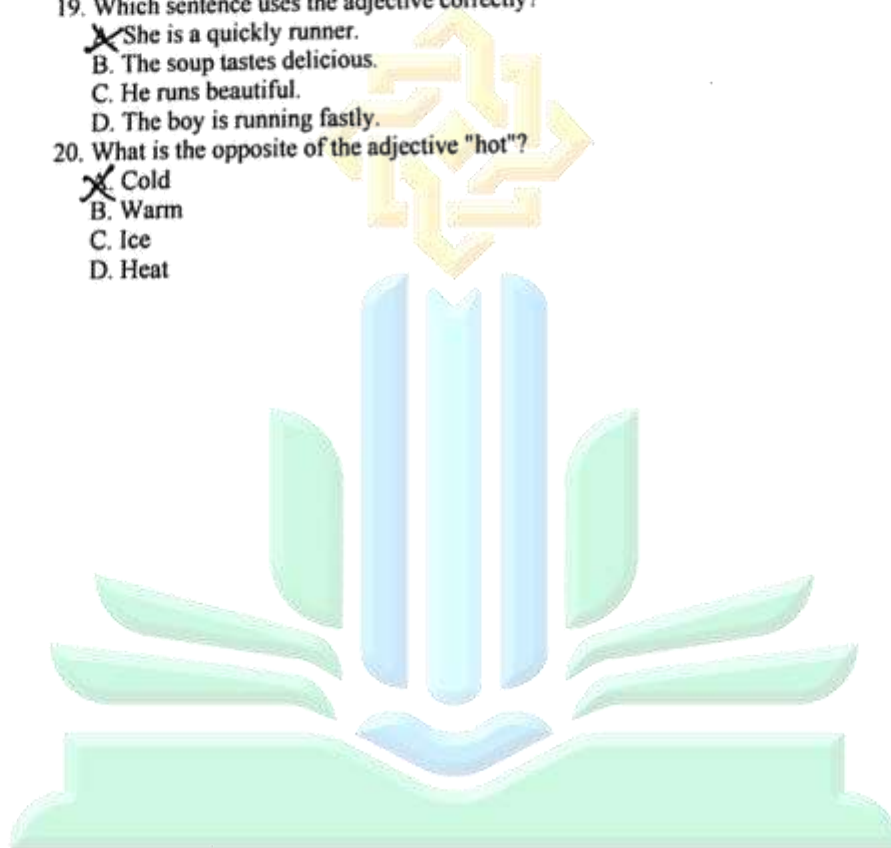
☒ Slowly  
B. Happiness  
C. Tall  
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17. Choose the adjective in the sentence below:

"The red car is very fast."

A. Car  
B. Red

- ~~X~~ Very  
D. Fast
18. Complete the sentence with the correct adjective:  
"This math problem is very \_\_\_\_."  
A. Difficult  
B. Difficulty  
~~X~~ Difficultly  
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19. Which sentence uses the adjective correctly?  
~~X~~ She is a quickly runner.  
B. The soup tastes delicious.  
C. He runs beautiful.  
D. The boy is running fastly.
20. What is the opposite of the adjective "hot"?  
~~X~~ Cold  
B. Warm  
C. Ice  
D. Heat



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## Appendix 13

**RESEARCH JOURNAL OF ACTIVITIES**

Nama : Wilian Fransisco

Nim : 202101060037

Title : Improving the 9<sup>th</sup> grade students' vocabulary mastery by using flascards at SMP Terpadu Madinatul Ulum 2 in 2024/2025 year

No	Date	Activity	Initial
1.	06 <sup>th</sup> February 2025	The resercher was giving reserche permission latter	
2.	07 <sup>th</sup> February 2025	Interview with english teacher	
3.	08 <sup>th</sup> February 2025	The resercher observes the classroom activity at 9 <sup>th</sup> grade of SMP Terpadu madinatul ulum 2	
4.	14 <sup>th</sup> February 2025	The reseacher applies the action (1 <sup>st</sup> meeting cycle 1)	
5.	21 <sup>th</sup> February 2025	The reseacher applies the action (2 <sup>nd</sup> meeting cycle 1)	
6.	28 <sup>th</sup> February 2025	The reseacher applies the action (3 <sup>rd</sup> meeting cycle 1)	
7.	03 <sup>th</sup> March 2025	The resercher gave a post test to the student ( post test cycle 1)	

Ajung, 04 maret 2025

The head master of school



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## PLAGIARISM



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI**  
**KIAI HAJI ACHMAD SIDDIQ JEMBER**  
 Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136  
 Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id  
 Website: www.uinkhas.ac.id

## SURAT KETERANGAN LULUS CEK PLAGIASI SKRIPSI

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Wilian Fransisco

NIM : 202101060037

Program Studi : Tadris Bahasa Inggris

Judul Karya Ilmiah : Improving the 9<sup>th</sup> grade students' vocabulary mastery by using flashcards  
 at SMP Terpadu Madinatul Ulum 2 in 2024/2025 year

Telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor pengecekan bab 1-5 sebesar 22%.

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

BAB I = 29%

BAB II = 29 %

BAB III = 25%

BAB IV = 25%

BAB V = 4 %

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 Jember, 26 Mei 2025  
 Penanggung Jawab Cek Plagiasi  
 UIN KHAS Jember



(Ulla Dina Novienda, S. Sos. I., M. Pd.)  
 NIP. 198308112023212019

**CURRICULUM VITAE****1. PERSONAL INFORMATION**

- Name : Wilian Fransisco
- SRN : 202101060037
- Place and Date of Birth : Jember, March 18<sup>st</sup> 2000
- Gender : Male
- Address : Bandalit, Andongrejo, Tempurejo , Jember
- Religion : Islam
- Faculty : Tarbiyah and Teacher Training
- Program : English Department Program
- E-mail Address : [lianfrans23@gmail.com](mailto:lianfrans23@gmail.com)

**2. EDUCATIONAL BACKGROUND**

- Kindergarten (2005 – 2007) : TK Tunas Harapan
- Elementary School (2007 – 2013) : SDN Andongrejo 03
- Junior High School (2013 – 2016) : SMP 3 Tempurejo
- Senior High School (2016 – 2019) : SMK Madinatul Ulum