



**UTILIZING FLASHCARD MEDIA TO IMPROVE STUDENTS'
VOCABULARY MASTERY AT THE SEVENTH GRADE OF MTS
BOARDING SCHOOL TAHFIDZ BAITUSY SYAKIRIN
IN 2020/2021 ACADEMIC YEAR**

A THESIS

Submitted to the Faculty of Tarbiyah and Teachers Training of State Islamic
University of North Sumatra (UINSU) Medan as Partial Fulfillment of the
Requirements for the Degree of *Sarjana Pendidikan* (S-1) in the English
Education Department

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MEDAN
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Menyatakan dengan sepenuhnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan Universitas batal saya terima.

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ABSTRACT

Winda Yuliani Panjaitan, Registration Number: 0304162081. Utilizing Flashcard Media to Improve Students' Vocabulary Mastery at the Seventh Grade of Mts. Boarding School Tahfidz Baitusy Syakirin in 2020/2021 Academic Year. A Thesis, English Education Program Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatra, 2021.

Vocabulary is the base component of language that needs to be mastered because it covers all of the language skills. To help learners improve their vocabulary mastery, visual media has been reported effective in many studies as media to assist students in mastering vocabulary. Hence, the objective of this research was to know whether utilizing Flashcard Media could also improve the students' vocabulary mastery at the seventh grade of Junior High School. This research was conducted at MTs Boarding School Tahfidz Baitusy Syakirin which was carried out in the VII-2 class with 20 students. The research design employed was classroom action research with two cycles. In every cycle, the researcher collected qualitative and quantitative data. The qualitative data were obtained from observation, interview, and diary note. While the quantitative data were taken from Pre-Test, Post-Test I, and Post-Test II. Based on the qualitative data, the researcher found three main findings. First, the students gained better understanding and memorizing of the meaning and the writing of the words. Second, the students were more motivated and enjoyed the vocabulary learning, and third, they felt more interested in learning vocabulary. Whereas based on the quantitative data, the researcher found there were 10 students who achieve the Minimum Criteria of KKM score in the post test in cycle I, and 15 students in the post test in cycle II. It can be concluded that students' scores improved in each test. Thus, it could be concluded that Flashcard Media could be utilized to improve students' vocabulary mastery.

Key words: *Flashcard Media, Senior High School, Vocabulary Mastery.*

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CHAPTER I

INTRODUCTION

This chapter presents background of study, identification of problem, formulation of problem, objective of study, and the significance of study.

A. The Background of Study

The development of English is greatly affected by globalization. According to Fithriani, Globalization has made English the world's most widely spoken language for trade, education, business and tourism.¹ It means English is considerably used by people of diverse mother tongues and countries of origin as a language as connection in immediate communications. Especially in education, English becomes a tool for obtaining global education which it means English becomes the most important and vivid means of global communication to rapid progress and development in all sphere's life.²

In Indonesia, the government decided to include English as a foreign language that is learned in school until university.³ Moreover, in Indonesia education system, there are two things that must be mastered and learned by students when learning English, namely: skills and linguistic components.

¹Rahmah Fithriani,(2018), "Discrimination Behind Nest and Nnest Dichotomy in ELT Professionalism" in *The 1st Annual International Conference on Language and Literature*, Kne Social Sciences & Humanities, p.741-755, DOI 10.18502/kss.v3i4.1982,p.741

²Eman Abdulsalam Al Khalil, (2017), The Role of English iPresent Day Higher Education, *International Journal of Social Sciences & Educational Studies*, 4(2),123-128, p.124.

³Didik Santoso, (2017), *Pengaruh Pendekatan Pembelajaran dan Gaya Belajar terhadap Keterampilan Berbicara Bahasa Inggris 2nd Edition*, Medan: Duta Azhar, p.24.

Based on the 2013 Curriculum (K-13), which has been applied in all levels of high school since 2014, the teaching of English as a foreign language in Indonesia (TEFL) should focus on increasing language skills on four areas namely listening, speaking, reading, and writing. Furthermore, it is stated that the goal of TEFL in Indonesia is to provide students with the ability to develop oral and written communicative competence.⁴

Meanwhile, the linguistic components are grammar, pronunciation and vocabulary.⁵ Particularly in linguistic components, vocabulary becomes the most dominated component that must be mastered by students. According to Nushi and Jenabzedah vocabulary is not only about simply single words but also multiword phrases, idioms and even sentences.⁶ Besides, learning vocabulary acts crucial role altogether language skills (i.e. listening, speaking, reading, and writing) and becomes basic stride in English learning⁷.

Based on Curriculum K13 of English at the Junior High School level in educational system of Indonesia, vocabulary is the one of the linguistic elements which becomes the part of the learning material that should be taught appropriately as the basic competence. It should be attained by the students that are taught by associating learning material by teacher in every lesson

⁴Rahmah Fithriani, (2020), Grammatical Errors in Madrasah Aliyah Students' Narrative Texts: An Error Analysis of the Surface Strategy, *Ta'dib: Journal of Islamic Education*, 25(1), 6-20, p.6.

⁵Kemendikbud, (2017), *Model Silabus Mata Pelajaran Sekolah Menengah Pertama/Madrasah Tsanawiyah (SMP/MTs)*, Jakarta:Kemendikbud, p.2.

⁶Musa Nushi and Homa Jenabzadeh, (2016), Teaching and Learning Academic Vocabulary, *California Linguistic Notes*, 40 (2), 51-70, p.52.

⁷Mofareh Alqahtani,(2015),The Importance of Vocabulary in Language Learning and How to be Taught, *International Journal of Teaching and Education*, 3(3), 21-34, p.22.

meeting. Furthermore, there are many kinds of vocabulary that learned by Junior High School students, particularly at the seventh-grade students, namely: noun, adjective and verb.⁸

Moreover, based on English Syllabus of seventh grade noun is the most principal vocabulary must be taught by teacher to their students from all vocabularies that learned in all English learning topics for every meeting.⁹ Hence, noun as linguistic elements of vocabulary should have been already mastered by students' Junior High School of seventh grade.

Nevertheless, in fact, there are still many students find difficulties mastery in vocabulary. It is found in some previous studies: firstly, according to Suprayitno, the problems that faced by students in learning English is most students got difficulties in translate each word in text and they often did not know the meaning of word.¹⁰ Secondly, according to Widiastuti, the problem is faced by students are most students difficult to grasp and use some of the words.¹¹

⁸Kemendikbud, (2017), Op.Cit. p.11-16

⁹Kemendikbud. (2017), Log. Cit.

¹⁰Edi Suprayitno,(2014), The Survey of Students' Difficulties in Learning English Skills at The Eight Grade Junior High School on Sumber gempol District in Tulungagung in Academic Year 2013-2014, Thesis, State Islamic Institute Tulungagung, p. 42-47.

¹¹Ferry Angga Widiastuti,(2014),Improving Students' Vocabulary Mastery Using Flash Cards, *English Education Jurnal Pendidikan Bahasa Inggris*, 2(2),148-156, p.150.

Lastly, according to Aulia, students have difficulty distinguishing the form grammatically such as part of speech; noun, verb, adjective, and adverb.¹² In addition, the researcher also found the same problems in preliminary research when did practical teaching practice (PPL).

Based on preliminary data that gained from observation, the researcher found the problem faced by students were most students difficult to write vocabulary because they knew the pronunciation but did not know how to write the spelling. Then, the media was used by teacher to teach the student was used the audio and wrote the vocabulary in white board without showing the picture of vocabulary .Hence, it did not varied and monotonous for every kind of students.

Meanwhile, based on the result of interview with the students, they mentioned that it was difficult to remember of word especially noun because there were some factors: firstly, they did never see and heard the noun before. Secondly, sometimes they forgot about the form of noun asked to them so they couldn't mention the meaning or the name of the noun.

Furthermore, based on the result of interview with teacher, there were also some of the students were passive in the class, they rarely wanted to search the meaning of the words in the dictionary by themselves, they just waited for teacher to tell them the meaning of noun vocabulary and they also did never

¹²Zakki Auliya, (2016), Improving Students' Vocabulary Mastery Through Flashcards at the Seventh Grade Student's of SMP PGRI Karangampel, Bachelor Thesis, Syekh Nurjati State Islamic Institute Cirebon, p.3.

want to repeat all the vocabulary that they have learned before. It led to make the ability of students' vocabulary mastery were low. By considering the situation above, one of the solutions that the researcher believed to overcome the student's problems above was by using visual media. According to Nana, visual media is aimed to introduce, form, enrich and clarify comprehension abstract concept to the students, developed desired behaviour and support students' more continuous activity.¹³ One of the kinds of visual media that used was Flashcard. Flashcard is pictures (or diagrams, words, etc.) that you can display to students, when standing in front of the class¹⁴.

According to some previous studies, Flashcards helps to improve student's vocabulary mastery. The first study was Nugroho's research, who found the students at Fourth Grade of Elementary level were able to learn vocabulary more easily and they can memorize and understand the English words faster after they were taught by utilizing Flashcard Media. The second research was from Widiastuti's research, who found that there was the enhancement of second grade of elementary level students of their mean score of the test which improved from 56.5 in the Pre-Test to 77.1 in the post test one and 83.7 in the post test two.

¹³Ahmad Baidawi, (2016), Using Visual Media in Teaching Speaking, *Okara Journal of Language and Literature* 1(1), 54-65, p.57.

¹⁴Herlina and Raden Rahmi Dewi, (2017), Flashcard Media: The Media for Developing Students Understanding for English Vocabulary at Elementary School, *Indonesian Journal Of Educational Review*, 4(1), 116-128, p.117-118.

Seeing on the previous studies above, the studies mostly analyzed the Elementary level, but in this research, the researcher wanted to enforce the same research in Junior High School level especially in MTs Boarding School Tahfidz Baitusy Syakirin under the title **“UTILIZING FLASHCARD MEDIA TO IMPROVE STUDENTS’ VOCABULARY MASTERY AT THE SEVENTH GRADE OF MTS BOARDING SCHOOL TAHFIDZ BAITUSY SYAKIRIN IN 2020/2021 ACADEMIC YEAR.**

B. The Identification of Problem

Based on the result of preliminary data, data were collected during practical teaching practice conducted by the researcher in MTs Boarding School Tahfidz Baitusy Syakirin, there were problems faced by seventh grade students in learning vocabulary, the researcher identified the problems as follows:

1. Many students had difficulties in remembering and writing noun.
2. Many students had difficulties in knowing the meaning of noun.
3. Most students were passive in the class because the media that used in learning vocabulary was not interesting and they let the teacher dominant in the classroom.

C. The Formulation of Problem

Based on the identification of problem above, the researcher formulated the problem into a research question as follow: “How could utilizing Flashcard Media improve the students’ vocabulary mastery at MTs Boarding School Tahfidz Baitusy Syakirin?”

D. The Objective of Study

In relation on the formulation of problem above, the objective of this study was to know whether utilizing Flashcard Media can improve the students' vocabulary mastery at the seventh grade of MTs Boarding School Tahfidz Baitusy Syakirin.

E. The Significance of Study

There are two significance aspects that the researcher found the results of this study can give contribution to it. First is theoretical aspect and second is a practical aspect. In detail, the explanation can be seen as follows:

1. Theoretical Significance

Theoretically, this research is beneficial to theory in performing and attempting the strategy to the need of students learning achievement on vocabulary mastery.

2. Practical Significance

a . For Teachers

This research can be one of the references for teachers in teaching English, especially in teaching vocabulary because this research provided the information about Flashcard as a media in teaching vocabulary which was using Flashcard Media made students are easier, more motivated, understand and interested in learning vocabulary.

b. For Students

For students, the results of this study can be useful to improve their vocabulary mastery and to help them to be active and to motivate in learning vocabulary. Students can also use Flashcard as Media to learn another

skill in English or another subject in their school and use it for their media in playing game of English.

c. For Further Researchers

This study can be chosen as one of considerations to develop further study on how flash card can be integrated with some other language components and language skills or other fields.

CHAPTER II

LITERATURE REVIEW

This chapter presents theoretical framework, related studies, conceptual framework and hypothesis of research.

A. Theoretical Framework.

In conducting the research, theories are needed to explain some of the concepts and terms applied in research concerned. The term must be categorized to dodge confusion. Therefore, the writer and the reader might have similar perception of them.

Belows are the theoretical frameworks of this research. These include of the nature of vocabulary, vocabulary teaching in Indonesia EFL context and media in teaching vocabulary.

1. The Nature of Vocabulary

a. Vocabulary as a Core Component of Language

Vocabulary is the basic component that must be learned and mastered. According to Richards and Renandya, vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, and write.¹⁵ It means that if we can master vocabulary, we will have good capability of all the language skills. Moreover, Osborn and Hiebert said that oral and print are two forms of knowledge from words and word meanings that mentioned as vocabulary.¹⁶

¹⁵Jack C Richards and Willy A Renandya, (2002), *Methodology in Language Teaching: An Anthology of Current Practice*, USA: Cambridge University Press, p.255.

¹⁶Fran Lehr, Jean Osborn and Elfrieda Hiebert, (2004), *A Focus on Vocabular.*, Honalulu, HI: Pacific Resources for Education and Learning, p.5.

Meanwhile, according to Nushi and Jenabzedah explained that vocabulary is not only just single word but also multiword phrases, idioms, and even sentences.¹⁷

In Al-Qur'an, vocabulary is mentioned in Al-Baqarah verse 31:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ
أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

Meaning:

*“And Allah (**He**) taught Adam the names, all of them. Then **He** laid them before the angel and said, “Tell **Me** the names of these, if you are truthful”¹⁸.*

According to Ibnu Katsir, this is the *maqam* (situation) where Allah mentions Adam's glory over angels because He has specialize it by teaching the names of all things that are not taught to the angels. That happened after they (the angels) bowed to him. Then God tells them that He knows what they don't know.¹⁹ Based on the verse above the researcher concluded that God taught Adam's names entirely, which gives him the potential of knowledge about the names or words used pointed objects, or objects of teaching function.

¹⁷Musa Nushi and Homa Jenabzadeh, (2016), Teaching and Learning Academic Vocabulary, *California Linguistic Notes*, 40 (2), 51-70, p.52.

¹⁸Seyyed Hossein Nasr et.al (ed.), (2015), *The Study Quran : A New Translation and Commentary*, New York :Harper One.

¹⁹Abdullah bin Muhammad bin Abdurrahman bin Ishaq Al-Sheikh. (1993), *Lubaabut Tafsiir Min Ibni Katsirr, Mu- Assasah Daur al-Hilaal*:Kairo.Terjemahan.M.Abdul Ghoffar,Abdurrahim Muthi, Abu Ihsan Al- Atsari, (2004), *Tafsir Ibnu Katsir Jilid 1*, Bogor:Pustaka Imam Asy-Syafi'i, p.104

This verse informs that God endowed human potential to know the name or function and characteristics of objects, such as fire function of the wind, and so forth. He was also awarded the potential to speak. From all definitions above it can be concluded, vocabulary is core component of language that must be firstly studied than the other skills.

b. Kinds of Vocabulary

Some experts have classified many kinds of vocabulary. According to Montgomery says that there are 4 types of vocabulary: First, Listening Vocabulary: The words, we hear and understand. Second, Speaking Vocabulary: The words, we use when we speak. Third, Reading Vocabulary: The words, we understand when we read text. Fourth, Writing Vocabulary: The words, we can retrieve when we write to express ourselves.²⁰

Meanwhile, according to Hatch and Brown in Alqahtani Research's vocabulary can be divided into two types, receptive vocabulary and productive vocabulary.

- a. Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. For example if you can understand the meaning of word when you hear it or read it because of the context, it is part of your receptive vocabulary.

²⁰Judy K Montgomery, (2007), *Bridge of Vocabulary :Evidence Based Activities for Academic Succes*, USA:NCS Pearson Inc.

- b. Productive vocabularies are the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time.²¹ For example if you are able to produce a word when speaking or writing in a way that is appropriate and that matched what you mean, this is part of your productive vocabulary²².

Likewise, according to Thornbury there are two kinds of vocabulary, they are grammatical words or function words and content words. The grammatical words they are generally prepositions (at, on, in, etc.), conjunction (but, and, or, etc.), determiners (a, an, the), and pronouns (I, You, Them, our, She, Hers, It, etc.). On the other hand, content words are usually nouns (door, pencil, water, etc.), verbs (watch, tell, listen, etc.), adjectives (clean, clear, smart, etc.) and adverbs (yesterday, here, carefully, etc.).²³

In this research, the researcher focused to do research from productive and receptive vocabulary of noun word content. Because in teaching and learning vocabulary, the students' problems were mostly about noun.

²¹Mofareh Alqahtani, (2015), The Importance of Vocabulary in Language Learning and How to be Taught, *International Journal of Teaching and Education*, 3(3), 21-34, p.25.

²²<https://www.open.edu/openlearntcontent/view>

²³ Scott Thornbury, (2007), *How to Teach Vocabulary*, UK: Bluestone Press, p.3-4.

c. The Importance of Vocabulary Mastery in Language Learning

Mastering vocabulary means concerning of remembering the words, such as comprehending, writing, or stating the words in many times.²⁴ Meanwhile Amalia stated that vocabulary mastery is the ability to control, command, decide, and rule the vocabulary as a useful and fundamental tool for communication and acquiring knowledge in oral and written text.²⁵ Furthermore, the learners are said to have good vocabulary mastery if they are able to recognize the meaning but also to know form, grammar, collocation, meaning and word formation.²⁶

Therefore, vocabulary mastery is the ability to understand using words that are adjusted to the context needed in communication. The importance of vocabulary mastery is as basic aspect in understanding language for making we can communicate. Nunan in her research stated that vocabulary is essential for successful language use because without an extensive vocabulary, people unable to use structures and functions, we may have learned for comprehensible communication.²⁷ Furthermore, Wilkins in Thornbury stated that “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Richard and Renandya also stated that vocabulary is core component of language proficiency and and provides much of the basic of how

²⁴Rahma Matsna Aulia, (2016), Improving Grade Eight Students' Vocabulary Mastery Using Flashcard at MTSN Godean in The Academic Year of 2016/2017, Thesis, English Education Study Program.Yogyakarta State University, p.12.

²⁵Lydia ,Amalia, (2017), Teaching Vocabulary Through Movie to Improve Vocabulary Mastery of the First Grade Students AT SMPN 26 Bandar Lampung. Thesis,University of Lampung,p.24.

²⁶Muhammad Faqzy Fadlan, (2015), A Study on the Correlation Between Students' Vocabulary Mastery and their Ability Writing Skill.Thesis. Muhammadiyah University of Purwokerto,p.6-7.

²⁷Mofareh Alqahtani, Op.Cit, p.22

learners speak, listen and write.²⁸Therefore, if student has vocabulary mastery, they have good ability in language skill and it can make their English ability is good.

Based on all of explanations above, it can be concluded that vocabulary mastery is mastery of choosing and implementing the words based on the context for communicating that mastery getting from acquiring knowledge in oral and written text. Briefly, mastering vocabulary is crucial aspect in communicating because all of skills are influenced by vocabulary mastery.

2. Vocabulary Teaching in Indonesian EFL Context

Vocabulary teaching in Indonesia EFL context has a system of rules in teaching that is regulated in Curriculum. In the Indonesian curriculum, the place of EFL vocabulary seems to be changing in accordance with the existing curriculum, perceived from the changing objectives and methods of English instruction in Indonesia.²⁹

Recently, Indonesia has changed some curricula in their education system and as the newest one is the curriculum 2013 as known K-13..In English curriculum K13, the teacher is required to teach all elements of language and vocabulary is one of the element languages that must be taught by teacher in

²⁸Yheni Siwi Utami, (2014), Improving Students' Vocabulary Mastery Using Crossword Puzzles for Grade VII of SMP N 2 Srandakan in the academic Year of 2013/2014, Thesis, Yogyakarta State University, p.1-2.

²⁹Bambang Yudi Cahyono and Utami Widiati, (2008), The Teaching of EFL Vocabulary in the Indonesian Context: The State of Art, *TEFLIN Journal*, 19(1), 1-17, p. 9-11.

every meeting in the class and must be associated with each of English skills every lesson meeting.

Based on English syllabus of curriculum K13, there are many kinds of vocabulary that learned by Junior High School students, particularly at the seventh-grade students, namely: noun, adjective and verb. Moreover, based on English Syllabus of seventh grade noun is the most principal vocabulary must be taught by teacher to their students from all vocabularies that learned in all English learning topic for every meeting. Hence, noun as linguistic elements of vocabulary should have been already mastered by students' Junior High School of seventh grade³⁰.

According to Hananto in Sudarman and Chinokul, vocabulary is still neglected in the field of language teaching and learning in Indonesia. It is proven by previous studies which found that students hold relatively low vocabulary knowledge.³¹ Furthermore, Dachajar in Siregar's research explained that based on the curriculum, the students of Junior High School are expected to master 2000 vocabularies after graduate. It means that the students have to master at least 667 in a year.³² However, in fact, there is still a lot of students Junior High School who couldn't achieve the word level.

³⁰Kemendikbud, (2017), *Model Silabus Mata Pelajaran Sekolah Menengah Pertama/Madrasah Tsanawiyah (SMP/MTs)*, Jakarta: Kemendikbud, p.11-16

³¹Sudarman and Sumalee Chinokul, (2018), The English Vocabulary Size and Level of English Department Students at Kutai Kartanegara University, *ETERNAL (English, Teaching, Learning and Research Journal)* 4(1), 1-15, p.2.

³²Muhammad Dalimunthe, Maryati Salmiah, Abdul Muhsin Polem, (2018), The Implementation of Simon Says Game to Improve student's vocabulary mastery in Learning English at MTS Laboratorium UIN-SU Medan, *Vision: Journal of Language, Literature & Education*, 14(14), 1-20.

Mustafa sought to compare to the graduate predicted vocabulary size, they only had 72% vocabulary in the 1st 1,000, 54% in the 2nd 1,000, 49% in the 3rd. These results suggest that the graduate vocabulary size has not satisfied the curriculum expectation.³³

Moreover, Cahyono and Widiawati stated that Indonesian EFL students' problem is their restricted vocabulary.³⁴ There are some reasons that make it happened. Firstly, teaching English vocabulary as foreign language classroom is not easy³⁵. Secondly, most Indonesian EFL teachers do not know how to measure their student's vocabulary knowledge, what words to teach and how to teach the words.³⁶

Thirdly, vocabulary teaching and learning haven't been taken into consideration by the practitioner in teaching English as foreign language because according to Kabiell in his result research explained that the majority of the teachers and students don't have knowledge adequate knowledge about learning strategies and vocabulary learning strategies and teachers are not aware of the importance of vocabulary and vocabulary learning strategies.³⁷

³³Faisal Mustafa, (2019), English Vocabulary Size of Indonesian High School Graduate Curriculum Expectation and Reality, *Indonesian Journal of English Language Teaching and Applied Linguistics* 3(2), 357-371, p.357.

³⁴Bambang Yudi Cahyono and Utami Widiati, (2008), The Teaching of EFL Vocabulary in the Indonesian Context: The State of Art, *TEFLIN Journal* 19(1), 1-17, p.9-11.

³⁵Zulkhaeriyah, (2017), Increasing Vocabulary Through Translation of Indonesia Short Story Into English (A Case Study at SMAN 1 Watampone), *Jurnal Adabiyah*, 17(1), 34-43, p.35.

³⁶Hananto, (2013), Government-funded Computer Based Vocabulary Project in Indonesia, *Asia-Pacific Collaborative education Journal* 9(1), 15-25, p.16.

³⁷Dewi nur asiyah, (2017), The Vocabulary Teaching and Vocabulary Learning: Perception, Strategies, and Influences on Students' Vocabulary Mastery, *Jurnal Bahasa Lingua Scientia* 9(2), 293-318, p.295.

3. Media in Teaching Vocabulary

According to Laraswati and Suhartono stated that one of the ways to make the students is fascinated in learning English is by using media. Because, it can help the students easily grasp the materials are given by the teacher³⁸. One of the kinds of media that can be used by teacher is visual media. Visual media can make students funnier and more enthusiastic in learning vocabulary.³⁹ Visual media can also assist comprehend the meaning and render the word more memorable.⁴⁰

There are many varieties of visual media, such as blackboard, textbook, real object, picture file, chart, pocket chart, flash card, word card, number card, flannel or magnetic board, opaque projector and transparency, slide, filmstrip, and miscellaneous materials.⁴¹

As mentioned in a hadith of using visual media of picture below:

حَدَّثَنَا صَدَقَةُ بْنُ الْفَضْلِ: أَخْبَرَنَا يَحْيَى بْنُ سَعِيدٍ، عَنْ سُفْيَانَ قَالَ: حَدَّثَنِي أَبِي، عَنْ مُنْذِرٍ، عَنْ رَيْبَعِ بْنِ خَثِيمٍ، عَنْ عَبْدِ اللَّهِ رَضِيَ اللَّهُ عَنْهُ قَالَ: خَطَّ النَّبِيُّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ خَطًّا مُرَبَّعًا، وَخَطَّ خَطًّا فِي الْوَسْطِ خَارِجًا مِنْهُ، وَخَطَّ خُطُوطًا صِغَارًا إِلَى هَذَا الَّذِي فِي الْوَسْطِ مِنْ جَانِبِهِ الَّذِي فِي الْوَسْطِ، وَقَالَ: (هَذَا الْإِنْسَانُ، وَهَذَا أَجَلُهُ مُحِيطٌ بِهِ - أَوْ: قَدْ أَحَاطَ بِهِ - وَهَذَا الَّذِي هُوَ خَارِجٌ أَمْلُهُ، وَهَذِهِ الْخُطُوطُ الصِّغَارُ الْأَعْرَاضُ، فَإِنْ أَخْطَأَ هَذَا نَهَشَهُ هَذَا، وَإِنْ أَخْطَأَ هَذَا نَهَشَهُ هَذَا). (رواه البخاري)

(Ibnu Hajar Atsqalani, t.t., Hadits ke 6054)

³⁸Iranada Laraswati and Suhartono, (2016), The use of Visual Media in Teaching Writing, *Journal of English Teaching and Research* 1(1), 37-43,p.38.

³⁹A.Riskawati Hajis, (2014), Improving Students' Vocabulary Mastery by Using Visual Media at SMP Negeri 10 Makassar,Thesis, English Education Departement,State Islamic University of Makassar,p.13-15.

⁴⁰Alpino Susanto, 2017, The teaching of Vocabulary: A prespective, *Jurnal Kata* 1(2), 182-191, p.187

⁴¹Gusmaizal Syandri, (2015), A Case study on the Used of Visual Media in English Instructional Process at State Islamic Secondary School 1 Malang, *IQSR Journal of Research & Method in Education (IQSR-JRME)* 5(4), 46-56, p.49.

Meaning:

"Has told us Sodaqoh bin Fadhil, has gave me news Yahya bin Sa'id from Sofyan, he said: Have told me my father from Mundhir from Robi 'bin Khusein and Abdullah R.A, He said: Prophet SAW once made a line (picture) rectangle and made a the line again in the middle until it goes out of bounds (square) then he drew many small lines that led to the midline of the sides of the margin, then he said: Thus human picture.

According to Ghuddah the Prophet SAW explained the straight line contained in the picture is a human being, the rectangular picture that surrounds it is its end, a straight line coming out through the picture is his hopes and dreams while the small lines that are around the deep straight line the picture is a disaster that always confronts humans in their lives in this world.⁴²

Therefore, one of the kinds of visual media which can be used in teaching and learning vocabulary is Flashcard. In this research, researcher focused on utilizing Flashcard as media to improve student's vocabulary mastery.

a. Definition of Flashcard Media

According to Komacholi and Khodareza explained Flashcard is cardboard consisting of a word, a sentence, or a simple picture on it.⁴³ Furthermore, Flashcard media can be defined as a graphic medium that encourages the eyesight and provides the visual symbols, such as numbers and ideas by word or

⁴²Abdul Fattah Abu Ghuddah, (2009), *Metode Pendidikan dan Pengajaran Rasullah*, Bandung:Irsyad Baitus Salam, p.131 – 132.

⁴³Maryam Esclahcar Komachali and Mohammadreza Khodareza, (2012), The effect of Using Vocabulary Flash Card on Iranian Pre-University Students' Vocabulary Knowledge, *International Education Studies* 5, Canadian Center of Science and Education (3), 134-147, p.137.

image. Flashcard media can be used by teacher for teaching their students in learning language especially in English learning.

Flashcard has also many benefits. The benefits of Flashcard are helping students easier to learn about new vocabulary, improving students' vocabulary capability, attracting students' attention, making students motivated and focused in learning vocabulary. Scrivener explained that For English language teaching, Flashcard is pictures (or diagrams, words, etc.) That you can display to students, particularly, anything you can present when standing in front of the class.⁴⁴

The purpose of Flashcard in teaching is to rescue the teachers, for example: 1) Forming intimate and equal with singular and plural concept; numbers; several and considerable of concept. 2) Obtaining the students' attention occupy extract pictures with appropriate vocabulary and colour and 3) Granting variation in the teaching-learning process.⁴⁵

Furthermore, Flashcard media in teaching vocabulary is creative ways to aid in memory and retention of vocabulary words. In addition, according to Culyer Flashcard also to help students to improve word recognition if they are poor readers.⁴⁶ Briefly, Flashcard media can be used by teacher for improving students' vocabulary mastery.

⁴⁴Herlina and Raden Rahmi Dewi, (2017), Flashcard Media: The Media for Developing Students Understanding for English Vocabulary at Elementary School, *Indonesian Journal Of Educational Review* 4(1), 116-128.

⁴⁵ Welliam Harmer and Nur Azmi Rohimajaya, (2018), Using Flash Card as The Instructional Media to Enrich the Students' Vocabulary Mastery in Learning English, *Journal of English Language studies* 3(2), 167-177, p.173-174.

⁴⁶Riryn Fatmawati, (2016), The Effect of Using Flashcards on Student Vocabulary Mastery, *Reforma Jurnal Pendidikan dan Pembelajaran* 2(1), 1-10, p.3.

The example of Flashcards Noun can be seen from the figures below:

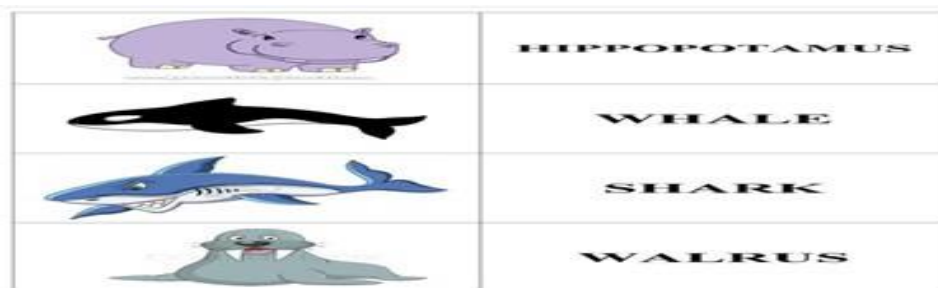


Figure 1.1 Examples of Flashcards Noun of Animals ⁴⁷

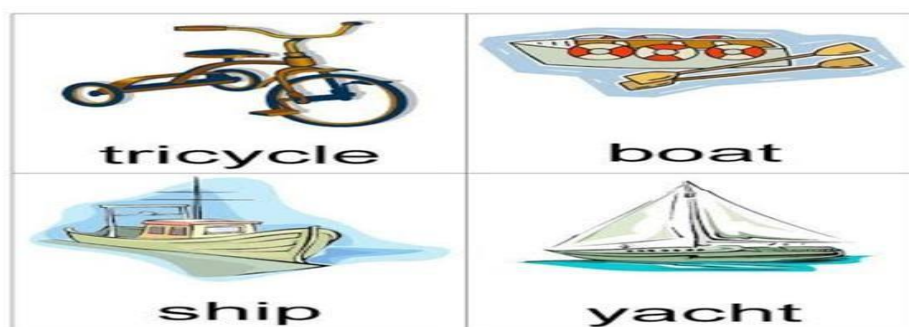


Figure 1.2 Examples of Flashcards Noun of Transportations ⁴⁸

b. Procedure of Utilizing Flashcard Media in Teaching

Implementing the procedures of using Flashcards is extremely obvious. According to Kasihani Suyanto stated that the procedures of utilizing Flashcard media can be divided into some treads and the researcher will use the manner of utilizing Flashcard media based on Kasihani Suyanto's procedures. This procedure applied for teaching noun.

The manners are: first, sit comfortably facing the students. Second, organize the Flashcards in the order teacher would like to present them. Third, starting with the first Flashcard, hold it up so students can clearly see the front. Fourth, reveal the Flashcard front to students that consist of word cards and speak in English and ask

⁴⁷ ISL.Collective.com

⁴⁸ ISL.Collective.com, Ibid.

the students to restate after several times to make sure that they can say it in a correct pronunciation.

Then, give question to them by showing Flashcards one by one randomly. If students give an incorrect response or no response, reveal him the correct answer, and place these flash cards in a pile on your right side. Next, after teacher has finished displaying to the students all of the Flashcards, teacher may forward the Flashcard teaching session by using the stack of incorrectly answered cards.⁴⁹

c. The Advantages and the Disadvantages of Utilizing Flashcard Media

There are many advantages and disadvantages of utilizing Flashcard media in teaching and learning activity in the classroom.

Based on some previous studies, the advantages of utilizing Flashcard Media can be seen below:

First, Flashcard can be applied for consolidating vocabulary, practicing structure and word order, or a variety of games. The form of Flashcard is a simple and effective, but they require careful thought and preparation in advance.⁵⁰ Second, Flashcard easily lends them to repetition.⁵¹ Learning with flashcard which is we do not need to go out for buying a set of Flashcard. Teachers can also make the Flashcards by themselves based on the topic or Flashcards can also be discovered in internet, newspaper, magazine, etc.

⁴⁹Ika Apriliani, (2016), A Study on Flash Cards in Teaching Vocabulary for Seventh Grade Students at MTS Negeri II Surakarta in the Academic Year of 2015/2016, Thesis, Degree of Sarjana, Surakarta, State Islamic Institute of Surakarta, p.14.

⁵⁰ John Haycraft, (1986), *An Introduction to English Language Teaching Revised Impression*, Singapore: Longman, p.102.

⁵¹ Ernita Daulay, (2016), Learning Vocabulary using Flashcard for Kids, *Vision* 10,10.p.

Then, Flashcard can support the students to be more focused on the most important element of what they learn.⁵²Next, Flashcards can attract the students' interest. Therefore, it makes the students grasp and remember new vocabulary more easily.⁵³Finally ,the implementation of Flashcard in the teaching and learning process is become to be interesting, engaging, and having various activities to achieve the goals that have been set and it can also make student capable to identify and memorize the new vocabularies.⁵⁴

The implementation of utilizing Flashcards Media in the classroom is not only has the advantages but also disadvantages .Based on some previous studies, the weakness of utilizing of Flashcard Media can be seen such as follow: First, Flashcard makes the students attempt to learn too much material at the same time. Therefore, it can create the learning process ineffective. Second, Flashcard can make students can give attention on the Flashcards more than on material learned. Third, sometimes teacher produce the small and unclear Flashcards may arouse problems in the teaching learning process since the students may misunderstand about pictures.⁵⁵ Fourth, Flashcard make teacher must have willingness to occupy her spare time at home and set up suitable materials.⁵⁶

⁵²Heni Hanifa, (2016), ImprovingVII-E Students' Active Participation and Their Vocabulary Achievement by Using Flashcards at Smpn 9 Jember in the 2015/2016 Academic Year, Thesis, *Jember University*, p.17-18.

⁵³Ferry Angga Widiastuti,(2014), Improving Students' Vocabulary Mastery Using Flash Cards, *English Education Jurnal Pendidikan Bahasa Inggris*.Universitas Sebelas Maret 2(2), 148-156 ,p.156.

⁵⁴Rahma Matsna Aulia,Op.Cit,p.110

⁵⁵Heni, Hanifa, Log. Cit.

⁵⁶Isaniyah, (2008), The Use of Flashcards in Teaching English for the Sixth Year Students of SDN 1 Tuntang in the academic year of 2002– 2003, *Journal Register*1(2), 161-172, p.170.

B. Related Studies

Many researchers have proved Flashcard Media is an appropriate media in English learning process of vocabulary. In this research, researcher reviewed three previous studies, all of these previous studies in this research were using classroom action research techniques and utilizing Flashcard as Media to improve students' vocabulary mastery in their research. Then, two of these previous studies have the same object research which was Elementary grade but one of these previous studies use Junior High School grade.

For further explanation of the previous researches can be seen below:

1. Firstly, a thesis, by Yosephus Setyo Nugroho, entitled *Improving Students' Vocabulary Mastery Using Flashcard (A Classroom Action Research at the Fourth Grade of SD Negeri II Watuagung, Baturetno, Wonogiri in the Academic Year 2011/2012)*. The research aimed to increase the student's vocabulary mastery by using Flashcard as the media. The writer used two cycles on his research and the result of his research shows that Flashcard can improve the students' vocabulary mastery. Based on interview, observation, document analysis and test result, the students made improvement in vocabulary mastery. The students can learn vocabulary easier than before. They can memorize and understand the English words easily. When Flashcards were used in the first cycle and second cycle students were enthusiastic in joining learning activity. The students' mean score in the Pre-Test is 45, 70. The students' mean score in the post -test 1 is 70,52 and the mean score in the post- test 2 is 80,13. It can be concluded that teaching English

Vocabulary by using Flashcards as media does improve the students' vocabulary mastery.⁵⁷

2. Secondly, a thesis, by Fery Angga Widiastuti, entitled *Improving Students' Vocabulary Mastery Using Flash Cards*. The aims of the paper are: (1) to find out whether and to what extent the use of flash cards can improve students' vocabulary and (2) to describe the strengths and the weaknesses of using flash cards to teach vocabulary. This research was conducted in two cycles and carried out in four steps namely; planning the action, implementation/action, observation, and reflection. The result of the research shows that the use of Flash cards can improve the students' vocabulary mastery. Using flash cards could make the students pay attention to the lesson properly. It also improved students' participation in learning vocabulary. On her result research students were not shy anymore and highly motivated to join the teaching and learning process. It can be seen from the mean score of the test which improve from 56.5 in the Pre-Test to 77.1 in the post test one and 83.7 in the post test two.⁵⁸
3. Thirdly, a thesis, by Yasinta Tri Arliana Sutresno, entitled *Using Flashcards to Improve 7th Grade Students' Vocabulary Mastery: A Classroom Action Research in SMP Maria Immaculata Yogyakarta..* The

⁵⁷Yosephus Setyo Nugroho, (2012), *Improving students' Vocabulary Mastery Using Flashcards*, Thesis, English Education Department, Sebelas Maret University, Surakarta.

⁵⁸Ferry Angga Widiastuti, (2014), *Improving Students' Vocabulary Mastery Using Flashcards*. *English Education Jurnal Pendidikan Bahasa Inggris*, Universitas Sebelas Maret 2(2), 148-156.p.155

result of this research showed that Flashcards could improve the students' vocabulary. It was proven by the mean score of each test. Starting from the Pre-Test until the post- test the mean scores have increased. The Pre-Test score was low (55.00). Then, after conducting cycle one and two, the researcher found that the result increased (97.87).⁵⁹

4. Fourthly, a thesis by Nanang Kosim, entitled Improving the Students' vocabulary Mastery through Flashcards. The form of this research is classroom action research. This research was conducted at Madrasah Ibtidaiyah An-Nuriyah Kuala Mandor —Bl in the academic year 2012/2013. The subject of this research was the fourth grade students. As the result of this study, the students' vocabulary mastery was achieved to MLA (minimum score of achievement), 65. In this case, the use of flashcards could help the students to recognize the vocabulary of common nouns.⁶⁰
5. Fifthly, a thesis by Arisandi Setiyawan, entitled Improving Students' Vocabulary Mastery By Using Flash Card at Forth Grade Students in SDN Lawangan Daya 2 Pamekasa. This research is conducted to find an effective and appropriate strategy to improve students' vocabulary

⁵⁹Yasinta Tri Arliana Sutresno, (2017), Using Flashcards to Improve 7th Grade Students' Vocabulary: A Classroom Action Research in SMP Maria Immaculata Yogyakarta, Thesis, Sarjana Pendidikan Degree. English Language Education. Sanata Dharma University, Yogyakarta.

⁶⁰Nanang Kosim, (2013), Improving the students' vocabulary mastery through Flashcard, *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, (2) 9.

mastery by using flashcard. The result can be concluded that (1) teaching and learning process needs an appropriate and effective strategy, (2) flashcard is considered as an appropriate technique to improve the students' vocabulary mastery.⁶¹

Based on the explanation from previous studies above, it can be concluded that flashcard media improved students' vocabulary mastery and by using the flashcard media make students interested in English learning and teaching process. Therefore, by seeing the result's research of the previous studies above, the researcher believes that flashcard media can be useful for this research.

Although this research uses the different subject research from the previous studies above and it also become the reason for researcher wants to do this research because most of this research used to examine elementary level and the researcher also wants to continue or proven previous research conducted in Junior High School can be successful when the researcher makes it in MTs Boarding School Tahfidz Baitusy Syakirin.

C. Conceptual Framework

Vocabulary is core component of language that must be firstly learned than the other skills by students because vocabulary influences all of skills. However in the fact, vocabulary still becomes the problems for student when learning English, especially for the EFL learners who have low mastery in vocabulary. Their problems are can't write, remember, know the meaning of the

⁶¹Arisandi Setiyawan, (2015), Improving students' vocabulary mastery by using FlashCard at forth grade students in SDN Lawangan Daya 2 Pamekasa, *Jurnal Pemikiran Penelitian Pendidikan dan Sains Wacana Didaktita*, 3(6).

words. The same problems were also faced by students of MTs Boarding School Tahfidz Baitusy Syakirin especially for seventh grade.

The problems are: firstly, most students difficult to write because they forget of how to write the spelling words of the noun and because the spelling of words of noun is different with what they heard from the sound. Secondly, they did not know the meaning of noun. Lastly, the media that used by teacher to teach the students was not varied, so it made the students bored in classroom. To overcome those problems, English teachers at school must have innovative ways to help their students to master vocabularies in English and make them interested in learning it.

One way that can be effective to fascinate students' attention in learning and mastering vocabulary is by using visual media in teaching. One of the kinds of visual media that can be used is Flashcard. Flashcard media may provide for helping the students to improve their vocabulary mastery. Because Flashcard is card that drawn of picture, number or alphabet so it can makes students more understand in learning vocabulary.

Thus, they are more convenient to remember the vocabulary by directly seeing the object the things and it makes students not only to memorable the words of vocabulary but also the writing of the words. From the explanation above, Flashcard made students are more pleasurable and more enthusiastic in learning vocabulary. Briefly, the writer assumes that Flashcard can be very applicable for teaching-learning of vocabulary.

D. Hypothesis

Hyphothesis can be seen as a research tool that functions to operate working instruments and theories. By using, the hyphothesis we can say that one theory is acceptable and another theory is not. As for the hypothesis of this research was that the utilizing Flashcard Media could improve the students' vocabulary mastery at MTs Boarding School Tahfidz Baitusy Syakirin.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents research design, the subject of research, place and time of study, the procedure of observation, technique of collecting data and technique of analyzing data.

A. Research Design

This research was conducted by applying Classroom Action Research (CAR). According to Niff, action research (for that matter all kinds of research) is more than just doing activities. It is a form of practice which involves data gathering, reflection on the action as it is presented through the data, generating evidence from the data, and making claims to knowledge based on conclusions drawn from validated evidence.⁶² Based on explanations above, it can be concluded Classroom Action Research is as a type of research that is more considered effective in doing research than the other kinds of research that begins from the data and conclude the data that has been validated before.

The purpose of Classroom Action Research is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice.⁶³ For making improvement in Classroom Action Research, according to Kemmis in Riyanto explains that the implementation of Classroom Action Research must be applied the cluster study which consists of plan, action, observation and reflection conducted

⁶²Jean Mc Niff and Jack Whitehead, (2002), *Action Research: Principles and Practice 2nd Edition*, London and New York :Routledge Falmer, p.16-17.

⁶³Anne Burns, (2010), *Doing Action Research in English Language Teaching: A Guide for Practitioners 1st Edition*, London and New York: Routledge, p.2.

recurrently.⁶⁴ Hence, Classroom Action Research has four systematic processes that must be carried out that can affect the effectiveness of sustainability of the research process.

Based on the explanation above, action research was qualified to improve the students' vocabulary mastery through Flashcard Media. because by applying this technique, it solved students' problems in the teaching-learning process of building up the students' interest in learning vocabulary. The researcher used the research model of Kemmis and McTaggart and this model consists of four main steps, they were: (1) planning, (2) action, (3) observing and reflection.

Cyclical CAR model based on Kemmis and McTaggart is drawn in below:

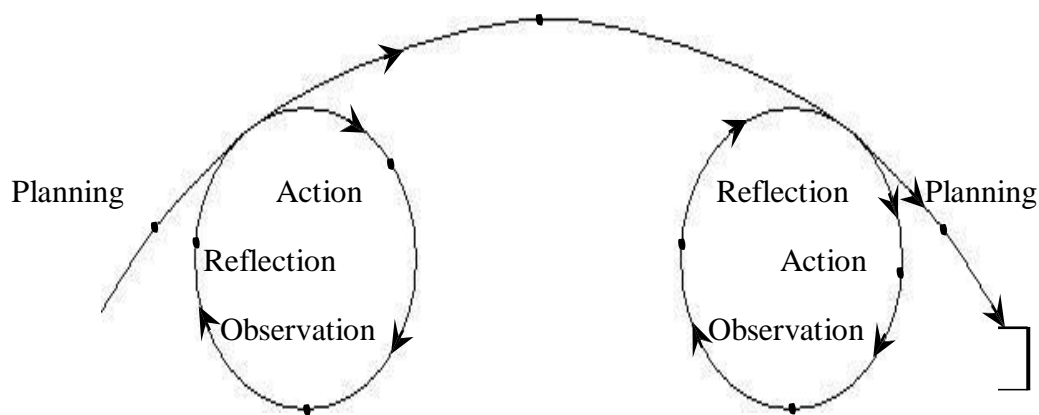


Figure1.1.Cyclical CAR model based on Kemmis and McTaggart⁶⁵

⁶⁴Yatim Riyanto, (2010), *Metodologi Penelitian Pendidikan*, 3rd edition, Surabaya:SIC, p.58

⁶⁵YatimRiyanto, Ibid, p.58

B. The Subject of Research

1. Subject

In conducting a research, the researcher chose subject because it made the research goal achieved. In choosing the subject of research the researcher first had to determine the population of the subject of the study. According to Fraenkel and Wallem in Riyanto population are the groups that attract researchers, where the group by researchers is used as a subject to conduct research results.⁶⁶

In this study, the subject was chosen by the researcher. The subject were the students in the seventh grade. The researcher chose this grade because based on curriculum K13 of Junior High School this grade is the more focus in learning vocabulary of than the eighth and ninth grades. There were 2 classes of the seventh grade students with a total of 45 students. The number of the students for each class can be seen in the following table.

Table 3.1 The Subject of the Study

No.	Class	Number of Students
1.	VII-1	23
2.	VII-2	20
Total		45

2. Participant

According to Riyanto Sample is the part of population⁶⁷. The participant measurement result was used by the researcher to analyse the data of the study. The technique used in taking this participant was a purposive sampling technique that in its implementation in determining the respondent.

⁶⁶ Yatim Riyanto, Ibid,

⁶⁷ Yatim Riyanto, Ibid,p.64.

Purposive sampling is one technique of sampling that reviews the selection of samples based on population and specific objectives of the study that have been known by researchers since in the beginning.⁶⁸ Therefore, for getting the participation of purposive sampling, the researcher must do the initial study first. The reason of the researcher used this purposive sampling because the technique of the sample was selected based on the purpose and the problem of study. Thus, it made the researcher though this technique was appropriate to use in classroom action research. In this chance, the researcher chose the VII-2 class as the participant because based on the observation, that researcher did when PPL III of the researcher found this class has lacking in mastery vocabulary that consist 20 students.

Table 3.2 The Sample of the Study

Class	The number of students
VII 2	Female
	20
Total	20

C. Place and Time of the Study

This research was conducted at MTs Boarding School Tahfidz Baitusy Syakirin, Hamparan Perak district on 28th September 2020 until 5th November 2020. The researcher chose this school because there were several reasons, namely: The researcher had already conducted preliminary study when did PPL III in that school. Therefore, the researcher knew the situation of the school and the researcher found problems regarding mastery of vocabulary from the students in this school.

⁶⁸Yatim Riyanto, Ibid, p.80

D. The Procedure of Observation

Kemmis and Mc taggart mentioned that CAR is a cluster study⁶⁹. In this research, the procedure of observation carried out with planning, action, observation and reflection. Moreover, the researcher had been preceded by preliminary research when the researcher conducted PPL III. Therefore, the researcher had found the problems to be solved. If the students' vocabulary mastery could be improved in the first cycle, the researcher continued to the next cycle.

In order to pursue the aim of this study, this research applied the processes in figure 1.1 at each cycle. But there would be a little difference process when doing in the second cycle and so on which was researcher would re-planning based on the result of reflection in the first cycle for making this cycle was better than before.

1. Cycle I

After doing the preliminary study, the researcher did the cycle I. In this cycle I, the researcher conducted four steps. The procedure of observations was follows:

1. Planning

In planning, the researcher and teacher as collaborator needed 10 days to design all instruments that need in this research such as the design lesson plan for seven meetings designed by researcher and teacher for 4 days to design it. The topic of lesson plan was "This is my world". The researcher prepared and planned the materials based on the basic competency; the kind of vocabulary that

⁶⁹Yatim Riyanto, Ibid, p.5.

chose was based on the SD/KD (Standard of Competence and Basic Competency) of seventh grade.

The Lesson Plan was explained by the researcher about the material to be taught and learning objectives, student achievement indicators, process of using the flash media card used as a learning media to improve the vocabulary's ability of the student, the way of learning process and the assessment of the learning found on design in the Lesson Plan.

Furthermore, researcher did not only design lesson plan but also designed diary notes that needed 1 day to designed it , in designing of observation checklist, it needed 1 day , interview sheet needed 1 for designed it and test (Pre-Test and post test) for one cycle that needed 3 days for designed it, the researcher made Pre-Test and post- test. The Pre-Test was given by the researcher before implementing the Flashcard media and the post- test after implementing the Flashcard media.

2. Action

The action is the process of doing something. Based on the model, the researcher can change the plans after conducting one cycle. In this step the researcher and the collaborator worked together to implement Flashcard. The researcher had done the preliminary study to find out the students' problems in vocabulary mastery. Therefore, the researcher continued to cycle one.

In cycle one, the researcher conducted seven meetings and in the first meeting, the researcher gave Pre-Test for the students before implementing the Flashcard media. This research was done by the researcher in two cycles and stopped until two cycles.

There were some activities that conducted in this research. The activities are: introduction activity, core activity, and post activity. In the introduction activity there are some activities that have done by the researcher, including: (1) researcher entered to the class and gave greeting to the students so there is English environment since the first meeting, (2) prayed together, (3) Teacher checked the attendance list of students, (4) explained how important the next competence learning that should be mastered by the students in English and the last (5) teacher gave the purpose of the study. (6) Did apperception by asking the students about the vocabulary that they know. (7) Teacher taught them by utilizing Flashcard Media.

In the core activity, the activities that had done by the researcher, inclusive:

1. In the first meeting, the researcher gave pre- test for students before implementing the Flashcard media.
2. In the second meeting,:
 - a. Teacher gave the students flashcard, after that their with their group describe it to others group
 - b. Teacher told the meaning and taught how to read every word about things that in the class in the text book page 60.
 - c. Teacher asked students to imitate the way of reading from every word about things in the class in a textbook page 60.

3. In the third meeting:

- a. Teacher gave the students flashcard, after that their
with their group describe it to others group
- b. Teacher showed Flashcards in which there are
pictures of public buildings.
- c. Teacher asked students to give their pay
attention to the picture on page 66 in textbook.

4. In the fourth meeting,

- a. Teacher gave the students flashcard, after that their with
their group describe it to others group
- b. Teacher taught vocabulary about things that in living
rooms and kitchen.
- c. Teacher told students to give attention to the
picture on page 70 in textbook

5. In the fifth meeting,

- a. Teacher gave the students flashcard, after that their with
their group describe it to others group
- b. Teacher explained and taught about vocabulary of
animals
- c. Teacher students to give attention to the pictures
on pages 77 and 80 in textbook
- d. Teacher read together with students the names of the
items on pages 77 and 80 in textbook.

6. In the sixth meeting,

- a. Teacher gave the students flashcard, after that their with their group describe it to others group
- b. Teacher asked students to give attention to the pictures on pages 91 and 92 in textbook
- c. Teacher read an example of some of the activities that occur in pictures pages 91- 92 in textbook
- d. Teacher asked students to read one by one example from what has been given by the teacher on pages 91-92.
- e. Teacher asked students for guessing the name the picture of Flashcard and it must be agglomerated based on their same kinds by students with their group.

7. In the seventh meeting,

- a. Teacher conducted the first Post- test after implementing the Flashcard media

In the last activity of every meeting, there was post activity. In the post activity, there were many steps that had done by the researcher :(1)the researcher and students made a summary/ conclusion of the lesson.(2)the researcher assessed and reflected on activities that have been carried out consistently and programmed.(3)the researcher provided feedback on the process and learning outcomes to students.(4)the researcher gave assignments, both individual and group assignments in accordance with student learning outcomes for students.(5)the researcher delivered a learning plan at the next meeting

3. Observation

Observation was conducted to observe the students' activity, behaviour, situation and attitude during learning process going on.

4. Reflection

At the end of each cycle, the researcher and the collaborator reflected and evaluated the action. It was done by evaluating the data that obtained from the result of observation that collected and the results from the first cycle post-test. Then, the researcher and the collaborator determined the re-planning and action which were considered as successful.

This research found that the weaknesses of cycle one, and the result of students' test score did not reach the score of minimum criteria of mastery learning which was 70, thus the researcher continued the research to cycle II so on.

E. Technique of Collecting Data

The data collected in the form of qualitative data and quantitative data. The qualitative data were in the form of interview, documentation, diary notes and observation. The quantitative data was obtained by the tests which were Pre-Test and post-test.

In detail, the techniques of collecting data could be seen as follow:

1. Test

In this chance, objective test was used by researcher. According to Kubiszyn, objective test consists of several forms including: a true-false test, a matching test, a multiple-choice test, a complementary test or a short answer. The

multiple choice test is called an objective test because the assessment is only 1 for the correct answer and 0 for the wrong answer. In this research, researcher used test of multiple choice.

The reasons of researcher used the multiple choice test because it can be scored easily, quickly and have high objectivity, can measure various cognitive levels and can cover a broad scope of material in a test. According to the Center for Educational Assessment of Balitbang of the Ministry of National Education has determined the number of alternative multiple choice test for Junior High School is four.⁷⁰In this research, the researcher gave multiple choice test consist of 30 questions by using 4 options which focuses on the topic of noun. The multiple choice test taken from worksheet Contextual Teaching and Learning (CTL) entitle “*Buku Pendamping Bahasa Inggris kelas VII*”⁷¹ for Pre-Test and previous study from Mayristanti⁷² for Post-Test of learning materials to be taught with regard to Vocabulary Test students which the book and the test from previous study have never been learned and seen by the students in MTs Boarding School Tahfidz Baitusy Syakirin. Both of the tests had validated. The proven validated test from previous study from Mayristanti can be seen in her research. Meanwhile, according to Amira, worksheet CTL is proven valid and effective for the test.⁷³

⁷⁰Idrus Alwi, (2010), Pengaruh jumlah alternatif jawaban tes obyektif pilihan ganda terhadap reliabilitas, tingkat kesukaran dan daya pembeda, *Jurnal Ilmiah Faktor Exaca* 3(2), 184-193, p.189

⁷¹Alfa Arizqi, *Buku Pendamping Bahasa Inggris K-13 kelas VII Semester Genap*. Windan Baru: Media Karya Putra, p.27-61.

⁷²Mayristanti, (2016), The effect of using Flashcard on students' vocabulary achievement, Thesis, Syarif Hidayatullah State Islamic University, p.44-48.

⁷³Rinda Wahyuningtyas, Nur Kuswanti, and Lina Arifah Fitriyah, (2019), Validitas dan Efektivitas Lembar Kerja Siswa Contextual Teaching and Learning Materi Cermin Untuk Kelas VII SMP Tahun 2018, *Jurnal Pembelajaran Sains* 3(2), 35-40, p.36.

Thus, the questions removed into question sheet and the students' time for answering test only one hour by crossing a, b, c or d. In this research, the researcher gave Pre-Test (the time before getting action) and Post-Test(after giving action).Pre-Test and Post-Testin this research was different but still have the same formation and numbers. (*See in appendix III & V*).The researcher and the English teacher collaborated to assess the test. The test was used technique of Scoring with correction of guess answers.

The advantage of this scoring technique compared to scoring without correction that the technique was better able to minimize student speculation answers. The students knew wrong answers reduced the score, thus, students were more careful in chose answers. The students did not have enough confidence about the truth of the answer, students chose to leave the answer blank to avoid subtraction.⁷⁴

Then, the formula for Scoring with correction of guess answers was obtained:

$$Score = \left[\frac{\left(B - \frac{S}{P-1} \right)}{N} \right] \times 100$$

⁷⁴Sumaryanta, (2015), Pedoman penskoran, *Indonesian Digital Journal of Mathematics and Education* 3(2), 181-190, p.183

Note:

B = Number of questions answered correctly

S = Number of questions answered incorrectly

P = Number of answer choices per item

N = Total of Number of Questions

Items that not answered are given a score of 0

2. Observation

Merriam says that observation is a research tool when it is systematic, when it addresses a specific research question, and when it is subject to the checks and balances in producing trustworthy results. In addition, field notes to describe the result of observation in highly descriptive⁷⁵.

The researcher collaborated with the English teacher and the observation did when learning and teaching activity in the classroom. The aspects observed were about what situations happen in the class and events relevant to the research or behaviour and actions selected in the process of teaching learning in the classroom and the observation provided in observation checklist.

Based on the result of observation, in the Cycle 1, teacher had used the new media which was Flashcard, in this cycle students were active and enjoy in learning activity classroom. In the last cycle or Cycle II, students were motivated, interested and more understand in learning activity in the classroom because the

⁷⁵Merriam, S.B, (2009), *Qualitative Research A Guide to Design and Implementation Revised and Expanded from Qualitative Research and Case Study Applications in Education*. Jossey Bass: United States of America. Retrieved December,222019, from, <https://www.pdfdrive.com/qualitative-research>, p.118-130

teacher had more varied of the Flashcards which were the teacher made the Flashcard were bigger and more colorful. (*See in appendix VII & VIII*)

3. Diary Notes

Diary Note is one of crucial of research that use to record every that happens during the research and observation, which is going on. It is personal note about observation, feeling, response, interpretation, reflection and explanation.⁷⁶ Therefore, the researcher observed the students activities when receiving the materials and the situation in the class. The researcher noted the student's response and activity during class in the diary notes.

In this research, the research found some problems that found in the each cycle, in cycle 1, the researcher found some problems faced by the students, such as some students couldn't see the flashcard media clearly because the size was tiny and the some pictures from flashcard media have never been seen by them.

In the cycle II, there was no significant problem that faced by the student, the problem was only some of them was still confused how to tell the describe of the characteristics and function of the things in English, for solving this problem teacher helped them translated it to English. (*See in appendix IX & X.*)

⁷⁶Tim Pusat Pendidikan dan Pelatihan Pengawai Kementerian Pendidikan dan Kebudayaan, (2017), *Modul Diklat teknis Penyusunan Karya Tulis Ilmiah (Penelitian Tindakan Kelas)*.Depok.Kementerian Pendidikan dan Kebudayaan Pusat Pendidikan dan Pelatihan Pengawai, p.71.

4. Interview

Merriam stated that interviewing is necessary when we cannot observe behaviour, feelings, or how people interpret the world around them.⁷⁷In this study, researchers used structured and lead-based interview techniques where interviews are conducted by providing a number of questions to be asked to the interviewer and interviewer in conducting interviews using a list of detailed questions.⁷⁸

The researcher interviewed the students to get the data how they feel when learning after utilizing Flashcard Media in learning vocabulary and the researcher also interview the English teacher to know the teacher's responses toward the implementation of utilizing flashcard media. The amounts of question to be asked amounting 3 questions in each interview relating to what they are fully listen to utilize Flashcard Media in learning vocabulary and the interview would be done after doing Post-Testby the researcher to students and the English teacher.

Based on the result of Interview, the reseacher found that the students never saw or learned the vocabulary by using Flashcard Media, and after their teacher asked them by using this media, they said that this media was very usefull for them because this media helped them in memorizing, understanding, and knowing the meaning or writing vocabulary. Futhermore, the teacher also said that this media was effective for teaching student of vocabulary.The list of result interview. (*See in appendix XI and XII*).

⁷⁷ Merriam Op.CitIbid, p.88.

⁷⁸ Masganti Sitorus, 2011, *Metodologi Penelitian Pendidikan Islam*, Medan: IAIN Press, p. 66-67.

5. Documentation

Documentation comes from the word document which means written item. The documentation method means how to collect data by recording data that already occurs⁷⁹. This data has high objectivity in providing information to teachers as a research team.⁸⁰

All teaching and learning activities include discipline and students learning outcomes had documented and carried out in this study. Documentation was shown by using the photo and attached by researchers (*see in the appendix XVII*).

F. Techniques of Data Analysis

The form of qualitative and quantitative data used to collect the data of this research. After getting all of the data needed in the research, the researcher analysed the data. The data of this research was analysed by using the mean formula for quantitative data and Miles and Huberman technique for qualitative data.

1. The Analysis of Qualitative Data

Qualitative data are descriptive data described through researcher's interpretation. There are several techniques in analyzing qualitative data. Based on Miles and Huberman technique for analyzing the qualitative data, the

⁷⁹ Riyanto, Op.Cit, p.103

⁸⁰ Sukardi, (2015), *Metode penelitian pendidikan tindakan kelas: Implementasi dan pengembangannya*, 3rd edition, Jakarta: Bumi Aksara, p.47.

process of the analysis is starting from data reduction, data display and conclusion drawing/verification.⁸¹

A. Data reduction

Data reduction is the first stage of analyzing data in qualitative. Researchers have taken some steps in the data reduction process: 1) Researchers have summarized the data directly related to events, situations and conditions in the classroom teaching process. In this step, the researcher selected relevant data suitable for the research. 2) The second type was coding which was the researcher coded by coloring the data that researcher had gotten such as red for data from interview sheet of the result of answer of students and teacher that related about flashcard media and learning vocabulary , yellow for data of diary notes, blue for data of observation checklist, green for data of documentation.

Researchers have obtained detailed information from previously aggregated data.3) Researchers have objectively noticed the data. Researchers also classify and edit data based on actual conditions. 4) Researchers reflected the data and gave thinking ideas related to data information.

The researchers selected, focused and simplified the original data in each step so that the researchers easily conducted data collection. This means that the researchers have reduced the data before, during, and after the data analysis.

B. Data Display

After reducing the data, the researcher displayed the data. The display format and form of the entries may very considerably and are usually adjusted to

⁸¹Masganti, Op.Cit, p.218.

the researchers' needs. According to Verdinelli and Scagnoli, data display in a graphic format is a way of portraying information succinctly and efficiently, illustrating details provided in longer textual information.⁸²

In the data display, the researchers completed some steps, they were: 1) Collected the results of data reduction, 2) arranged relevant data for the study, and 3) drew a chart, table or matrix. The content of the graph or matrix was represented by codes or symbols (words or phrasal verbs) and the researcher also described the result of the data. (*See in appendix XIII-XVI*). While providing interview data, the researcher also interpreted it as an extract of the data. In this study, the researcher used observation checklist, interviews sheet, and researcher notes to display data, because it is the most commonly used data display in qualitative research. (*See in appendix V-XII*). After the researcher had represented and described all data in the data display, the researcher made the conclusion.

C. Conclusion/verification

Conclusion is the last process of qualitative analysis. Data display is used by researcher to make the result for conclusion. The conclusion aims to make clear explanation that has already delivered in data display. After analyzing the data, the researchers got the data results. The researchers drew a conclusion from the data display results. In this case, the researchers calculated the amount of each data.

⁸² Susana Verdinelli and Norma I.Scagnoli, (2013), Data Display in Qualitative Research, in *The International Journal of Qualitative Methods* (12), 359-381, DOI.10.1177/160940691301200117.p.12.

The conclusion of qualitative research is a new discovery that is used to answer research questions. This conclusion aims to make clear explanations that have already appeared in the data display. After completing the process of qualitative data analysis at each stage, the researcher confirmed trustworthiness at the data analysis by using expert peer debrief member check, and inter-rater reliability.

As for the definition, expert debrief is defined as discussing reflections and perceptions with a disinterested peer in order to more clearly see a situation, is a valuable tool teachers utilize to strengthen their instructional practices and grow as professionals.⁸³ Furthermore, inter - rater reliability is a statistical measurement designed to establish agreement between two or more researchers coding qualitative data.⁸⁴

Then member check can be defined the process of checking the data obtained by researchers to the data source. The goal is to find out the suitability of the data found with the data generated by the data source.⁸⁵

In expert debrief, there were at least one expert that helped the researcher. In this process, the first advisor of this research who is the English lecturer and

⁸³Cindy Hail, Beth Hurst and Deanne Camp, (2011), Critical Questions In Education. *Conference of Critical Questions in Education* 2(2), October 17th-18th, Kansas City, 74-83, p.81.

⁸⁴Nora McDonald, Sarita Schoenebeck, Andrea Forte, (2019), Reliability and Inter-rater Reliability in Qualitative Research: Norms and Guidelines for CSCW and HCI Practice, *Proceedings.ACM Hum-Comput.Interact*, Article 39, 10(10), November 2019:1-23, p.4.

⁸⁵Salim, Isran Rasyid and Haidir, (2015), *Penelitian Tindakan Kelas : Teori dan Aplikasi Bagi Mahasiswa, Guru Mata Pelajaran Umum dan Pendidikan Agama Islam di Sekolah*, Medan:Perdana Publishing, p.86-87.

expert in qualitative approach to verify all the stage in this research. After check all the data, the advisor said that the data was right in each stage of data analysis.

The second was member check. In member check, the researcher and the teacher re-checked the data that got from the students or the English teacher as the collaborator. The researcher gave interview sheet for the students and collaborator to ensure that their answer was same like with the interview transcripts and the result of interview ensured same with the result of observation. In this stage, the results were, right, same and connected each other.

The last is inter-rater reliability. In inter- rater reliability; the researcher needed help from English teacher to check the students' work with the rubric assessment as the guide line in order to avoid the gap of score among the students and the result was there was no gap of the student's score. Eventually, based on all the trustworthiness above, the conclusion of this data of this study was definitely believed because the data had passed all the stages by systematically.

2. The Analysis of Quantitative Data

Quantitative data analysis that researcher collected all data that was obtained from the result of multiple choice tests which was carried out in each of the cycle. The tests distributed to the students at the end of the cycle. This used to find out how's the improvement of students' score.

The score must be objective. To count the mean of students score the researcher used the following formula:

$$M = \frac{\sum x}{N}$$

Where:

M: The means of the students

N: The number of students

X: Total Score

The researcher got a percentage of classes that achieve minimum mastery level criterion (KKM) considering the English subject gains score was 70 (seventy).

The criteria of number of students who competent in mastery the vocabulary, the following formula was:

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

P= the percentage of students who get the point >75

F= the number of students who get the point <75

N = the total number of students

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the research findings consist of data description and discussion of the utilizing Quizlet application to improve students' vocabulary mastery.

A. Data Description

This research conducted in two cycles on 30th September- 04th November 2020, which cycle 1 conducted on 30th September 2020 – 14th October 2020, cycle II conducted on 21th october 2020 - 4th November 2020 and every cycle consisted of four steps, they were: planning, action, observation and reflection. The first cycle conducted in six meetings include pre-cycle (Pre-Test). The second cycle conducted in six meetings as well. This research was conducted in VII class of Boarding School Tahfidz Baitusy Syakirin which consists of 20 female students.

For analayzing the data the researcher collected the qualitative and quantitave data. The qualitative data were taken from observation, diary note's, interview, and documentation. While, quantitative data taken from the test that consisted Pre-Test, Post-TestI, and Post-TestII. The students took the test as the Pre-Test and Post-Testin every last meeting of each cycle. Firstly, before, doing this research, the researcher has done the preliminary study.

After that the reseacher continued to the next cycle and the data from the pliminary explained as follows:

A.1 Report of Preliminary Study

Preliminary study is an initial exploration of issues related to a proposed quality review or evaluation.⁸⁶ The purposes of this study is to find and identify the students' problems that related with the significance of the research. In this research, the researcher done the preliminary study when the researcher did PPL III and before the researcher did the cycle I on 30th September 2020.

In PPL III, the researcher collected the qualitative data that taken from observation and Interview with the students and their English Teacher. While on 30th September 2020, the researcher collected the quantitative data that gave them the Pre-Test to know their ability in vocabulary mastery. The result of the qualitative data and quantitative data of the preliminary study of this research is explained in below:

A.1.1 Qualitative Data

Qualitative data are descriptive data described through researcher's interpretation that the counting is not from the result of student's score from the test but from what students feel when doing learning activities. Qualitative data was taken from observation, diary note's, interview and documentation.

The researcher got the qualitative data of preliminary study when the researcher did PPL III in this school. Based on the result of qualitative data, when the researcher that gained from observation, the researcher found the students' problem are most students difficult to write vocabulary because they know the pronunciation but they don't know how to write the spelling. Then, the media was used by teacher to teach them is the audio and write the vocabulary in white board without showing the picture of vocabulary. Hence, it did not seem varied and monotonous for every kind of students.

⁸⁶ Harvey, L., *Analytic Quality Glossary*, Quality Research International, p.20

After doing the observation the researcher has also done interviewed with students. The result of students' interview as follows:

- The researcher : Do you think that learned vocabulary is easy?
(Apakah kamu berpikir belajar vocabulary itu mudah?)
- Student 1 : Sometimes, it's difficult Miss. *(Kadang-kadang, ini sulit miss)*
- Student 2 : No, miss *(tidak, miss)*
- Student 3 : I don't think, Miss *(saya pikir tidak miss)*

(Interview Transcript)

From the data above, students said that learning vocabulary was not easy. After that the researcher continued to the second questions. The researcher asked the reason why they thought learned vocabulary was not easy.

The transcripts of students were below:

The Researcher: What makes you felt difficult in learning vocabulary? *(Apa yang*

membuat kamu merasakan belajar vocabulary itu sulit?).

Student 1 : Because sometimes, I never see or hear of noun of the vocabulary Miss
(Karena saya terkadang tidak pernah melihat atau mendengar benda dari vocabulary tersebut, Miss)

Student 2 : Because I ever forgot the form of noun of the vocabulary, so I don't
 know the meaning of the vocabulary, Miss. *(Karena saya pernah lupa bentuk dari kata benda dari vocabulary tersebut, jadi saya tidak tau arti dari vocabulary tersebut miss.*

From the data of the interview of student's transcript above, it can be concluded that the students' felt difficult to remember of word especially noun because there are some factors: firstly, they never see and hear the noun before. Secondly, sometimes they forget about the form of noun that asking to them so they can't mention the meaning or the name of the noun. Therefore, they did not know what they should write

for the vocabulary. From the result of the interview data, it can be concluded that the students had some problems and difficulties in vocabulary mastery of English.

Based on the result of qualitative and quantitative data above, the researcher concludes that the ability of students to mastery vocabulary is still very low. Therefore, the researcher continues to the first cycle to make the students can improve their vocabulary mastery.

A.1.2.Quantitative data

Quantitative data in the preliminary study obtained through Pre-Test activities. The purpose of doing Pre-Test is to know the students' ability in vocabulary mastery before doing the treatment and the result is the students can't achieve score of their KKM. So, the researcher continued to the next cycle.

In this study, the Pre-Test activity carried out at the first meeting on 30th September 2020. This Pre-Test was followed by 20 female students. From the results of this Pre-Test, there were 17 students could not get the score up to the 75 or it can be said that the students were unsuccessful. While only 3 students passed the score up to 75. The total score of the students was 1186 with mean 59, 3.

It was drawn in the diagram bar below:

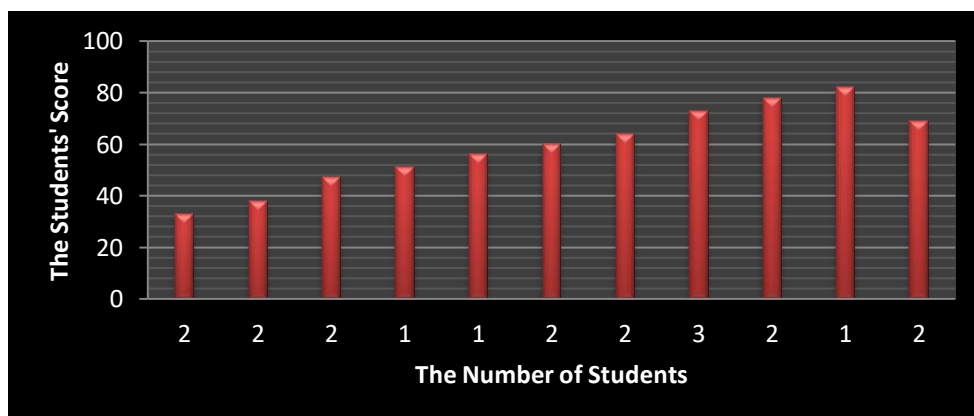


Diagram 4.1 Students' Pretest Score

Based on the result of pre test students' above, the researcher concluded, the students have the low vocabulary mastery. The researcher also counted the result in the percentage; it has drawn in figure below:

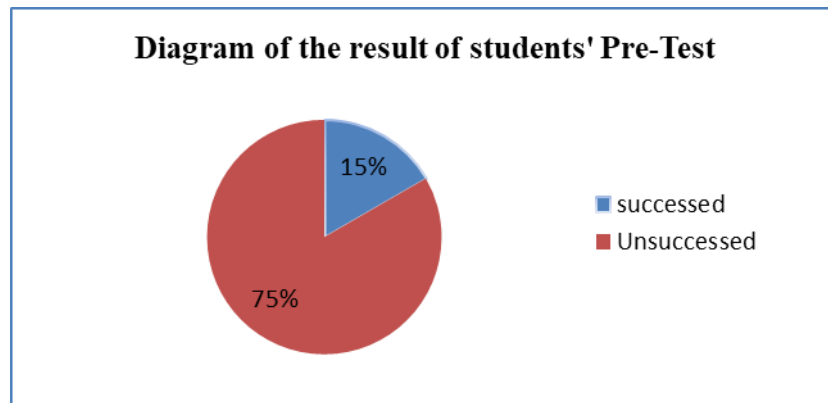


Figure 4.1 The result of Student's Pre- Test

Based on the figure of the diagram pie above, there is only 15 % from all students that achieve score up 75 which is succeeded and 75% of the students do not achieve score up 75 which is unsuccessful. From this figure of diagram, the students' ability are low in vocabulary mastery.

A.2. Report of Cycle I

The Researcher continued to the first cycle, after finishing the preliminary data. Cycle I conducted six meetings on 30th September- 14th October 2020 In cycle I, the researcher also completed some steps like in the preliminary data. The steps were: plan, act, observe and reflect. Researchers have two types of analysis data.

After completion, they were: qualitative data and quantitative data. Qualitative data were taken from observation sheets, interviews and researchers' notes. In addition, quantitative data were also obtained from the average score of the students in the vocabulary test given to it by the researcher at the last meeting of the cycle I.

A.2.1 Qualitative Data

In this research ,the qualitative data was taken from observation, diary notes, interview and documentation The finding of the implementation Flashcard Media in improving students' vocabulary mastery based on qualitative data discussed as follow:

I.The Implementation of Flashcard Media in Cycle I

There were seven meetings in the cycle I. The meetings were on 28th sept, 30th Sept, 1st Okt, 7th Oct, 8th Oct,14Oct,15th Oct, 2020 . Every single meeting had same procedure in implementing Flashcard media. Before the researcher implement the Flashcard media , there some activities that the researcher had done, they were: (1) researcher entered to the class and gave greeting to the students so there was English environment since the first meeting, (2) prayed together, (3) Teacher checked the attendance list of students, (4)explained how important the next competence learning that should be mastered by the students in English and the last (5) teacher gave the purpose of the study.

The implementing of flashcard media were involved in three steps: (1) applying the Flashcard media (2) divided the students into 4 groups to discuss the meaning of the vocabularies (theme: things in the classroom in 2nd meeting, public buildings in 3th meeting, things in living rooms and kitchen in the 4 meeting, things in the bedroom and bathroom in fifth meetings , and animals in the sixth meetings) that they got during the learning process (3) present the result of discussion in front of the other groups.

The aim of the researcher to apply Flashcard media to the students was the students' can improve their vocabulary mastery. There were three steps in implementing the core activity of the plan in every meeting.

1. Applying Flashcard media in Vocabulary Class

Learning vocabulary by using Flashcard media made students easier to add their vocabularies. It can be seen from the result of the students' vocabulary test in cycle I that was showed an improvement of students' vocabulary mastery. In the first cycle the researcher planned to introduce Flashcard media and implemented it to the students' in the vocabulary teaching and learning process. Flashcard Media also helped the student to improve their vocabulary mastery.

In this step, the researcher asked the students to use Flashcard Media with their group. The researcher also would ask the students to tell the meaning of the vocabulary in flashcard media and grouping the words based on the theme such us; things in the classroom and public buildings to avoid students' boredom.

So, in this step, every student had to guess the words by looking the picture of the Flashcard Media. The students also wrote the vocabularies that they got during by using flashcard Media in their notebook. The reseacher also interviewed the students to know what technique that their teacher used for teaching vocabulary. (*see in appendix XI*)

The researcher :What kind of the teaching technique your teacher ever used in teaching? (*Teknik mengajar apa saja yang guru anda gunakan dalam pengajaran vocabulary?*)

Student I :We are usually given the material and then we have to make a sentence by using the vocabulary. It same likes doing task miss". (*Biasanya di kasi materi kemudian setiap vocabulary dibuat ke dalam kalimat miss sama seperti mengerjakan soal miss*)

Student II : The technique that we used is find out the meaning of the vocabularies.” (*Tehnik yang digunakan yaitu mencari arti dari setiap vocabulary yang diberi*)

Student III : Question and Answer miss and find it by using dictionary.” (*Tanya Jawab miss dan mencari dari kamus*)
(*Interview Transcript*)

Based on the result of transcript above, this activity could add the students' vocabulary and it was the new steps for them when learned vocabulary by using flashcard media because their teacher only used technique questioning, asking and searching by using the dictionary for learning vocabulary.

It also supported by the teacher that said (*See in appendix XII*):]

The researcher : Miss, what kind of activities always do in teaching vocabulary? (*Aktivitas apa sajakah yang miss lakukan dalam proses pengajaran vocabulary?*)

The teacher : I always ask the students to find the vocabularies in Indonesia language, while half of them try to find out the English by using dictionary. (*Biasanya saya menyuruh anak-anak untuk mencari kosa kata bahasa Indonesia, semenatara sebagian lainnya berusaha untuk mencoba menemukan kosa kata tersebut dalam Bahasa Inggris dengan menggunakan kamus*)

(*Interview Transcript*)

From the result of interview above, it concluded that the Flashcard Media was never used by the teacher in learning vocabulary, the teacher only used dictionary as the media in teaching vocabulary in the classroom.

1. Dividing the Students into some Groups

Dividing the students into some groups was an effective ways to make them more understand about the meaning of vocabularies that they got from the Flashcard Media. It was because the students always do and discuss to finish by themselves for the assignment that their teacher gave.

The Researcher : Does your teacher use the technique team in learning

activity or like project ? (*Apakah guru mu,menggunakan teknik kerja tim dalam aktivitas belajar?*)

Student 1 : I thouht never miss (*saya pikir tidak pernah miss*)

Student 2 : No, she doesn't miss, our teacher always ask us learning activities by ourselves (*Tidak miss, guru kami selalu menyuruh kami aktivitas belajar sendiri.*)

Students 3 : Our teacher rarely ask us to do project task or learning activity together miss, we just do our homework, by ourselves. (*Guru kami jarang menyuruh kami melakukan tugas proyek bersama atau aktivitas belajar bersama miss, kami hanya mengerjakan tugas kami sendiri*)

(*Interview Transcript*)

Thus, in this case, the researcher wanted to make new atmosphere in teaching learning process, especially in vocabulary material. The students discussed about every meaning and described the function of the vocabularies that they got during using flashcard media with the theme; things in the classroom, bedroom, kitchen, and bathroom living rooms, public buildings, and animals in their own group.

The researcher made this technique to make the students easier to find out the meaning of the vocabularies. In this group, the students also learned to confident to deliver their opinion about the elaborate of the meaning by describing of the vocabulary. In this step the researcher had discussed to the English teacher that the group divided based on their seat because it did not waste the time.

3. Presenting the Result of Discussion in front the Class

After discussed in a group, the researcher asked one of the members in every group to present the result of their discussion. This activity was aim to build the confident of the students to speak up in front of the small group like a class by describing the characteristics of the vocabulary that they got from flashcard .

So they can make description the vocabulary by using an exact word. But in the first cycle the researcher found that only some students who wanted to speak up in front of the class and explain the result of their group discussion and sometimes their description the thing with unclearly explanation. Thus, it made the other students can't guess the meaning of the vocabularies that they had description before the characteristics.

The researcher: Can you describe, the picture in this Flashcard to your

friends? (*Apakah kamu bisa mendeskripsikan gambar di flashcard ini kepada temanmu ?*)

Student 1 : I am sorry miss, I can't describe it in English miss, I felt difficult translate the words and how to pronounce it miss.

(Saya minta maaf miss, Saya tidak bisa mendeskripsika ini dalam bahasa inggris, aku merasa sulit miss untuk menerjemahkan kata-kata atau bagaimana cara mengucapkannya miss.

Student 2 : What is it miss ? I never seen this picture before miss. (*Apa ini miss, Sebelumnya saya belum pernah lihat gambar ini sebelumnya miss*)

Student 3 : No, I don't miss, how to describe it, because I did not know the function of this thing miss. (*Saya tidak tahu miss, untuk mendeskripsikannya karena saya tidak tau fungsi dari benda ini miss.*

(Interview Transcript)

It was because some the reasons, first the students did not usual to speak by using English, the second picture of flashcard is tiny, the last, the things never have known and seen by students before, so they couldn't explain it and know the meaning.

It also supported by the diary's note in the cycle one meeting mentioned that: *"Only some students who wanted to explain the definition of vocabulary and others refused it. The students were still aso have many mistakes in prnounce and write the vocabularies"*

(see appendix IX)

A.2.2 Quantitative Data

The researcher took the quantitative data from the result of the test that had given to the students. The test that the researcher had given was based on the material that had learnt in the class previously.

The result of this data was collected which is used the basic reflection. In the first cycle it showed that the total score of the Post-Test was 1463, it was about 10 students who had succeed the test and got score up 75 from 20 students and 10 students did not pass the test and got score under 75. The mean score of the students' in the test was 72, 15.

The percentage of the students' score was 50 %. This data can be seen in diagram bar below:

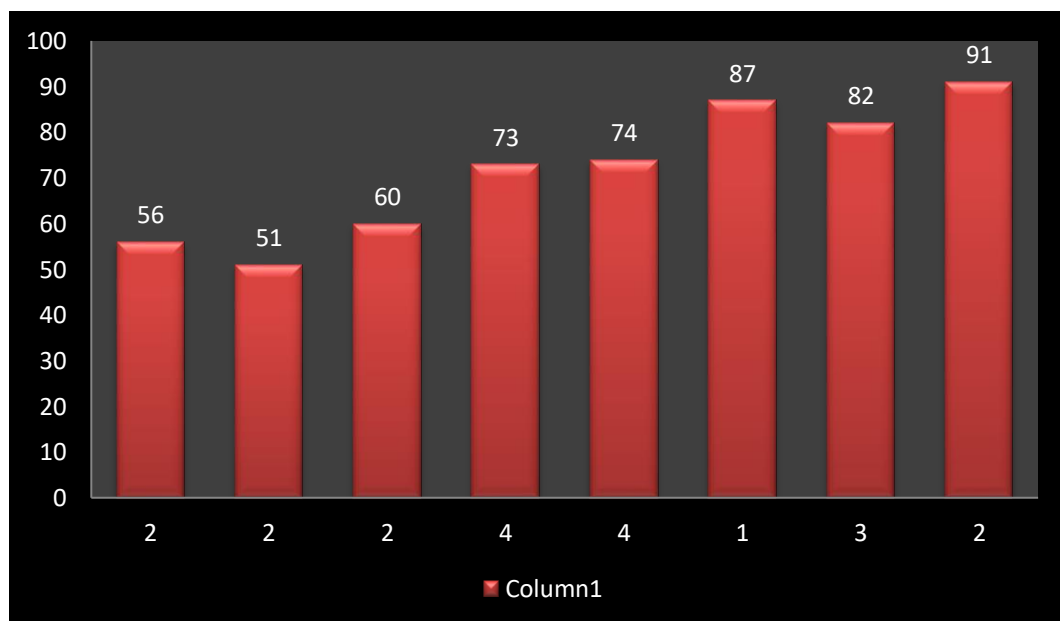


Diagram 4.2 Students' Post-Test I Score

Based on the result of Students Post-Test I above, the researcher concluded there was improvement of students' score in Post-Test I of the students' score Pre-Test.

The researcher also counted the result in the percentage, it has drawn in figure below:

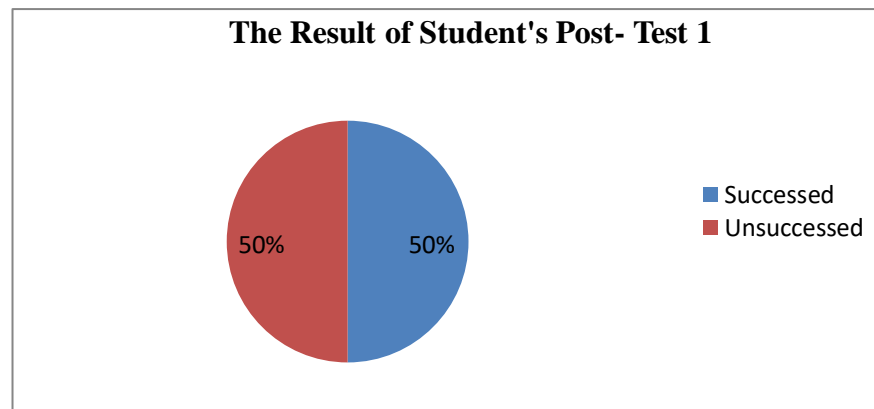


Figure 4.2 The Result of Student's Post- Test 1

Based on the figure of the diagram pie above, there is only 50 % from all students that achieve score up 75 which is succeeded and 50 % of the students do not achieve score up 75 which is unsuccessful. It can conclude, there is improvement score from pre-cycle to cycle I.

A.2.3 The Problems Faced by the Researcher After Implementing Flashcard in Cycle I

After doing the preliminary study, the researcher continued to cycle I, In the cycle I, the researcher gave the treatment for the students by using the Flashcard Media to improve their vocabulary mastery, there was improvement for the student in the cycle I. Based on the result of observation and the diary note's, the researcher still found the weakness of the cycle I. It because there were some problems were faced by the students.

The problems were seen in below:

1. The Flashcard media was so tiny.
2. The students still found difficulties to find out the meaning of and describing the vocabulary. It can be seen in diary notes of cycle 1 (see in appendix IX)
3. There were many students couldn't write and pronounce the vocabulary with good ways, for example: pencilcase, butterfly, notebook, library they wrote ,pensilces, buterply, notbook, librari.
4. There were only about 8 students who wanted to participate in the teaching learning process and 12 students who had good motivation in following the teaching learning process although they got difficulties in following the learning activities.

A.2.4 Reflection

In this step the researcher carried out the feedback of this vocabulary mastery and learning process from the result of the researcher's note in every single meeting, observation, interview and documentation. In the end of every single meeting the researcher and English Teacher asked the students about what they felt and what the difficulties that they got during the vocabulary learning process by using Flashcard Media.

So, after saw the situation and the motivation the students in the learning process in cycle I. The researcher and English Teacher found students were confused using the Flashcard Media because the size of Flashcard was tiny and uncolorful and some students were unattractive in the learning process.

The researcher also found that there was an improvement of the students' between pre- cycle and cycle I, although the result of the students' score was not significant. Based on the qualitative data of cycle 1, the students were found From the information above, the researcher decided to continue in cycle II. However the implementation of next cycle needed the evaluation. The resercher and the English colaborated found the evaluation to solve the problems in cycle I.

The researcher and the English Teacher hoped that the evaluation would give effect to the cycle II. Based on the problems faced by researcher in cycle I, the researcher and the English Teacher found the solution to solve the problems, as follows:

1. The researcher made the size of flashcard was bigger than before, and the flashcard is more colorful to make students more understand the meaning of word by looking the picture of Flashcard Media.
2. The researcher also making new model of flashcard and gave this for students, after they know the meaning and written of the vocabulary from the flashcard, they must written again the words of vocabulary by filling the blank space in the other side of the flashcard.
3. The researcher Gave the explanation for the students how to describe the vocabulary with good description
4. The researcher gave the motivation to the students and made a role that every student had to present the definition, so they would be given time to prepare their selves before present the definition of vocabularies.

A.3.Report of Cycle II

Cycle II was purposed to solve the problem that occurred in cycle 1 or in the other words there were some solution to solve the problem in cycle I. It was the reason why the researcher decided to continue the research to the cycle II. The focus of the cycle II was little bit different of the cycle I. So, the researcher still used Flashcard Media as the media to improve the students' vocabulary mastery. In this research conducted six meetings on 21th October-4th November 2020. In cycle II, the researcher also completed some steps like in the cycle I. The steps were: plan, act, observe and reflect.

Researchers have two types of analysis data. After completion, they were: qualitative data and quantitative data. Qualitative data were taken from Observation sheets, interviews and diary's notes. In addition, quantitative data also includes obtained from the average score of the students in the vocabulary test given to it by the researcher at the last meeting of the cycle II.

A.3.1. Qualitative Data

The finding of the implementation Flashcard Media in improving students' vocabulary mastery based on qualitative data carried out from observation, diary note's, interview and documentation discussed as follow:

a. The Implementation of Flashcard Media in Cycle II

The implementation of the cycle II was held on in six meetings. They were on 21Th Oct, 22nd Oct, 27Th Oct, 28th Oct, 4th Nov, 5 Novth 2020. The researcher was as a teacher in this action, while the English teacher as a collaborator research of the teaching learning process. This action also focused on improving the students' vocabulary mastery.

Before implementing the cycle II, the researcher had discussed to the English teacher to make the new plan. This plan has been done in cycle II that was aim to solve the problem in the cycle I. There were some activities, such as: introduction activity, core activity, and post activity. In the introduction activity the researcher had done (1) researcher entered to the class and gave greeting to the students so there was English environment since the first meeting, (2) prayed together, (3) Teacher checked the attendance list of students, (4) gave the purposed of the learning process.

In the core activity, the activities that had done by the researcher were: The implementing of Flashcard Media was involved in two steps: (1) Applying Flashcard Media (2) Discussion and everygroups present the result of discussion in front of the other groups.

1. Using Flashcard Media

The activities carried out this time were different, where there was a system change in the use of Flashcard Media and the size and image that was clearer than the Flashcard Media. Here the researcher tries to help students describe the description of the object, then the other students are asked to paste the appropriate picture from the description and so on until all the questions are answered and this made them feel the increase in student learning activities in learning vocabulary mastery which is more fun and makes them better understand the meaning of the vocabulary.

2. Discussion and everygroups present the result of discussion in front of the other groups.

After the student presented the results of their discussion in front of other groups, the teacher gave a Flashcard with the same picture but the

students were required to fill in the missing letters of the word on the card. After that the teacher asked them to say the word, that there were still some students did the mistake and the teacher corrected it and it was repeated by the others students. This was useful for training them to remember the writing and pronunciation of the word. So, there were no more mistakes in writing or pronouncing the vocabulary. It also can be seen from the result of the observation checklist, diary notes cycle II and interview sheet (*see appendix VIII, X & IX*). The observation checklist, diary notes and interview sheet showed that the activeness and enthusiastic of the students were increased.

A.3.2. Quantitative Data

The quantitative data was taken from the result of the test that had given to the students. The test had been given by the researcher based on the material that had learnt in the class. In the cycle II, the researcher gave students the Post-TestII, it used for knowing their ability in vocabulary mastery.

The result showed that there were 15 students passed the vocabulary test and 5 students were unsuccessful in vocabulary test. The result showed that the total score of the students was 1628 and the mean of the students' score was 81, 4. It means that the results of vocabulary test in cycle II is higher than pre-cycle and cycle I. This data can be seen in diagram bar below:

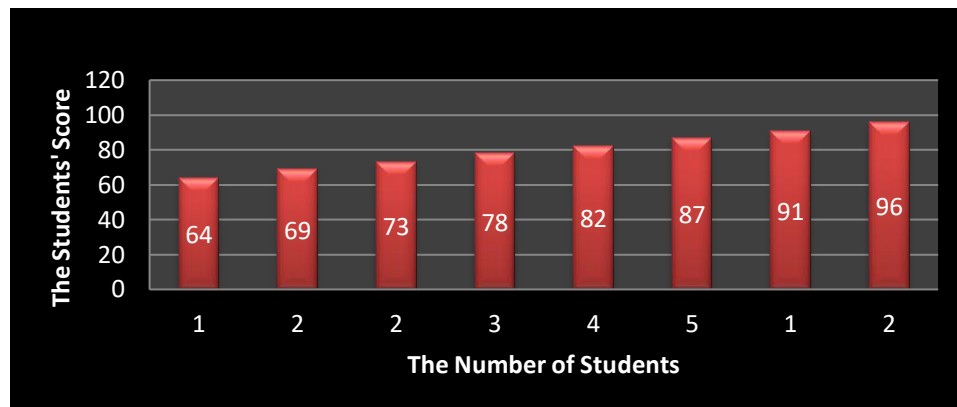


Diagram 4.3 Students' Post-TestII Score

Based on the result of Post-TestII above, there was significant improvement of the students' score than Pre-Test and Post-TestI that all the students passed the test in Post-TestII.

The researcher also counted the result of students' score in the percentage.

It was drawn in figure below:

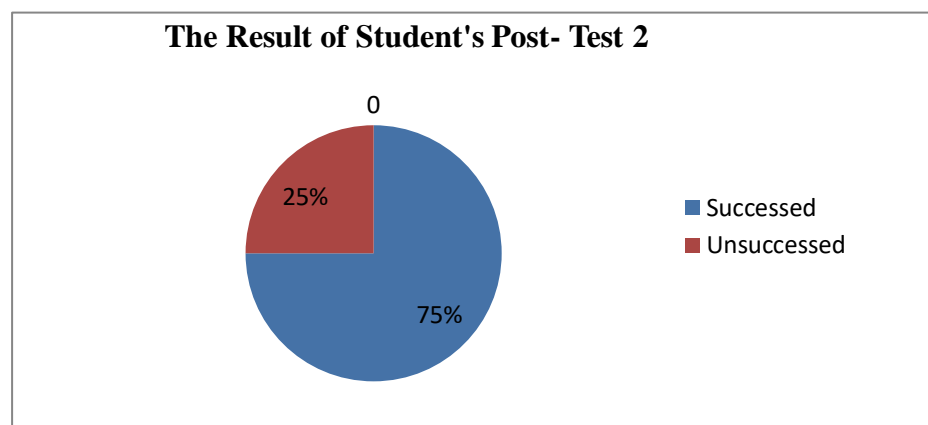


Figure 4.3 The Result of Student's Post- Test 2

Based on the diagram above, it concluded that 75% of students were succeeded in the Post-Test2 and 25 % the students were unsuccessful. That 25 % improvement of the result of Post-Test1. Briefly, Flashcard Media is effective for improve the student's vocabulary mastery.

A.3.3 Reflection

In Cycle II, the researcher and the English Teacher found the implementation of utilizing Flashcard Media Approach in Cycle II was performed without many obstructions. Therefore, the researcher and the English teacher did not need to reflect the evaluation again for doing the implementation of the actions in the next cycle.

Based on the observation sheet, the researcher' ability in teaching vocabulary mastery showed the improvement too. In this cycle, the students were motivated and the students' score showed the improvement that can be seen from the mean of the students' scores that was getting increased. Most of students' score increased from the first test to the third test. It made the researcher and the collaborator or the English Teacher stopped until this cycle because the students' vocabulary mastery is improved by utilizing Flashcard Media.

A.4.The Comparison Result of Pre-Cycle, Cycle I, and Cycle II

This research conducted, pre-cycle, cycle I, and Cycle II. The researcher made the comparison result of Pre- cycle, Cycle I, and Cycle II, to show clearly the differences the result of each cycle and to show the improvement in each cycle of the research. The researcher made the data of comparison result of Pre-cycle, Cycle I, and Cycle II. Based on the the result of qualitative and quantitative data from each of cycle.

Based on quantitative data, there were 20 students who followed the vocabulary test. The result of Cycle II showed that the total score of the students were 1.629 and the mean of the students' score was 81. It means that the results of vocabulary test in cycle II is higher than pre-cycle and cycle I.Futhermore

this diagram below is the students' comparison score between pre-cycle, cycle I and cycle II:

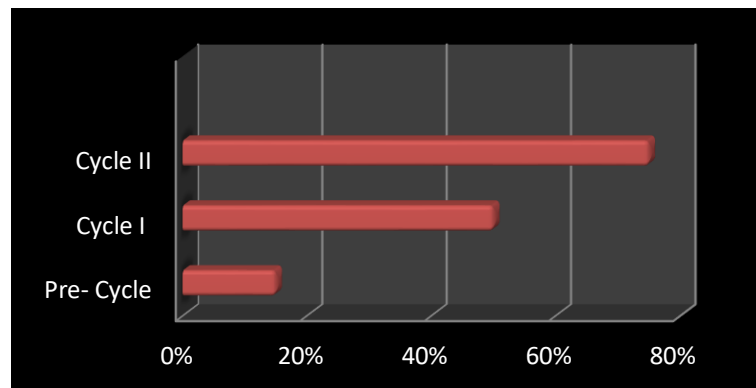


Figure 4.4 The Comparison of Result of the Students' Success of
Pre-Test, Post-Test1, and Post-Test2

The data above indicated that there was an improvement from the pre-cycle, cycle I and cycle II. In the pre-cycle the students who got the score up to the KKM was 3 of 20 students. It means that only about 15 % students who were success in the test. In the cycle I there were 10 of 20 students who got score up to KKM or we can say that it just about 50 % students were success.

The last is cycle II; there were 15 of 20 or about 75% students who were success in the test. So, the improvement of students' vocabulary test score from the cycle I to the cycle II was 25%. While the total percentage of improvement the students' score from pre- cycle test to the cycle II test was 60% in vocabulary test. It means that the researcher did not need to revise the plan and continue to the next cycle. Meanwhile, based on the qualitative data were taken from observation, interview, diary's note, and documentation from each of cycle, it concludes, there is significance of students' improvement in each cycle.

The comparison of result of qualitative data can be seen below:

Table 4.1 The Improvement of Cycle

Before Action	After Cycle I	After Cycle II
The students cannot keep their focus on the material.	The students felt focused in learning the material	The students felt enjoyed, motivated, focused and interested in learning the material
The students were passive in the class and fell bored learning vocabulary by using dictionaries	The students felt is easier learn vocabulary because they know how using flashcard. But some others felt confused because the Flashcard was tiny and uncolorful	All the students felt happy, interested, enjoy, and more understand when learning vocabulary by using Flashcard with big size and colorful.

According to the data above which from diagram for the comparison of quantitative data and table for the comparison of qualitative data, there are significant of improvement of student's vocabulary mastery after using Flashcard Media. It is proven by the data that getting from quantitative and qualitative data of this research. Thus, Flashcard Media is effective media for improving students' vocabulary mastery.

B. Discussion

In this research, the researcher conducted Pre-cycle, Cycle I, and Cycle II. Based on the result of this research, the result in pre-cycle to the cycle I there was improvement of the students in learning activities, the students were more focused although only 10 students can pass the minimum passing grade. It was because in cycle I the student's got some difficulties during the teaching and learning process. The problems that the students faced in the cycle I were the students still

got difficulties in finding the meaning, writing, and memorizing of the vocabulary, there were only some students who had good motivation, enthusiastic and participation.

These findings also found in the Nugroho's research, in her research she found that the students' difficulties occurred because they were still low in understanding, pronouncing or writing the vocabulary and also only some students has good motivation in learning because some of the other students were busy talking with their friends and busy drawing picture to their books⁸⁷.

Even though there was an improvement of the students' score in vocabulary test. But the improvement of the students' score between preliminary study and cycle I was no significant. It can be seen in the table of the students' score improvement in appendix XVI. In Sutresno's research also found there is improvement of the students' score between Pre-Cycle and Cycle I.⁸⁸

Meanwhile, based on the finding of the cycle II, It showed the improvement of the students' vocabulary mastery. The qualitative data was taken from the observation sheet, interview and researcher's note that showed that the situation of after using Flashcard Media, the learning activities of English class walked effectively because students felt happy, interested and enjoy in learning vocabulary and it could be look of their improvement of memorizing, understanding and knowing meaning or writing of the vocabularies.

This is in line with the research of Widiastuti also proved that teaching English especially in vocabulary material by using Flashcard Media is effective. It is because using flash cards could make the students pay attention to the lesson

⁸⁷Yosephus Setyo Nugroho, (2012), Improving students' Vocabulary Mastery Using Flashcards, Thesis, English Education Department, Sebelas Maret University, Surakarta.

⁸⁸Yasinta Tri Arliana Sutresno, (2017), Using Flashcards to Improve 7th Grade Students' Vocabulary: A Classroom Action Research in SMP Maria Immaculata Yogyakarta, Thesis, Sarjana Pendidikan Degree, English Language Education, Sanata Dharma University, Yogyakarta.

properly. It also improved students' participation in learning vocabulary.⁸⁹ On her result research also, students were not shy anymore and highly motivated to join the teaching and learning process. The result also supposed by theory of Haycraft told that, the form of Flashcard is a simple and effective, but they require careful thought and preparation in advance.⁹⁰

Furthermore, the result of the quantitative data of this research showed that the students' score in vocabulary test was improved from the first test until third test. It was proven by the students' mean score which increased in every test which were 59,3 to 72,1 to 81,4. It also supposed in Kosim's research, the improvement students' score from 50 to 89,3.⁹¹

From the explanation above, the researcher concludes that Flashcard can use as the media in learning and teaching process. Based on the data which had been collected and analyzed, the researcher concludes Flashcard Media can improve the students' vocabulary mastery in Seventh Grade of Boarding School Tahfidz Baitusy Syakirin.

⁸⁹Ferry Angga Widiastuti, (2014), Improving Students' Vocabulary Mastery Using Flash Cards. *English Education Jurnal Pendidikan Bahasa Inggris*, Universitas Sebelas Maret 2(2), 148-156., p.150

⁹⁰John Haycraft, (1986), *An Introduction to English Language Teaching Revised Impression*, Singapore: Longman, p.102.

⁹¹Nanang Kosim, (2013), Improving the students' vocabulary mastery through Flashcard. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, (2) 9.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion of the findings and the suggestion of the result in using Flashcard Media on the students' vocabulary mastery.

5.1 Conclusions

Based on the finding and discussion obtained in this study, the data were taken from qualitative and quantitative data by the researcher. The researcher found learning vocabulary by using Flashcard media has a positive impact in improving students' vocabulary skills which is characterized by improving student learning completeness in each of cycle.

According to the qualitative data, the researcher found learning vocabulary by using Flashcard media is considered effective to facilitate students in learning vocabulary, as well as making the students are easier to remember, to know, and to understand the meaning or writing of the vocabulary and they become motivated to learn vocabulary. While, based on the quantitative data the researcher also found the significant improvement in each cycle. In pre-cycle, only 3 students achieved passed the test which is only 15 % with means 59,1 in the cycle II, there was improvement, the students that passed the test were 50 % which was 10 students with means 72,3 and the last in the cycle II, there was 75 % improvement, which was 17 students passed the test with means 81,4.

Based on the data which had been collected and analyzed, the researcher concludes that Flashcard Media can improve the students' vocabulary mastery In Seventh Grade of Boarding School Tahfidz Baitusy Syakirin. Futhermore, the researcher concludes Flashcard Media is effective to improve the students'

vocabulary mastery because it can improve students ability and motivation in learning vocabulary.

5.2 Suggestion

Based on the result of the study, the researcher presents some suggestions for the students, teachers and further researchers as follow:

1. Teachers

Flashcard Media can be used and effective media in teaching learning process, especially in vocabulary material and it also can make students vocabulary mastery is improving. Therefore, the researcher suggests teachers for implementing this media in their classroom and teachers should have to give more attention when made this Flashcard Media such as teachers should make this media with big size and colorful, for making students understand and clear when looking the Flashcard Media.

2. Students

Students should have to always be active in teaching and learning process. Besides that, the students also have to focus on the material to the teacher's explanation. It can be happened by using the media. Flashcard is effective media that suggested by the researcher for students use it in their learning activity because it can make easier for students to remember, know, and understand the meaning or writing of the vocabulary and it can make their vocabulary mastery is improving.

3. Further Researchers

It is known from the result of this research, learning vocabulary by using Flashcard Media can improve students' vocabulary mastery and students are more motivated and interested in learning vocabulary. Because of that, the researcher suggests the further researchers can use Flashcard Media as additional reference for further research with the diverse sample and occasion.

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Appendix I

Lesson Plan Cycle 1

LESSON PLAN Cycle I

School : MTs. Pondok Pesantren Tahfidz Baitusy Syakirin
Subject : English
Class /Semester : VII / I
Topic : Learn to state things, animals and public places
around us by using Flashcard Media
Time Allocation : 2 x 40 minutes (5 meetings)

A. Core Competence (KI)

- KI1 and KI2: **Appreciate and live** the religion they hold and **Appreciate and live** honest, disciplined, polite, self-trusting, caring, and responsible behavior in supporting the development of the child in the environment, family, school, community and the natural environment, nation, state and regional
- **KI3:** Understanding and applying factual, conceptual, procedural, and metacognitive knowledge at a simple technical and specific level based on curiosity about science, technology, art, culture with human, nationalistic, and state insights related to phenomena and eye-sighting events.
- **KI4:** Demonstrate skills to reason, process and serve creatively, productively, critically, independently, collaboratively, and communicatively, in the realm of concrete and abstract domains in accordance with what is learned in schools and other similar sources in a theoretical perspective

B. Basic Competence and Competency Achievement Indicators

Basic Competence	Competency Achievement Indicators
3.4 identifying social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and requesting information related to the names and numbers of animals, objects, and public buildings close to students' daily lives, according to the context of their use. (Pay attention to linguistic and vocabulary related to articles a and the, plural and singular)	<ul style="list-style-type: none">• Identifying items in the classroom• Identify the room or building in the school• Identifying items in the bag• Identifying parts of the house• Identify objects that are in parts of the house• Identifying animals and plants that are at home and at school

4.4 compile text transactional oral and written interaction is very short and simple which involves the act of giving and asking for information related to the names and numbers of animals, objects, and public buildings close to the daily lives of students, taking into account social functions, text structures, and linguistic elements correct and contextualized	<ul style="list-style-type: none"> • State the number of items in the classroom • Mention the number of items in the bag • Mention the objects that are in parts of the house • Draw and recount objects found in the park
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C. Learning Objectives

After following the learning process, students are expected to be able to:

- Identifying items in the classroom
- Identify the room or building in the school
- Identifying items in the bag
- Identifying parts of the house
- Identify objects that are in parts of the house
- Identify animals and plants that are at home and at school
- State the number of items in the classroom
- Mention the number of items in the bag
- Mention the objects that are in parts of the house
- Draw and recount objects found in the park

D. Learning Materials

➤ Social Function

Identify and mention various objects of animals and public buildings in the surrounding environment

➤ Text Structure

- Getting Started
- Respond (expected / unexpected)

➤ Linguistic Elements

- Statements and questions related to objects, animals, public buildings.
- Mention of objects with a, the, plural (-s)
- Use of these, that, these, those ...
- Prepositions for in, on, under to declare a place.
- Speech, word stress, intonation, spelling, punctuation, and handwriting.

➤ Topic

Objects, animals, and buildings that are commonly found in real life in homes, schools, and the environment around students that can foster the behavior contained in KI.

E. Learning Methods

- 1) Approach : Scientific
- 2) Learning Model : Discovery learning
- 3) Method : Question and answer, interview, discussion, demonstration

F. Learning Media

1. Media

- ❖ Worksheets or worksheets (students)
- ❖ Rating sheets
- ❖ Flashcard

2. Tools / Materials

- ❖ Ruler,marker,whiteboard
- ❖ Laptop dan Infocus

G. Learning Resources

- ❖ 2013 Curriculum Support Books for English Subjects When English Rings The Bell, Class VII, Ministry of Education and Culture, Revised 2016.
- ❖ Books Arizqi, Alfa, English Companion Book K-13 class VII Even Semester. New Window: Media Karya Putra (LKS 2)
- ❖ English Dictionary

H. Learning Steps

1. First Meeting (2 x 40 minutes)	
Introduction Activity (10 minutes)	
<p>Teacher:</p> <p>Orientation</p> <ul style="list-style-type: none"> • Conduct an opening with an opening greeting, give thanks to God and pray to start learning • Check the presence of students as a disciplined attitude • Preparing students physically and psychologically in initiating learning activities. <p>Aperpepsi</p> <ul style="list-style-type: none"> • Linking material / themes / learning activities that carried out with the experience of students with previous material / themes / activities • Remind prerequisite material by asking. • Asking questions that are related to the lesson to be done. <p>Motivation</p> <ul style="list-style-type: none"> • Provide an overview of the benefits of learning lessons to be learned in daily life. • If the material on this theme / project is done well and is really well mastered, students are expected to be able to explain about the material: <p style="padding-left: 40px;">Social Function</p> <p style="padding-left: 80px;">Ø identify and mention various objects of animals and public buildings in the surrounding environment</p> <ul style="list-style-type: none"> • Deliver the learning objectives at the meeting that takes place • Asking questions <p>Giving a Reference</p> <ul style="list-style-type: none"> • Notifying the subject matter to be discussed at the current meeting. 	
Core Activity (60 minutes)	
Syntax of learning method	Syntax of learning method
Stimulation	<ul style="list-style-type: none"> • Teacher give the students flashcard, after that their with their group describe it to others group • Students pay attention to pictures and names of objects in the class that are presented in their printed books on page 60. • The teacher tells the meaning and teaches how to read every word in the class in the printed book page 60. • Learners, listen, pay attention to meanings and imitate the way of reading from every word in the class in a printed book page 60. • Students are told to pay attention and listen to the teacher's explanation of the names of objects in the bag that are presented by the teacher by showing Flashcards to the student.

Problem statement	The teacher gives the opportunity for students the opportunity to ask questions about questions related to the material that have been previously taught, especially questions related to the names of objects in the class as previously described in their English textbooks that they do not understand or or questions to get additional information about what was observed (starting from factual questions to hypothetical questions) to develop creativity, curiosity, the ability to form questions to form critical thoughts that need to live smart and lifelong learning.
Data collection	<ul style="list-style-type: none"> • The teacher asks each of the students to write down the names of the objects that are there inside the class outside of the nouns mentioned earlier. • The teacher forms several groups, then orders each group discuss and decide on choosing 10 items in the class and then each of them described in their notebooks • The teacher chose a partner for the students, so that they show each other objects in their bags.
Data processing	<ul style="list-style-type: none"> • Students write the names that are in the class outside of the vocabulary that has been mentioned in printed books page 60 in their practice books • Students describe the objects that they have chosen and then they translate them into English in their notebooks.
Verification	<ul style="list-style-type: none"> • Students present the results of the pictures they have drawn in front of the class • Students and teachers check together the other vocabulary in the class that they have written in their exercise book. • Students present their work in front of the class. • Students and teachers together check the translation of the names of objects on the Flashcard that have been indicated by the teacher before.
Generalization	Students and teachers draw conclusions about the material being taught
Note: During the learning Social Function takes place, the teacher observes the attitude of students in learning which includes attitudes: nationalism, discipline, self-confidence, behave honestly, resilient to deal with problems of responsibility, curiosity, care for the environment.	
Post Activity (10 minutes)	
<ul style="list-style-type: none"> • Teachers and Students make a summary / conclusion of the lesson. • Assess and / or reflect on activities that have been carried out consistently and programmed • Provide feedback on the process and learning outcomes. • Assign assignments, both individual and group assignments in accordance with student learning outcomes • Deliver a learning plan at the next meeting 	

2. Second Meeting (2 x 40 minutes)

Introduction Activity (10 minutes)

Teacher:

Orientation

- Conduct an opening with an opening greeting, give thanks to God and pray to start learning
- Check the presence of students as a disciplined attitude
- Preparing students physically and psychologically in initiating learning activities.

Aperpepsi

- Linking material / themes / learning activities that carried out with the experience of students with previous material / themes / activities
- Remind prerequisite material by asking.
- Asking questions that are related to the lesson to be done.

Motivation

- Provide an overview of the benefits of learning lessons to be learned in daily life.
- If the material on this theme / project is done well and is really well mastered, students are expected to be able to explain about the material:

Social Function

Ø identify and mention various objects of animals and public buildings in the surrounding environment

- Deliver the learning objectives at the meeting that takes place
- Asking questions

Giving a Reference

- Notifying the subject matter to be discussed at the current meeting.

Core Activity (60 minutes)

Syntax of learning method	Activity Description
Stimulation	<ul style="list-style-type: none"> • Teacher give the students flashcard, after that their with their group describe it to others group • The teacher shows a Flashcard in which there are pictures of public buildings. • The teacher asks students to give attention to the picture on page 66
Problem statement	The teacher gives the opportunity for students the opportunity to ask questions about questions related to the material that have been previously taught, especially questions related to the names of objects in the class as previously described in their English textbooks that they do not understand or or questions to get additional information about what was observed (starting from factual questions to hypothetical questions) to develop creativity, curiosity, the ability to form questions to form critical thoughts that need to live smart and lifelong learning

Data collection	<ul style="list-style-type: none"> • The teacher tells students to write the name of the item from the picture on the Flashcard in their notes along with the meaning that was shown to them before.
Data processing	<ul style="list-style-type: none"> • Learners write down the names of objects from the pictures on the Flashcard in their notes along with the meanings that have been shown to them beforehand in their notes. • Students mention the name and location of the public place and other facilities in their town or village
Verification	<ul style="list-style-type: none"> • Students present all their work in front of the class • Students and teachers jointly discuss answers to questions that have been done by students. • Students provide responses to the work that has been made by each of them.
Generalization	Students and teachers draw conclusions about the material being taught
<p>Note: During the learning Social Function takes place, the teacher observes the attitude of students in learning which includes attitudes: nationalism, discipline, self-confidence, behave honestly, resilient to deal with problems of responsibility, curiosity, care for the environment.</p>	
Post Activity (10 minutes)	
<ul style="list-style-type: none"> • Teachers and Students make a summary / conclusion of the lesson. • Assess and / or reflect on activities that have been carried out consistently and programmed • Provide feedback on the process and learning outcomes. • Assign assignments, both individual and group assignments in accordance with student learning outcomes • Deliver a learning plan at the next meeting 	

3. Third Meeting (2 x 40 minutes)	
Introduction Activity (10 minutes)	
<p>Teacher:</p> <p>Orientation</p> <ul style="list-style-type: none"> • Conduct an opening with an opening greeting, give thanks to God and pray to start learning • Check the presence of students as a disciplined attitude • Preparing students physically and psychologically in initiating learning activities. <p>Aperpepsi</p> <ul style="list-style-type: none"> • Linking material / themes / learning activities that carried out with the experience of students with previous material / themes / activities • Remind prerequisite material by asking. • Asking questions that are related to the lesson to be done. <p>Motivation</p> <ul style="list-style-type: none"> • Provide an overview of the benefits of learning lessons to be learned in daily life. • If the material on this theme / project is done well and is really well mastered, students are expected to be able to explain about the material: <p style="padding-left: 40px;">Social Function</p> <p style="padding-left: 80px;">Ø identify and mention various objects of animals and public buildings in the surrounding environment</p> <ul style="list-style-type: none"> • Deliver the learning objectives at the meeting that takes place • Asking questions <p>Giving a Reference</p> <ul style="list-style-type: none"> • Notifying the subject matter to be discussed at the current meeting. 	
Core Activity (60 minutes)	
Syntax of learning method	Syntax of learning method
Stimulation	• The teacher tells students to give attention to the picture on page 70
Problem statement	The teacher gives the opportunity for students the opportunity to ask questions about questions related to the material that have been previously taught, especially questions related to the names of objects in the class as previously described in their English textbooks that they do not understand or or questions to get additional information about what was observed (starting from factual questions to hypothetical questions) to develop creativity, curiosity, the ability to form questions to form critical thoughts that need to live smart and lifelong learning
Data collection	• The teacher asks students and their groups to record names, determine the number of objects and write down the location of objects in the living room described on page 70 and translate them as the format described on page 71

Data processing	<ul style="list-style-type: none"> • Learners and with their groups record names, determine the number of objects and write the location of objects in the living room described on page 70 and translate them as the format described in page 71 of their exercise book
Verification	<ul style="list-style-type: none"> • Teacher give the students flashcard, after that their with their group describe it to others group • Students present all their work in front of the class • Students and teachers jointly discuss answers to questions that have been done by students
Generalization	Students and teachers draw conclusions about the material being taught
<p>Note: During the learning Social Function takes place, the teacher observes the attitude of students in learning which includes attitudes: nationalism, discipline, self-confidence, behave honestly, resilient to deal with problems of responsibility, curiosity, care for the environment.</p>	
Post Activity (10 minutes)	
<ul style="list-style-type: none"> • Teachers and Students make a summary / conclusion of the lesson. • Assess and / or reflect on activities that have been carried out consistently and programmed • Provide feedback on the process and learning outcomes. • Assign assignments, both individual and group assignments in accordance with student learning outcomes • Deliver a learning plan at the next meeting 	

4. Fourth Meeting (2 x 40 minutes)

Introduction Activity (10 minutes)

Teacher:

Orientation

- Conduct an opening with an opening greeting, give thanks to God and pray to start learning
- Check the presence of students as a disciplined attitude
- Preparing students physically and psychologically in initiating learning activities.

Aperpepsi

- Linking material / themes / learning activities that carried out with the experience of students with previous material / themes / activities
- Remind prerequisite material by asking.
- Asking questions that are related to the lesson to be done.

Motivation

- Provide an overview of the benefits of learning lessons to be learned in daily life.
- If the material on this theme / project is done well and is really well mastered, students are expected to be able to explain about the material:

Social Function

Ø identify and mention various objects of animals and public buildings in the surrounding environment

- Deliver the learning objectives at the meeting that takes place
- Asking questions

Giving a Reference

- Notifying the subject matter to be discussed at the current meeting.

Core Activity (60 minutes)

Syntax of learning method	Syntax of learning method
Stimulation	<ul style="list-style-type: none"> • Teacher give the students flashcard, after that their with their group describe it to others group • The teacher asks students to give attention to the pictures on pages 77 and 80 • The teacher and student read together the names of the items on pages 77 and 80
Problem statement	The teacher gives the opportunity for students the opportunity to ask questions about questions related to the material that have been previously taught, especially questions related to the names of objects in the class as previously described in their English textbooks that they do not understand or or questions to get additional information about what was observed (starting from factual questions to hypothetical questions) to develop creativity, curiosity, the ability to form questions to form critical thoughts that need to live smart and lifelong learning
Data collection	<ul style="list-style-type: none"> • The teacher asks students to interview their friends what objects are in number and the location of objects in their garage and their room as exemplified on page 88.
Data processing	<ul style="list-style-type: none"> • Students look at their friends for what objects and the location of objects in their garage and their rooms as exemplified on page 88.

Verification	<ul style="list-style-type: none"> • Students present all their work in front of the class • Students and teachers jointly discuss answers to questions that have been done by students.
Generalization	Students and teachers draw conclusions about the material being taught
<p>Note: During the learning Social Function takes place, the teacher observes the attitude of students in learning which includes attitudes: nationalism, discipline, self-confidence, behave honestly, resilient to deal with problems of responsibility, curiosity, care for the environment.</p>	
Post Activity (10 minutes)	
<ul style="list-style-type: none"> • Teachers and Students make a summary / conclusion of the lesson. • Assess and / or reflect on activities that have been carried out consistently and programmed • Provide feedback on the process and learning outcomes. • Assign assignments, both individual and group assignments in accordance with student learning outcomes 	

5. Fifth Meeting (2 x 40 minutes)	
Introduction Activity (10 minutes)	
<p>Teacher:</p> <p>Orientation</p> <ul style="list-style-type: none"> • Conduct an opening with an opening greeting, give thanks to God and pray to start learning • Check the presence of students as a disciplined attitude • Preparing students physically and psychologically in initiating learning activities. <p>Aperpepsi</p> <ul style="list-style-type: none"> • Linking material / themes / learning activities that carried out with the experience of students with previous material / themes / activities • Remind prerequisite material by asking. • Asking questions that are related to the lesson to be done. <p>Motivation</p> <ul style="list-style-type: none"> • Provide an overview of the benefits of learning lessons to be learned in daily life. • If the material on this theme / project is done well and is really well mastered, students are expected to be able to explain about the material: <p style="padding-left: 40px;">Social Function</p> <p style="padding-left: 80px;">Ø identify and mention various objects of animals and public buildings in the surrounding environment</p> <ul style="list-style-type: none"> • Deliver the learning objectives at the meeting that takes place • Asking questions <p>Giving a Reference</p> <ul style="list-style-type: none"> • Notifying the subject matter to be discussed at the current meeting. 	
Core Activity (60 minutes)	
Syntax of learning method	Syntax of learning method
Stimulation	<ul style="list-style-type: none"> • Teacher give the students flashcard, after that their with their group describe it to others group • The teacher asks students to give attention to the pictures on pages 91 and 92 • The teacher reads an example of some of the activities that occur in pictures pages 91-92
Problem statement	The teacher gives the opportunity for students the opportunity to ask questions about questions related to the material that have been previously taught, especially questions related to the names of objects in the class as previously described in their English textbooks that they do not understand or or questions to get additional information about what was observed (starting from factual questions to hypothetical questions) to develop creativity, curiosity, the ability to form questions to form critical thoughts that need to live smart and lifelong learning
Data collection	<ul style="list-style-type: none"> • The teacher asks students to write description sentences from other activities on page 91 of their notebooks as exemplified on page 93
Data processing	<ul style="list-style-type: none"> • Students write description sentences from other activities that are on page 91 in their notebooks as exemplified on page 93

Verification	<ul style="list-style-type: none"> • Students present all their work in front of the class • Students and teachers jointly discuss answers to questions that have been done by students
Generalization	Students and teachers draw conclusions about the material being taught
Note: During the learning Social Function takes place, the teacher observes the attitude of students in learning which includes attitudes: nationalism, discipline, self-confidence, behave honestly, resilient to deal with problems of responsibility, curiosity, care for the environment.	
Post Activity (10 minutes)	
<ul style="list-style-type: none"> • Teachers and Students make a summary / conclusion of the lesson. • Assess and / or reflect on activities that have been carried out consistently and programmed • Provide feedback on the process and learning outcomes. • Assign assignments, both individual and group assignments in accordance with student learning outcomes • Deliver a learning plan at the next meeting 	

D. Assesment of learning outcomes

1. Attitude

Observation assessment

Evaluation of observations is based on observing the attitudes and behaviors of everyday students, both related to the learning process and in general. Direct observations made by the teacher.

The following are examples of attitude assessment instruments

No	Student Name	Behavioral Aspects Assessed				Total Score	Attitude score	Code Value
		BS	JJ	TJ	DS			
1	Soenarto	75	75	50	75	275	68,75	C
2		...	...	...	...	...	...	...

Explanation:

- BS: Cooperate
- JJ: Honest
- TJ: Responsible
- DS: Dicipline

Note:

1. Behavioral Aspects are assessed by criteria

- 100 = Very Good
- 75 = Good
- 50 = Enough
- 25 = Less

2. Maximum Score = the number of attitudes assessed is multiplied by the number of criteria =

$$100 \times 4 = 400$$

3. Score attitude = total score divided by the number of gesture rated = $275 : 4 = 68,75$

4. Code Value / predicate :

- 75,01 – 100,00 = Very Good (VG)
- 50,01 – 75,00 = Good (G)
- 25,01 – 50,00 = Enough (E)
- 00,00 – 25,00 = Less (L)

5. The above format can be changed according to the aspect of behavior that you want to

be assessed

2. Knowledge Assessment

Table of Knowledge Aspect Assessment

No	Rated Aspect	Criteria	Score 1-5	Score 1-4	
1	Communicative	Very Understanding	5	4	
		Understading	4	3	
		Quite Undestanding	3	2	
		Less Understanding	Almost do not understand	2	1
		Do not understand		1	
2	Vocabulary Selection	Very varied and precise		5	4
		Varied and precise		4	3
		Quite varied and precise		3	2
		Less varied and precise	Almost varied and precise	2	1
		Not varied and precise		1	


3. Skill Assessment

a. Rubric for performance appraisal

ACTIVITY	CRITERIA		
	LIMITED	SATISFYING	MASTERY
Observation	The implementation is not clear	Some activities are clear and detailed	All activities are clear and detailed


Role Play	Reading the script, limited vocabulary, and not fluent.	Current and vocabulary and sentences develop, and there are transitions	Current and achieve social function, complete structure and suitable vocabulary
Simulation	Social functions are not achieved, expressions and linguistic elements are not appropriate	Social functions are not achieved, expressions and elements of language are not quite right	social function, complete structure and precise vocabulary
Presentation	Not smooth, the topic is unclear, and do not use presentation slides	Current, clear topics, and using presentation slides but less interesting	Current, clear topics, and using presentation slides but less interesting
Monologue	Reading texts, social functions are not achieved, expressions and linguistic elements are incorrect, and	Substandard, social functions are achieved, the structure and elements of language are correct and	Current, social functions are achieved, the structure and elements of language are

Agreed by
English Teacher

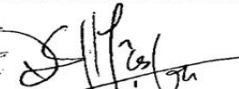

Nur Jannah, S.Pd
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Hamparan Perak, 14 October 2020

Researcher


Winda Yuliani Panjaitan
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Approved by
Headmaster of Pesantren Tahfidz Baitusy Syakirin


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Appendix II

Lesson Plan Cycle II

Lesson Plan Cycle II

School : MTs. Pondok Pesantren Tahfidz Baitusy Syakirin
 Subject : English
 Class /Semester : VII / I
 Topic : Learn to state things, animals and public places around us by using Flashcard Media
 Time Allocation : 2 x 40 minutes (5 meetings)

A. Core Competence (KI)

- KI1 and KI2:** Appreciate and live the religion they hold and Appreciate and live honest, disciplined, polite, self-trusting, caring, and responsible behavior in supporting the development of the child in the environment, family, school, community and the natural environment, nation, state and regional
- KI3:** Understanding and applying factual, conceptual, procedural, and metacognitive knowledge at a simple technical and specific level based on curiosity about science, technology, art, culture with human, nationalistic, and state insights related to phenomena and eye-sighting events.
- KI4:** Demonstrate skills to reason, process and serve creatively, productively, critically, independently, collaboratively, and communicatively, in the realm of concrete and abstract domains in accordance with what is learned in schools and other similar sources in a theoretical perspective

B. Basic Competence and Competency Achievement Indicators

Basic Competence	Competency Achievement Indicators
3.4 identifying social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and requesting information related to the names and numbers of animals, objects, and public buildings close to students' daily lives, according to the context of their use. (Pay attention to linguistic and vocabulary related to articles a and the, plural and singular)	<ul style="list-style-type: none"> • Identifying items in the classroom • Identify the room or building in the school • Identifying items in the bag • Identifying parts of the house • Identify objects that are in parts of the house • Identifying animals and plants that are at home and at school

4.4 compile text transactional oral and written interaction is very short and simple which involves the act of giving and asking for information related to the names and numbers of animals, objects, and public buildings close to the daily lives of students, taking into account social	<ul style="list-style-type: none"> • State the number of items in the classroom • Mention the number of items in the bag • Mention the objects that are in parts of the house • Draw and recount objects found in the park
--	--

C. Learning Objectives

After following the learning process, students are expected to be able to:

- Identifying items in the classroom
- Identify the room or building in the school
- Identifying items in the bag
- Identifying parts of the house
- Identify objects that are in parts of the house
- Identify animals and plants that are at home and at school
- State the number of items in the classroom
- Mention the number of items in the bag
- Mention the objects that are in parts of the house
- Draw and recount objects found in the par.

D. Learning Materials

➤ Social Function

Identify and mention various objects of animals and public buildings in the surrounding environment

➤ Text Structure

- Getting Started
- Respond (expected / unexpected)

➤ Linguistic Elements

- Statements and questions related to objects, animals, public buildings.
- Mention of objects with a, the, plural (-s)
- Use of these, that, these, those ...
- Prepositions for in, on, under to declare a place.
- Speech, word stress, intonation, spelling, punctuation, and handwriting.

➤ Topic

Objects, animals, and buildings that are commonly found in real life in homes, schools, and the environment around students that can foster the behavior contained in KI.

E. Learning Methods

- | | |
|-------------------|---|
| 1) Approach | : Scientific |
| 2) Learning Model | : Discovery learning |
| 3) Method | : Question and answer, interview, discussion, and demonstration |

F. Learning Media

1. Media

- ❖ Worksheets or worksheets (students)
- ❖ Rating sheets
- ❖ Flashcard

2. Tools / Materials

- ❖ Ruler, marker, whiteboard
- ❖ Laptop dan Infocus

G. Learning Resources

- ❖ 2013 Curriculum Support Books for English Subjects When English Rings The Bell, Class VII, Ministry of Education and Culture, Revised 2016.
- ❖ Books Arizqi, Alfa, English Companion Book K-13 class VII Even Semester. New Window: Media Karya Putra (LKS 2)
- ❖ English Dictionary

H. Learning Steps

1. First Meeting (2 x 40 minutes)	
Introduction Activity (10 minutes)	
<p>Teacher:</p> <p>Orientation</p> <ul style="list-style-type: none"> • Conduct an opening with an opening greeting, give thanks to God and pray to start learning • Check the presence of students as a disciplined attitude • Preparing students physically and psychologically in initiating learning activities. <p>Aperpepsi</p> <ul style="list-style-type: none"> • Linking material / themes / learning activities that carried out with the experience of students with previous material / themes / activities • Remind prerequisite material by asking. • Asking questions that are related to the lesson to be done. <p>Motivation</p> <ul style="list-style-type: none"> • Provide an overview of the benefits of learning lessons to be learned in daily life. • If the material on this theme / project is done well and is really well mastered, students are expected to be able to explain about the material: <p style="padding-left: 40px;">Social Function</p> <p style="padding-left: 40px;">Ø identify and mention various objects of things, animals and public buildings in the surrounding environment</p> <ul style="list-style-type: none"> • Deliver the learning objectives at the meeting that takes place • Asking questions <p>Giving a Reference</p> <ul style="list-style-type: none"> • Notifying the subject matter to be discussed at the current meeting. 	
Core Activity (60 minutes)	
Syntax of learning method	Syntax of learning method
Stimulation	<ul style="list-style-type: none"> • Students pay attention to the pictures of objects in the bag which are presented in the student's printed book on page 62 • The teacher reads the names of the items on page 62 then is followed by students when the teacher has finished reading them. • Students are told to pay attention and listen to the teacher's explanation of the names of objects in the bag that are presented by the teacher by showing Flashcards to the student. • The teacher mentions the names of objects in the bag on the Flashcard that have been indicated by the teacher before, then followed by students to read it when the teacher has finished reading it.

Problem statement	The teacher gives the opportunity for students the opportunity to ask questions about questions related to the material that have been previously taught, especially questions related to the names of objects in the class as previously described in their English textbooks that they do not understand or or questions to get additional information about what was observed (starting from factual questions to hypothetical questions) to develop creativity, curiosity, the
Data collection	<ul style="list-style-type: none"> • The teacher also instructs them to write the name of the object and count the number of objects that are written like the table format available on page 63.
	<ul style="list-style-type: none"> • Students are told by the teacher to surround the school room and identify the name of the object and count the amount of the object. • Students are told by the teacher to translate the names of objects that have been shown by the teacher beforehand on the Flashcard written in their notes
Data processing	<ul style="list-style-type: none"> • Students write the names of the items in their bags and how many are in accordance with the format table in the printed book page 63 in their practice book. • Students write the name and number of objects obtained from observing objects in other rooms in the school. • Students translate the names of objects in the bag on the Flashcard that have been indicated by the teacher beforehand in their notes
Verification	<ul style="list-style-type: none"> • Students present the results of the pictures they have drawn in front of the class • Students and teachers check together the other vocabulary in the class that they have written in their exercise book. • Students present their work in front of the class. • Students and teachers together check the translation of the names of objects on the Flashcard that have been indicated by the teacher before.
Generalization	Students and teachers draw conclusions about the material being taught
Note: During the learning Social Function takes place, the teacher observes the attitude of students in learning which includes attitudes: nationalism, discipline, self-confidence, behave honestly, resilient to deal with problems of responsibility, curiosity, care for the environment.	
Post Activity (10 minutes)	
<ul style="list-style-type: none"> • Teachers and Students make a summary / conclusion of the lesson. • Assess and / or reflect on activities that have been carried out consistently and programmed • Provide feedback on the process and learning outcomes. • Assign assignments, both individual and group assignments in accordance with student learning outcomes • Deliver a learning plan at the next meeting 	

2. Second Meeting (2 x 40 minutes)	
Introduction Activity (10 minutes)	
<p>Teacher:</p> <p>Orientation</p> <ul style="list-style-type: none"> • Conduct an opening with an opening greeting, give thanks to God and pray to start learning • Check the presence of students as a disciplined attitude • Preparing students physically and psychologically in initiating learning activities. <p>Aperpepsi</p> <ul style="list-style-type: none"> • Linking material / themes / learning activities that carried out with the experience of students with previous material / themes / activities • Remind prerequisite material by asking. • Asking questions that are related to the lesson to be done. <p>Motivation</p> <ul style="list-style-type: none"> • Provide an overview of the benefits of learning lessons to be learned in daily life. • If the material on this theme / project is done well and is really well mastered, students are expected to be able to explain about the material: <p style="padding-left: 40px;">Social Function</p> <p style="padding-left: 40px;">Ø identify and mention various objects of things, animals and public buildings in the surrounding environment</p> <ul style="list-style-type: none"> • Deliver the learning objectives at the meeting that takes place • Asking questions <p>Giving a Reference</p> <ul style="list-style-type: none"> • Notifying the subject matter to be discussed at the current meeting. 	
Core Activity (60 minutes)	
Syntax of learning method	Activity Description
Stimulation	<ul style="list-style-type: none"> • Students and teachers together read the conversation on page 67. • The teacher translates the conversation in page 67 and the student listens to the translation of the conversation
Problem statement	The teacher gives the opportunity for students the opportunity to ask questions about questions related to the material that have been previously taught, especially questions related to the names of objects in the class as previously described in their English textbooks that they do not understand or or questions to get additional information about what was observed (starting from factual questions to hypothetical questions) to develop creativity, curiosity, the ability to form questions to form critical thoughts that need to live smart and lifelong learning
Data collection	<ul style="list-style-type: none"> • The teacher asks students to explain the location of the public place that is on page 66 as the example explained on page 68 • Students are told to name and location of public places and other facilities in their town or village.

Data processing	<ul style="list-style-type: none"> •Learners write down the names of objects from the pictures on the Flashcard in their notes along with the meanings that have been shown to them beforehand in their notes. • Students mention the name and location of the public place and other facilities in their town or village
Verification	<ul style="list-style-type: none"> • Students present all their work in front of the class • Students and teachers jointly discuss answers to questions that have been done by students. • Students provide responses to the work that has been made by each of them.
Generalization	Students and teachers draw conclusions about the material being taught
Note: During the learning Social Function takes place, the teacher observes the attitude of students in learning which includes attitudes: nationalism, discipline, self-confidence, behave honestly, resilient to deal with problems of responsibility, curiosity, care for the environment.	
Post Activity (10 minutes)	
<ul style="list-style-type: none"> • Teachers and Students make a summary / conclusion of the lesson. • Assess and / or reflect on activities that have been carried out consistently and programmed • Provide feedback on the process and learning outcomes. • Assign assignments, both individual and group assignments in accordance with student learning outcomes • Deliver a learning plan at the next meeting 	

3. Third Meeting (2 x 40 minutes)	
Introduction Activity (10 minutes)	
Teacher: Orientation <ul style="list-style-type: none"> • Conduct an opening with an opening greeting, give thanks to God and pray to start learning • Check the presence of students as a disciplined attitude • Preparing students physically and psychologically in initiating learning activities. Aperpepsi <ul style="list-style-type: none"> • Linking material / themes / learning activities that carried out with the experience of students with previous material / themes / activities • Remind prerequisite material by asking. • Asking questions that are related to the lesson to be done. Motivation <ul style="list-style-type: none"> • Provide an overview of the benefits of learning lessons to be learned in daily life. • If the material on this theme / project is done well and is really well mastered, students are expected to be able to explain about the material: <ul style="list-style-type: none"> Social Function Ø identify and mention various objects of things, animals and public buildings in the surrounding environment • Deliver the learning objectives at the meeting that takes place • Asking questions Giving a Reference <ul style="list-style-type: none"> • Notifving the subject matter to be discussed at the current meeting. 	
Core Activity (60 minutes)	
Syntax of learning method	Syntax of learning method
Stimulation	<ul style="list-style-type: none"> • The teacher tells students to give attention to the picture on page 73 • The teacher shows Flashcards related to objects in the living room and kitchen to students
Problem statement	The teacher gives the opportunity for students the opportunity to ask questions about questions related to the material that have been previously taught, especially questions related to the names of objects in the class as previously described in their English textbooks that they do not understand or questions to get additional information about what was observed (starting from factual questions to hypothetical questions) to develop creativity, curiosity, the ability to form questions to form critical thoughts that need to live smart and lifelong learning
Data collection	<ul style="list-style-type: none"> • The teacher asks students to identify the name, number, and location of the names of objects in the kitchen in their home and then write them in their exercise book as their homework • The teacher asks students to write the name of the object in English in the Flashcard in the Flashcard card that has been given to each student and then they and their partner tell them to

Data processing	<ul style="list-style-type: none"> • Students identify the name, number, and location of the names of objects in the kitchen in their home and then write them in their exercise book as their homework assignments • Students write the name of the object in English in the Flashcard in the Flashcard card that has been given to each student and then they and their partner tell them to guess what the name of the object is by first describing the feature to their partner.
Verification	<ul style="list-style-type: none"> • Students present all their work in front of the class • Students and teachers jointly discuss answers to questions that have been done by students.
Generalization	Students and teachers draw conclusions about the material being taught
<p>Note: During the learning Social Function takes place, the teacher observes the attitude of students in learning which includes attitudes: nationalism, discipline, self-confidence, behave honestly, resilient to deal with problems of responsibility, curiosity, care for the environment.</p>	
Post Activity (10 minutes)	
<ul style="list-style-type: none"> • Teachers and Students make a summary / conclusion of the lesson. • Assess and / or reflect on activities that have been carried out consistently and programmed • Provide feedback on the process and learning outcomes. • Assign assignments, both individual and group assignments in accordance with student learning outcomes • Deliver a learning plan at the next meeting 	

4. Fourth Meeting (2 x 40 minutes)	
Introduction Activity (10 minutes)	
<p>Teacher:</p> <p>Orientation</p> <ul style="list-style-type: none"> • Conduct an opening with an opening greeting, give thanks to God and pray to start learning • Check the presence of students as a disciplined attitude • Preparing students physically and psychologically in initiating learning activities. <p>Aperpepsi</p> <ul style="list-style-type: none"> • Linking material / themes / learning activities that carried out with the experience of students with previous material / themes / activities • Remind prerequisite material by asking. • Asking questions that are related to the lesson to be done. <p>Motivation</p> <ul style="list-style-type: none"> • Provide an overview of the benefits of learning lessons to be learned in daily life. • If the material on this theme / project is done well and is really well mastered, students are expected to be able to explain about the material: <p style="padding-left: 40px;">Social Function</p> <p style="padding-left: 40px;">Ø identify and mention various objects of things, animals and public buildings in the surrounding environment</p> <ul style="list-style-type: none"> • Deliver the learning objectives at the meeting that takes place • Asking questions <p>Giving a Reference</p> <ul style="list-style-type: none"> • Notifying the subject matter to be discussed at the current meeting. 	
Core Activity (60 minutes)	
Syntax of learning method	Syntax of learning method
Stimulation	<ul style="list-style-type: none"> • The teacher asks students to give attention to pictures of objects that are on pages 83 and 84 • The teacher teaches students how to read the names of objects on pages 83 and 84.
Problem statement	The teacher gives the opportunity for students the opportunity to ask questions about questions related to the material that have been previously taught, especially questions related to the names of objects in the class as previously described in their English textbooks that they do not understand or or questions to get additional information about what was observed (starting from factual questions to hypothetical questions) to develop creativity, curiosity, the ability to form questions to form critical thoughts that need to live smart and lifelong learning
Data collection	<ul style="list-style-type: none"> • The teacher observes students to find animals and how many animals and the location of the animals are in their home and school environment by drawing pictures of the animals in their

Data processing	<ul style="list-style-type: none"> • Students observe to find animals and how many animals and locations of animals are in their home and school environment by drawing pictures of the animals in their notebooks as exemplified by 89 and 90 • Students group Flashcards that have been shown previously based on their same group and then memorize the vocabulary.
Verification	<ul style="list-style-type: none"> • Students present all their work in front of the class • Students and teachers jointly discuss answers to questions that have been done by students. • Students tell what vocabulary they have memorized in front of their friends.
Generalization	Students and teachers draw conclusions about the material being taught
<p>Note: During the learning Social Function takes place, the teacher observes the attitude of students in learning which includes attitudes: nationalism, discipline, self-confidence, behave honestly, resilient to deal with problems of responsibility, curiosity, care for the environment.</p>	
Post Activity (10 minutes)	
<ul style="list-style-type: none"> • Teachers and Students make a summary / conclusion of the lesson. • Assess and / or reflect on activities that have been carried out consistently and programmed • Provide feedback on the process and learning outcomes. • Assign assignments, both individual and group assignments in accordance with student learning outcomes • Deliver a learning plan at the next meeting 	

5. Fifth Meeting (2 x 40 minutes)

Introduction Activity (10 minutes)

Teacher:

Orientation

- Conduct an opening with an opening greeting, give thanks to God and pray to start learning
- Check the presence of students as a disciplined attitude
- Preparing students physically and psychologically in initiating learning activities.

Aperpepsi

- Linking material / themes / learning activities that carried out with the experience of students with previous material / themes / activities
- Remind prerequisite material by asking.
- Asking questions that are related to the lesson to be done.

Motivation

- Provide an overview of the benefits of learning lessons to be learned in daily life.
- If the material on this theme / project is done well and is really well mastered, students are expected to be able to explain about the material:

Social Function

Ø identify and mention various objects of things, animals and public buildings in the surrounding environment

- Deliver the learning objectives at the meeting that takes place
- Asking questions

Giving a Reference

- Notifying the subject matter to be discussed at the current meeting.

Core Activity (60 minutes)

Syntax of learning method	Syntax of learning method
Stimulation	<ul style="list-style-type: none"> • The teacher asks students to read one by one example from what has been given by the teacher on pages 91-92.
Problem statement	The teacher gives the opportunity for students the opportunity to ask questions about questions related to the material that have been previously taught, especially questions related to the names of objects in the class as previously described in their English textbooks that they do not understand or or questions to get additional information about what was observed (starting from factual questions to hypothetical questions) to develop creativity, curiosity, the ability to form questions to form critical thoughts that need to live smart and lifelong learning

Data collection	<ul style="list-style-type: none"> • The teacher asks students and their groups to find proofs in the lyrics of the song page 96 and write it in their notebooks • The teacher asks students to describe the Flashcard given to each group and other groups try to guess what the object is called in English from the object and agglomerating the things with the same kinds. • The teacher asks students to work on assignments that are on page 94 which are their home assignments.
Data processing	<ul style="list-style-type: none"> • Students and their groups find the proofs in the song lyrics to page 96 and write them in their notebook • Students describe the Flashcard given to each of their groups and other groups try to guess what the object is called in English from the object and agglomerating the things with the same kinds. • Students to work on assignments that are on page 94 that become their home assignments.
Verification	<ul style="list-style-type: none"> • Students present all their work in front of the class • Students and teachers jointly discuss answers to questions that have been done by students
Generalization	Students and teachers draw conclusions about the material being taught
Note: During the learning Social Function takes place, the teacher observes the attitude of students in learning which includes attitudes: nationalism, discipline, self-confidence, behave honestly, resilient to deal with problems of responsibility, curiosity, care for the environment.	
Post Activity (10 minutes)	
<ul style="list-style-type: none"> • Teachers and Students make a summary / conclusion of the lesson. • Assess and / or reflect on activities that have been carried out consistently and programmed • Provide feedback on the process and learning outcomes. • Assign assignments, both individual and group assignments in accordance with student learning outcomes • Deliver a learning plan at the next meeting 	

D. Assesment of learning outcomes

1. Attitude

Observation assessment

Evaluation of observations is based on observing the attitudes and behaviors of everyday students, both related to the learning process and in general. Direct observations made by the teacher.

The following are examples of attitude assessment instruments

No	Student Name	Behavioral Aspects Assessed				Total Score	Attitude score	Code Value
		BS	JJ	TJ	DS			
1	Soenarto	75	75	50	75	275	68,75	C
2		...	...	...	...	...	...	...

Explanation:

- BS: Cooperate
- JJ: Honest
- TJ: Responsible
- DS: Dicipline

Note:

1. Behavioral Aspects are assessed by criteria

100 = Very Good
75 = Good
50 = Enough

25 = Less

2. Maximum Score = the number of attitudes assessed is multiplied by the number of criteria =

$$100 \times 4 = 400$$

3. Score attitude = total score divided by the number of gesture rated = $275 : 4 = 68,75$

4. Code Value / predicate :

75,01 – 100,00 = Very Good (VG)

50,01 – 75,00 = Good (G)

25,01 – 50,00 = Enough (E)

00,00 – 25,00 = Less (L)

5. The above format can be changed according to the aspect of behavior that you want to be assessed

2. Knowledge Assesment

Table of Knowledge Aspect Assesment

No	Rated Aspect	Criteria		Score 1-5	Score 1-4
1	Communicative Purpose	Very Understanding		5	4
		Understading		4	3
		Quite Undestanding		3	2
		Less Understanding	Almost do not understand	2	1
		Do not understand		1	
2	Vocabulary Selection	Very varied and precise		5	4
		Varied and precise		4	3
		Quite varied and precise		3	2
		Less varied and precise	Almost varied and precise	2	1
		Not varied and precise		1	

3. Skill Assessment

a. Rubric for performance appraisal

ACTIVITY	CRITERIA		
	LIMITED	SATISFYING	MASTERY
Observation	The implementation is not clear	Some activities are clear and detailed	All activities are clear and detailed
Role Play	Reading the script, limited vocabulary, and not fluent.	Current and vocabulary and sentences develop, and there are transitions	Current and achieve social function, complete structure and suitable vocabulary
Simulation	Social functions are not achieved, expressions and linguistic elements are not appropriate	Social functions are not achieved, expressions and elements of language are not quite right	social function, complete structure and precise vocabulary
Presentation	Not smooth, the topic is unclear, and do not use presentation slides	Current, clear topics, and using presentation slides but less interesting	Current, clear topics, and using presentation slides but less interesting
Monologue	Reading texts, social functions are not achieved, expressions and linguistic elements are incorrect, and	Substandard, social functions are achieved, the structure and elements of language are correct and	Current, social functions are achieved, the structure and elements of language are

Note:

MASTERY get score 3
SATISFYING get score 2
LIMITED get score 1

Agreed by
 English Teacher


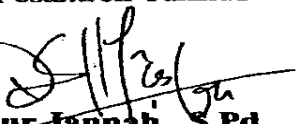

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Hamparan Perak, 5 November 2020

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Appendix III (Pre-Test)

Competency Test

Choose the correct answer by crossing (x) a, b, c, or d!



1. What is the picture above....

- a. A living room
- b. A dining room
- c. A hall
- d. A cabin

2. What are things in the picture above ?

- a. Sofa, Mirror, Standing Lamp, Flower, table lamp, towel
- b. A big book, mirror, rug, flower, glass, door, photo
- c. Photos, sofa, mirror, vase flower, curtain
- d. Pillows, mirror, a black table, vase flower, curtain, glass, door

3. What is the function of the room in the picture above ?

- a. For cooking
- b. for welcoming guest
- c. for having dinner
- d. for washing

4. Is there an air conditioner in the picture above?

- a. Yes, there is
- b. No, there isn't
- c. No, there is
- d. No, there isn't

5. Nana : Where is your sister?

Malika : She is in the....she plays hide and seek with her friends

- a. Kitchen
- b. Park
- c. Swimming pool
- d. Dining room

6. What is it.....?



- | | |
|---------------|----------------|
| a. A bookshop | c.A library |
| b.A canteen | d.A laboratory |

7.What do you do in this room ?

- | | |
|-------------------------|------------------|
| a.Buy books | c.Play chess |
| b.Read and borrow books | d.Do experitment |

8.Are there any books in the bookshelf?

- | | |
|-------------------|------------------|
| a. Yes,there is | c.No,there is |
| b.No,there, isn't | d.No,there isn't |

9.Where do you find bolster and blanket?

- | | |
|-----------------------|---------------------|
| a.. In the diningroom | c.In the livingroom |
| b.In the bathroom | d.In the bedroom |

10.Sania: What is that?

Jhonny : It is.....,its food is grass.It produces milk and wool

Sania : Oh,I see

- | | |
|------------|----------|
| a. Dog | c. Cow |
| b. Buffalo | d. Sheep |

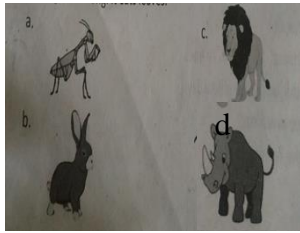
11. The following animals have fur,except....

- | | |
|--------------|-----------|
| a.Hippotamus | c.cat |
| b.dog | d.hamster |

12. There is a/an in the park. People can sit in there.....

- | | |
|------------|-------------------|
| a.bench | c.waterfall |
| b.fountain | d.air conditioner |

13. it is big and strong. Its eats leaves a....



14.Its a kangaroo.It has a muscular tail. It around quickly on two legs



- a. sits
b. swings
c. sits
d. hops

15.The following animals can swim in the water,except....

- a. a fly
b. a fish
c. a dolphin
d. a crocodile

16.It is a pen.I everything with it....

- a. write
b. erase
c. read
d. study

17.How is it.....?

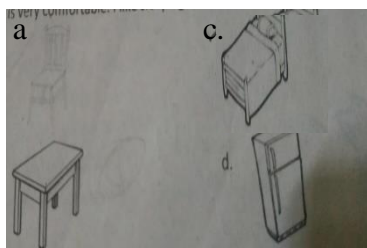


- a. It's interisting. I read it everyday
b. It has many colors.i use it to draw
c. The color is white.I use it to make line
d. It is black.I bring it to school everyday

18.What do you use to make lines?

- a. A hoe
b. A pen
c. A pump
d. A ruler

19. it is very confortable.I like sleeping on it.....



20. I keep the fruits and the vegetable in the.... to keep it always fresh

- | | |
|-------------|-----------------|
| a. Kitchen | c. cabinet |
| b. cupboard | d. refrigerator |

21. It is round. I put the soup in it. What is it.....?

- | | |
|-----------------|-----------------------|
| a. It is a bed | c. It is a plate |
| b. It is a bowl | d. It is a frying pan |

22. Anindya needs a person who can translate from English into Indonesia.

She/he is a.....

- | | |
|----------------|---------------|
| a. transporter | c. translator |
| b. writer | d. waiter |

23. What do you use refrigerator for....?

- | | |
|--------------------------------------|------------------------|
| a. to wash the dishes | c. to bring some books |
| b. to keep some foods and vegetables | d. to cut vegetables |

24. It has four legs and long neck. It is a...

- | | |
|---------|------------|
| a. bull | c. zebra |
| b. deer | d. giraffe |

25. It is a knife. I ... the cake with it.....

- | | |
|--------|----------|
| a. Cut | c. eat |
| b. Put | d. throw |

26. Where will you find a spoon.....?

- | | |
|-------------------|--------------------|
| a. In the garden | c. in the bedroom |
| b. In the kitchen | d. In the bathroom |

27. This is a thing in the pencil case. It is made of wood. It is used to write.

It is a/an...

- | | |
|-----------|-----------|
| a. eraser | c. book |
| b. pen | d. pencil |

28. My father bough something.It is an electronic appliance.

We usually keep many things in it. It keeps the vegetables and fruit fresh.What is it.....?

- | | |
|-------------|---------------|
| a.Microwave | c.Frying pan |
| b.Gas stove | d.Refrigrator |

29.My mother bought me a pencil case,two pens and two...

- | | |
|----------------|----------------|
| a.dictionary | c.dictionarys |
| b.dictionaries | d.dictionaries |

30.It is a



- | | |
|----------|----------|
| a.jug | c.table |
| b.fridge | d.drawer |

Appendix IV
Answer Key of Pre-Test

ANSWER KEY OF PRE-TEST

Multiple Choices

- | | |
|-------|-------|
| 1. A | 16.A |
| 2. C | 17. B |
| 3. B | 18.D |
| 4. A | 19.C |
| 5. B | 20.D |
| 6. C | 21.B |
| 7. B | 22.C |
| 8. A | 23.B |
| 9. D | 24.D |
| 10. C | 25.A |
| 11. A | 26.B |
| 12. A | 27.D |
| 13. A | 28.D |
| 14. D | 29.B |
| 15. A | 30.D |

Appendix V (Post-TestFor Cycle1&2)

Competence Test

Choose the correct answer by crossing (x) a,b,c,or d!

1.It is a sleep on it everynight

- a.bed
- b.sofa
- c.table
- d.bolster

2.What is this place....?



- a. Church
- b. Mosque
- c. Temple
- d. House

3. A place where people who are sick or ill are taken care of by doctor and nurse is....

- a. Library
- b. Post office
- c. Supermarket
- d. Hospital

4. People send a letter or thing at

- a. Supermarket
- b. Post office
- c. Police station
- d. Library

5. What is it ?



- a.Bowl
- b.Cup
- c.Glass
- d.Kettle

6.It is a



- a. Oven
- b.Kettle
- c.Stove
- d.Sink

7.We use it to keep cool and fresh the food and drink.It is a...



- a.Refrigator
- b.Cupboard

- c.Box
- d.Shelf

8.This is a..

- a.Knife
- b.Spatula

- c.Spoon
- d.Fork

9.This picture is....



- a.
- b.

- c.Carpet
- d.Pillow

10.It is a...



- a.Carpet
- b.Curtain

- c.Blanket
- d.Pillow

17.It is a...



- a.Goose
- b.Chicken

- c.Duck
- d.Eagle

18.What is this animal....



- a. a ladybug
- b. a bag

- c.a fly
- d.a butterfly

19.What it is...?



- a.Panda
- b.Bear
- c.Gorilla
- d.Orang Utan

20.What does the word “vegetable”....?

- a.Biji
- b.Buah
- c.Daun
- d.Sayur

21. A room where used for sleeping is ...

- a.Bedroom
- b.Bathroom
- c.Living room
- d.Kitchen

22.This is the board in the classrom which can write on it by using marker.

It is a...

- a.Whiteboard
- b.Cupboard
- c.Table
- d.Chair

23.Instrument for cutting,slicing,and chopping things is called.....

- a.Kettle
- b.Pan
- c.Stove
- d.Knife

24.We buy meet in.....

- a.Butcher
- b.Fruit Seller
- c.Stationary
- d.Book store

25. We buy flower at

- a. Book store
- b. Florist
- c. Fruit seller
- d. Butcher

26. An animal which its meat and egg marker. It is a can be eaten is

- a. Chicken
- b. Cow
- c. Fish
- d. Goat

27. An animal which its milk and meat can be eaten is

- | | |
|------------|---------|
| a. Chicken | c. Cow |
| b. Snake | d. Fish |

28. We save our money in.....

- | | |
|-----------|---------|
| a. Wallet | c. Cup |
| b. Glass | d. Book |

29. We want to watch movie. We will go to ...

- | | |
|------------|-------------|
| a. Cinema | c. Bathroom |
| b. Kitchen | d. School |

30. Before we go to school, we will take a bath in...

- | | |
|-------------|----------------|
| a. Bathroom | c. Living room |
| b. Bedroom | d. Kitchen |

Appendix VI
Answer Key of Post Test Cycle1 & II

ANSWER KEY OF POST TEST CYCLE I & II

Multiple Choices

- | | |
|-------|-------|
| 1. A | 16.C |
| 2. B | 17. A |
| 3. D | 18.A |
| 4. B | 19.B |
| 5. B | 20.D |
| 6. C | 21.A |
| 7. A | 22.A |
| 8. D | 23.D |
| 9. D | 24.A |
| 10. C | 25.B |
| 11. A | 26.A |
| 12. B | 27.C |
| 13. A | 28.A |
| 14. C | 29.A |
| 15. A | 30.A |

Appendix VII**Observation Checklist (Cycle I)****OBSERVATION CHECKLIST
(CYCLE I)**

No : Observation Checklist 1
 Cycle : I
 Object : Researcher
 Day/Date : 30 th sept- 14th Oct 2020
 Meeting : II,III,IV,V, & VI

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

Activities	Implementation		Comments
	Yes	No	
I. Opening			
<ul style="list-style-type: none"> The teacher greets the students The teacher checks the students' condition and the attendance. The lesson reviewed material and looked ahead to new material. The prepared goals/objectives are apparent. The teacher is well prepared and well-organized in class 	✓ ✓ ✓ ✓ ✓		
II. Main Activities			
<ul style="list-style-type: none"> The students are ready to learn the materials The students are introduced to the social context of a model of a descriptive text. The students explore features of the general cultural context in which the text is used and the social purposes the text achieves. The teacher introduces a model of a spoken descriptive text. The teacher explains the model of the text. The students with the teachers guidance investigate the structural pattern of the model. The students with the teachers' guidance investigate the language features of the model. The teacher gives chances to the students to ask questions. 	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓		
<ul style="list-style-type: none"> The students deliver questions to the teacher. The students use dictionary to help them in finding vocabulary 	✓ ✓		

III. Closing			
<ul style="list-style-type: none"> • Teacher and students summarize materials learned • Teacher gives further guidance to students • One of the students leads the prayer • Teacher says goodbye to students. 	✓ ✓ ✓ ✓		
IV. Class Situation			
<ul style="list-style-type: none"> • The students have enthusiasm or motivation during the teaching process. • The students actively take parts in each class activity. • The time allocation is appropriate. • The media used by the teacher are sufficient in the teaching and learning process. • The teacher's instructions are clear. 		✓ ✓ ✓ ✓ ✓	

Appendix VIII
Observation Checklist (Cycle II)

OBSERVATION CHECKLIST
(CYCLE II)

No : Observation Checklist 2
 Cycle : 2
 Meeting : VIII, IX, X, XI, & XII,
 Object : Researcher
 Day/Date : 21th Oct- 4th Nov 2020

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

Activities	Implementation		Comments
	Yes	No	
I. Opening			
<ul style="list-style-type: none"> The teacher greets the students The teacher checks the students' condition and the attendance. The lesson reviewed material and looked ahead to new material. The prepared goals/objectives are apparent. The teacher is well prepared and well-organized in class 	✓ ✓ ✓ ✓ ✓		
II. Main Activities			
<ul style="list-style-type: none"> The students are ready to learn the materials The students are introduced to the social context of a model of a descriptive text. The students explore features of the general cultural context in which the text is used and the social purposes the text achieves. The teacher introduces a model of a spoken descriptive text. The teacher explains the model of the text. The students with the teachers guidance investigate the structural pattern of the model. The students with the teachers' guidance investigate the language features of the model. The teacher gives chances to the students to ask questions. 	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓		

<ul style="list-style-type: none"> • The students deliver questions to the teacher. • The students use dictionary to help them in finding vocabulary 	✓ ✓		
III. Closing			
<ul style="list-style-type: none"> • Teacher and students summarize materials learned • Teacher gives further guidance to students • One of the students leads the prayer • Teacher says goodbye to students. 	✓ ✓ ✓ ✓		
IV. Class Situation			
<ul style="list-style-type: none"> • The students have enthusiasm or motivation during the teaching process. • The students actively take parts in each class activity. • The time allocation is appropriate. • The media used by the teacher are sufficient in the teaching and learning process. • The teacher's instructions are clear. 	✓ ✓ ✓ ✓ ✓		

Appendix IX

DIARY NOTES

Cycle : I
Meeting : 2, 3, 4, 5, & 6
Day/Date : 30th sept- 14th Oct 2020

Based on diary notes of cycle I, the researcher found many problems that faced by students. The problems were students still confused about using Flashcard Media and the purpose of using. Flashcard media when the researcher showed it at the first. At the next meeting, the researcher found students still have difficulty understanding and seeing images on flashcard media there are several factors that cause this to happen because the Flashcard Media used was not large and colorless.

Futhermore, some pictures from flashcard media have never been seen by them like for students with initial ss, so they don't understand what the word means and it's difficult to describe the image. Then, students still have difficulty remembering the meaning, writing or pronunciation of incorrect vocabulary. Moreover, the students still were not active in learning activities due to the lack of interesting activities carried out using flashcard media.

Appendix X

DIARY NOTES

Cycle : II
Meeting : VIII, IX, X, XI, & XII
Day/Date : 21th Oct- 4th Nov 2020

In diary notes of cycle II, there were many problems solving that have been done by the researcher. First, the researcher made Flashcard Media that was made larger in size and in color made it easier for students to remember and understand the meaning of the vocabulary on the media flashcard. Second, After the Researcher helped the students describe the characteristics and functions of the objects on the flashcard, the students would better understand the images on the flashcard. Third, the flashcard model made by the researcher for the second cycle was made slightly different, that is, students must complete the blank letters of the word. This is used to make it easier for students to remember the writing of the vocabulary.

Meanwhile, for pronunciation, before students mention it, the teacher first tells students the correct pronunciation method. The last, the researcher found the students were more active in this second dicycle, feel enjoy and were interested in learning using this flashcard media. Because the teacher has changed the learning system, namely students create competition activities between groups so they feel challenged and want to be winners.

Appendix XI

INTERVIEW SHEET WITH THE STUDENTS AFTER UTILIZING FLASHCARD MEDIA

The Researcher	: Have you ever seen this Flashcard before when your teacher teaches you about vocabulary in the classroom?
Student I	: Never miss
Student II	: No, miss
Student III	: I never seen it.
The Researcher	: What kind of the teaching technique that your teacher ever used in teaching?
Student I	: We are usually given the material and then we have to make a sentence by using the vocabulary. It same likes doing task miss.
Student II	: The technique that we used is find out the meaning of the vocabularies.
Student III	: Question and Answer miss and find it by using dictionary
The Researcher	: What do you think about learning vocabulary using Flashcards?
Student 1	: I really like miss, because before, it was difficult for us to remember vocabulary miss, but after using flashcard media we didn't miss anymore.
Student 2	: It makes it easier for us to know what the word miss means because we can know the meaning of seeing the image miss.
Student 3	: This helps us miss when using this flashcard media, miss, Because we don't need to be difficult to open the dictionary to find out the meaning of miss, just look at the picture.
The Researcher	: In your opinion, whether Flashcard Media is suitable to be applied in Learning Flashcard Media?
Student 1	: It is very suitable, miss, but miss is more colorful and size so it was faster to understand.
Student 2	: Yes, miss, because it is very helpful in learning vocabulary.
Student 3	: It's right miss.
The Researcher	: Are you motivated in learning vocabulary when using Flashcard?
Student 1	: It was very motivated and fun learning to use this flashcard media miss.
Student 2	: of course miss.
Student 3	: Motivated miss

Appendix XII

INTERVIEW SHEET WITH THE ENGLISH TEACHER AFTER UTILIZING FLASHCARD MEDIA

The researcher	:Miss, what kind of activities that you always do in teaching vocabulary?
The teacher	:I always ask the students to find the vocabularies in Indonesia language, while half of them try to find out the English
The Researcher	: In your opinion, how did students' mastery in vocabulary after being taught by using Flashcard media?
The Teacher	:I see there is an increase in student vocabulary mastery students, after being taught to use this flashcard media, it becomes easier for them to interpret, remember the meaning or writing of the vocabulary on the flashcard media.
The Researcher	:Do you think Flashcard was suitable media for teaching vocabulary for students?
The Teacher	:Yes, I think flashcard media is very suitable to be used when teaching student vocabulary because there are many benefits that can be found when using it and it makes students feel more active and enjoyable in learning vocabulary.
The Researcher	: So, would you like to apply that media when you teaching vocabulary?
The Teacher	:Yes, I will try to start applying it when teaching vocabulary to them and I will still try the app too to teach other English skills using this

Appendix XIII

The Students' Score before Treatment (Pre-Cycle)

No	Initial of Name	SCORE	
		Pre-Cycle	Criteria of Success ≥ 75
1	SS	33	Unsucces
2	NR	33	Unsucces
3	MDM	38	Unsucces
4	KJ	38	Unsucces
5	MA	47	Unsucces
6	ADS	47	Unsucces
7	NA	51	Unsucces
8	MH	56	Unsucces
9	AZG	60	Unsucces
10	AF	60	Unsucces
11	AR	64	Unsucces
12	AAK	64	Unsucces
13	NA	73	Unsuccess
14	NRA	78	Success
15	NH	82	Sucess
16	NJ	78	Success
17	RZ	73	Unsuccess
18	RA	73	Unsuccess
19	VS	69	Unsuccess
20.	AS	69	Unsuccess
Total	$\Sigma = 1186$ M= 59,3		

Appendix XIV

The Students' Score After Treatment (Cycle I)

No	Initial of Name	SCORE	
		Pre-Cycle	Criteria of Success ≥ 75
1	SS	56	Unsucces
2	NR	51	Unsucces
3	MDM	51	Unsucces
4	KJ	56	Unsucces
5	MA	60	Unsucces
6	ADS	60	Unsucces
7	NA	73	Unsucces
8	MH	73	Unsucces
9	AZG	73	Unsucces
10	AF	78	Success
11	AR	73	Unsucces
12	AAK	78	Success
13	NA	87	Success
14	NRA	82	Success
15	NH	91	Success
16	NJ	91	Success
17	RZ	82	Success
18	RA	82	Success
19	VS	78	Success
20	AS	78	Success
Total	$\Sigma = 1463$ M= 72,1		

Appendix XV

The Students' Score After Treatment (Cycle II)

No	Initial of Name	SCORE	
		Pre-Cycle	Criteria of Success ≥ 75
1	SS	73	Unsucces
2	NR	69	Unsucces
3	MDM	69	Unsucces
4	KJ	64	Unsucces
5	MA	78	Succes
6	ADS	73	Unsucces
7	NA	78	Succes
8	MH	78	Success
9	AZG	87	Success
10	AF	87	Succes
11	AR	82	Success
12	AAK	82	Success
13	NA	91	Success
14	NRA	87	Success
15	NH	96	Success
16	NJ	96	Succes
17	RZ	87	Success
18	RA	87	Success
19	VS	82	SucCess
20	AS	82	Success
Total	$\Sigma = 1628$ M= 81,4		

Appendix XVI**The Comparison of Studnets' Score of Pre-Cycle, Cycle I, and Cycle II**

No	Initial Name	Values		
		Pre –Cycle	Cycle I	Cycle II
1	SS	33	56	73
2	NR	33	51	69
3	MDM	38	51	69
4	KJ	38	56	64
5	MA	47	60	78
6.	ADS	47	60	73
7	NA	51	73	78
8	MH	56	73	78
9	AZG	60	73	87
10	AF	60	78	87
11	AR	64	73	82
12	AAK	64	78	82
13	NA	73	87	91
14	NRA	78	82	87
15	NH	82	91	96
16	NJ	78	91	96
17	RZ	73	82	87
18	RA	73	82	87
19	VS	69	78	82
20	AS	69	78	82
TOTAL		$\Sigma X = 1186$ M = 59,3	$\Sigma X = 1463$ M = 72,1	$\Sigma X = 1628$ M = 81,4

Appendix XVII

Documentation

A. Pictures

1. Students when presented their result of discussion in front of the classroom



2. Students when discussion with their member groups



3. Teacher when gave explanation to her students about picture in Flashcard Media



4. Teacher open questions and answer sessions with students in the closing activity



5. Teacher showed the Flashcard Media to the students in the classroom.



6. Students give the characteristics of the picture in Flashcard Media and others students try to answer the name of the picture in Flashcard Media.



- 7. Student show the Flashcard Media after they have written the name and the characteristics of picture in their Flashcard Media.**



B.The Results' of students score

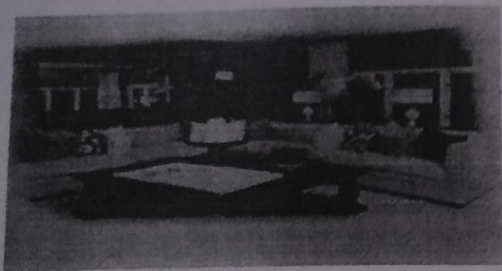
1. Students' Score Result of Pre-Test

Name: Siti Sardinia
Class: VII-2

APPENDIX II (PRE-TEST)

Competency Test

Choose the correct answer by crossing (x) a,b,c,or d!



1. What is the picture above....

☒ A living room
b. A dining room
c. A hall
d. A Cabin

2. What are things in the picture above ?

☒ a. Sofa, mirror, standing lamp, flower, table lamp, towel
☒ b. A big book, mirror, rug, flower, glass, door, photo
c. Photos, sofa, mirror, vase flower, curtain
d. Pillows, mirror, a black table, vase flower, curtain, glass, door

3. What is the function of the room in the picture above

a. For cooking
☒ b. for welcoming guest
c. for having dinner
d. for washing

4. Is there an air conditioner in the picture above?

☒ a. Yes, there is
b. No, there isn't
c. No, there is
d. No, there isn't

21/07/2020
32

Name: Maslida hayati
Class: 7-2

APPENDIX II (PRE-TEST)

Competency Test

Choose the correct answer by crossing (x) a,b,c,or d!



1. What is the picture above....

- ☒ a. A living room
- b. A dining room
- c. A hall
- d. A Cabin

2. What are things in the picture above ?

- ☒ a. Sofa, mirror, standing lamp, flower, table lamp, towel
- b. A big book, mirror, rug, flower, glass, door, photo
- c. Photos, sofa, mirror, vase flower, curtain
- d. Pillows, mirror, a black table, vase flower, curtain, glass, door

3. What is the function of the room in the picture above

- a. For cooking
- ☒ b. for welcoming guest
- c. for having dinner
- d. for washing

4. Is there an air conditioner in the picture above?

- ☒ a. Yes, there is
- b. No, there isn't
- c. No, there is
- d. No, there isn't

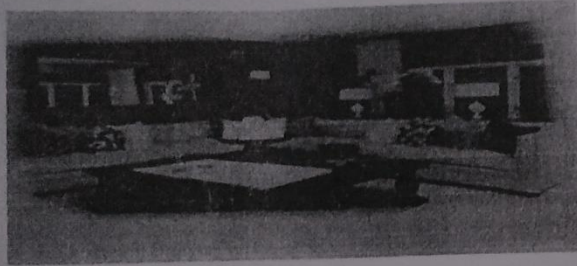
28/09/2020
50

Name : Ashilla Raihana
Class : VII-2

APPENDIX II (PRE-TEST)

Competency Test

Choose the correct answer by crossing (x) a,b,c,or d!



1. What is the picture above....

- ☒ a. A living room
- ☐ b. A dining room
- ☐ c. A hall
- ☐ d. A Cabin

2. What are things in the picture above ?

- ☐ a. Sofa, mirror, standing lamp, flower, table lamp, towel
- ☐ b. A big book, mirror, rug, flower, glass, door, photo
- ☒ c. Photos, sofa, mirror, vase flower, curtain
- ☐ d. Pillows, mirror, a black table, vase flower, curtain, glass, door

3. What is the function of the room in the picture above

- ☐ a. For cooking
- ☒ b. for welcoming guest
- ☐ c. for having dinner
- ☐ d. for washing

4. Is there an air conditioner in the picture above?

- ☒ a. Yes, there is
- ☐ b. No, there, isn't
- ☐ c. No, there is
- ☐ d. No, there isn't

28/19/2000

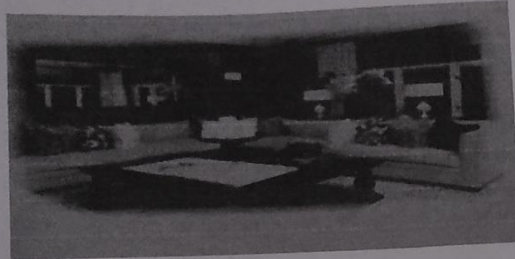
64

Nome: Nawa Azawa
Class: VII-2

APPENDIX II (PRE-TEST)

Competency Test

Choose the correct answer by crossing (x) a,b,c,or d!



1. What is the picture above....

- ☒ a. A living room
- b. A dining room
- c. A hall
- d. A Cabin

2. What are things in the picture above ?

- a. Sofa, mirror, standing lamp, flower, table lamp, towel
- b. A big book, mirror, rug, flower, glass, door, photo
- ☒ c. Photos, sofa, mirror, vase flower, curtain
- d. Pillows, mirror, a black table, vase flower, curtain, glass, door

3. What is the function of the room in the picture above

- a. For cooking
- ☒ b. for welcoming guest
- c. for having dinner
- d. for washing

4. Is there an air conditioner in the picture above?

- ☒ a. Yes, there is
- b. No, there isn't
- c. No, there is
- d. No, there isn't

28/10/2020
51

2.Students' Score Result of Post Test for Cycle 1

Name: Siti Senana
Class: VII-2.

Appendix V (Post-Test For Cycle1&2)


Competence Test

Choose the correct answer by crossing (x) a,b,c,or d!

1.It is a sleep on it everynight

a.bed
b.sofa
c.table
d.bolster

2.What is this place?



a. Church
b. Mosque
c. Temple
d. House

3 .A place where people who are sick or ill are taken care of by doctor and nurse is....

a. Library
b. Post office
c. Supermarket
d. Hospital

4. People send a letter or thing at

a. Supermarket
b. Post office
c. Police station
d. Library

15/10/2020

Sb

Name: *Maideha Hayati*
 Class: *VII-2*

Appendix V (Post-Test For Cycle1&2)

Competence Test

Choose the correct answer by crossing (x) a,b,c,or d!

1. It is a sleep on it everynight

☒ a. bed

b. sofa

c. table

d. bolster

2. What is this place?



a. Church

☒ b. Mosque

c. Temple

d. House

3. A place where people who are sick or ill are taken care of by doctor and nurse is....

a. Library

b. Post office

c. Supermarket

☒ d. Hospital

4. People send a letter or thing at

a. Supermarket

☒ b. Post office

c. Police station

d. Library

15/10/2008

73

Name: Ashilla Raihana
Class: VII-2

Appendix V (Post-Test For Cycle1&2)

Competence Test

Choose the correct answer by crossing (x) a,b,c,or d!

1. It is a sleep on it everynight

- ☒ a. bed
- b. sofa
- c. table
- ☒ d. bolster

2. What is this place?



- a. Church
- ☒ b. Mosque
- c. Temple
- d. House

3. A place where people who are sick or ill are taken care of by doctor and nurse is....

- a. Library
- ☒ b. Post office
- c. Supermarket
- ☒ d. Hospital

4. People send a letter or thing at

- a. Supermarket
- ☒ b. Post office
- c. Police station
- d. Library

15/10/2020
73

Name: Nazwa Azzahra
Class: VII-2

Appendix V (Post-Test For Cycle1&2)

Competence Test

Choose the correct answer by crossing (x) a,b,c,or d!

1. It is a sleep on it everynight

- ~~a. bed~~
- b. sofa
- c. table
- d. bolster

2. What is this place?



- a. Church
- ~~b. Mosque~~
- c. Temple
- d. House

3. A place where people who are sick or ill are taken care of by doctor and nurse is....

- a. Library
- b. Post office
- c. Supermarket
- ~~d. Hospital~~

4. People send a letter or thing at

- a. Supermarket
- ~~b. Post office~~
- c. Police station
- d. Library

15/10/2020
73

3. Students' Score Result of Post Test for Cycle 2

Name: Siti Savana
Class: VII-2

Appendix V (Post-Test For Cycle1&2)


Competence Test

Choose the correct answer by crossing (x) a,b,c,or d!

1. It is a sleep on it everynight

a. bed
b. sofa
c. table
d. bolster

2. What is this place?



a. Church
b. Mosque
c. Temple
d. House

3. A place where people who are sick or ill are taken care of by doctor and nurse is....

a. Library
b. Post office
c. Supermarket
d. Hospital

4. People send a letter or thing at

a. Supermarket
b. Post office
c. Police station
d. Library

5/11/20
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Appendix V (Post-Test For Cycle1&2)**Competence Test****Choose the correct answer by crossing (x) a,b,c,or d!**

1. It is a sleep on it everynight

- a. bed
- b. sofa
- c. table
- d. bolster

2. What is this place?



- a. Church
- b. Mosque
- c. Temple
- d. House

3. A place where people who are sick or ill are taken care of by doctor and nurse is....

- a. Library
- b. Post office
- c. Supermarket
- d. Hospital

4. People send a letter or thing at

- a. Supermarket
- b. Post office
- c. Police station
- d. Library

Name : Maalida hayati
Class : VII-2

5/11/2020

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Name : Ashika Raina
Class : VII-2

Appendix V (Post-Test For Cycle1&2)

Competence Test

Choose the correct answer by crossing (x) a,b,c,or d!

1. It is a sleep on it everynight

- ☒ a. bed
- b. sofa
- c. table
- d. bolster

2. What is this place?



- a. Church
- ☒ b. Mosque
- c. Temple
- d. House

3. A place where people who are sick or ill are taken care of by doctor and nurse is....

- a. Library
- b. Post office
- c. Supermarket
- ☒ d. Hospital

4. People send a letter or thing at

- a. Supermarket
- ☒ b. Post office
- c. Police station
- d. Library

5/11/2020
82

Name: Nazwa Azzahra
class: VII-2

Appendix V (Post-Test For Cycle1&2)

Competence Test

Choose the correct answer by crossing (x) a,b,c,or d!

1. It is a sleep on it everynight

- ☒ a. bed
- b. sofa
- c. table
- d. bolster

2. What is this place?



- a. Church
- ☒ b. Mosque
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3. A place where people who are sick or ill are taken care of by doctor and nurse is....

- a. Library
- b. Post office
- c. Supermarket
- ☒ d. Hospital

4. People send a letter or thing at

- a. Supermarket
- ☒ b. Post office
- c. Police station
- d. Library

5/11/2020

(Handwritten signature and a circled mark)

Appendix XVIII

B I O G R A P H Y

Nama : Winda Yuliani Panjaitan
NIM : 0304162081
Tempat/ Tanggal Lahir : Medan, 2 Juli 1998
Jenis Kelamin : Perempuan
Fakultas / Prodi : Fak. Tarbiyah dan Ilmu Keguruan / Pendidikan Bahasa Inggris
Agama : Islam
Tinggi/ Berat Badan : 155 cm / 54 kg
Golongan Darah : B
Kewarganegaraan : Indonesia
Alamat Rumah : Jl. Medan Batang Kuis Gg. Restu
E-Mail : windayuliani.0207@gmail.com
No.WA : 082277513010



Education:

SD : SDS BUDISATRYA MEDAN 2004-2010
SLTP : SMPN 12 MEDAN 2010– 2013
SLTA : SMAS HUSNI THAMRIN MEDAN 2013-2016
Perguruan Tinggi : UINSU MEDAN 2016- 2020

Course :

Gemilang English Course 2011-2012
Bimbel Medica 2013-2016
LIA Course 2017-2019

Organization:

Hamada Foundation Medan	2018-2019
Hamada English Course	2018-2019
Mercy Youth Forum	2019-2020
DEAR (Digitally English Application Revolution)	2019
STB (Scholars Teman Belajar)	2020

Appendix XIX

Research Permission and Research Response Letter

1. Research Permission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Williem Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-12010/ITK/ITK.V.3/PP.00.9/09/2020
Lampiran : -
Hal : Izin Riset

25 September 2020

Yth. Bapak/Ibu Kepala MTs. Pondok Pesantren Tahfidz Baitusy Syakirin.

Assalamulaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	: Winda Yuliani Panjaitan
NIM	: 0304162081
Tempat/Tanggal Lahir	: Medan, 02 Juli 1998
Program Studi	: Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: JL. MEDAN B.KUIS G.RESTU DSN. XV Kelurahan Bandar klippa Kecamatan Percut Sei Tuan

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MTs. Pondok Pesantren Tahfidz Baitusy Syakirin. , guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

UTILIZING FLASHCARD MEDIA TO IMPROVE STUDENTS' VOCABULARY MASTERY AT THE SEVENTH GRADE OF BOARDING SCHOOL TAHFIDZ BAITUSY SYAKIRIN IN 2020/2021 ACADEMIC YEAR

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 25 September 2020
a.n. DEKAN
Ketua Program Studi Pendidikan
Bahasa Inggris



Digitally Signed


Dr. Sholihatul Hamidah Daulay, S.Ag,
M.Hum
NIP. 197506222003122002

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

Info : Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat

2. Research Response Letter



**PONDOK PESANTREN TAHFIZH
BAITUSY SYAKIRIN**
UNIT MADRASAH TSANAWIYAH

Jl. Antara Gg. Antara II – Kode Desa Hampan Perak Kec. Hamapan Perak
Kab. Deli Serdang Pos: 20374 Telp 08116560684/081370258909
Email: pt.baitusysyakirin@gmail.com

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN
Nomor: 027//E-U/ M-PPTBS/ X/ 2020

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Saya yang bertanda tangan di bawah ini :

Nama Lengkap : **Nur Jannah, S.Pd**
 Jabatan : Kepala MTsS Pondok Pesantren Tahfizh Baitusy Syakirin
 Alamat Madrasah : Jl. Antara Gg. Antara II

Sesuai dengan surat nomor: B-12010/ITK/ITK.V.3/PP.00.9/09/2020 tentang Izin Riset yang ditujukan pada Kepala MTsS Pondok Pesantren Tahfizh Baitusy Syakirin pada tanggal 25 September 2020, dalam rangka untuk menyusun Skripsi (Karya Ilmiah) sebagai salah satu syarat kelulusan dalam mencapai gelar Sarjana Strata Satu (S1). Menerangkan bahwa:

Nama	: WINDA YULIANI PANJAITAN
T/Tgl Lahir	: Medan, 02 JULI 1998
NIM	: 0304162081
Fakultas	: Ilmu Tarbiyah dan Keguruan UINSU
Sem/Jurusan	: IX/ Pendidikan Bahasa Inggris
Judul	: "UTILIZING FLASHCARD MEDIA TO IMPROVE STUDENTS' VOCABULARY MASTERY AT THE SEVENTH GRADE OF BOARDING SCHOOL TAHFIDZ BAITUSY SYAKIRIN IN 2020/2021 ACADEMIC YEAR"


Bahwa benar mahasiswa diatas telah melakukan Riset pada Madrasah yang kami pimpin dimulai dari tanggal 28 September s/d 05 November 2020, selama melakukan riset lancar dan tidak ada kendala serta sesuai mengikuti aturan yang ada.

Demikianlah surat keterangan ini kami perbuat, Atas perhatian dan kerjasamanya kami ucapkan terima kasih.

Billahi Fii Sabililhaq Fasthabiqul Khairat
Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Hampan Perak, 20 Rabiul Awal 1442 H
06 November 2020 M

Kepala Madrasah



NUR JANNAH, S.Pd