

**THE EFFECTIVENESS OF USING WORD CARDS TO TEACH
VOCABULARY AT THE FIRST GRADE OF MTs NEGERI 2 BOYOLALI
IN THE ACADEMIC YEAR 2022/2023**

THESIS

Submitted of A Partial Requirements

for Writing the Thesis



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2023

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DEDICATION

In the name of Allah the Beneficent and the Merciful, this thesis is dedicated to:

1. My beloved parents (Mr. Aris Munandar and Mrs. Is Miyatun) who always supports and pray for me therefore I can reach my dreams.
2. My beloved brother (Irwanda Aditya) who always support me.
3. My Big Family.
4. My Beloved Friends.
5. My Study Program (English Language Education).
6. My Almamater (UIN Raden Mas Said Surakarta).

MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya.

(Q.S. Al-Baqarah: 286)

“Yakinlah, ada sesuatu yang menantimu setelah banyak kesabaran (yang kau jalani), yang akan membuatmu terpana hingga kau lupa betapa pedihnya rasa sakit”.

- Ali bin Abi Thalib

“Only you can change your life and nobody else can do it for you”

Others will never understand struggle and our difficult times, they only want to know the success stories. Just fight for yourself even if there is no one applaud for you. Because one day, our future selves will be very proud of what we're fighting for today.

- Anonim

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “The Effectiveness of Using Word Cards to Teach Vocabulary at The First Grade of MTs Negeri 2 Boyolali in The Academic Year 2022/2023” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proved that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, 17 Juni 2023

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ACKNOWLEDGEMENTS

Firstly, thank to Allah SWT., who has given mercy and blessing to the researcher in finishing her thesis as a partial requirement for getting the Undergraduate Degree in English Language Education. The researcher finally completed this thesis entitled “The Effectiveness of Using Word Cards to Teach Vocabulary at The First Grade of MTs Negeri 2 Boyolali in The Academic Year 2022/2023”. However, the researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Prof. Dr. H. Mudofir, S.Ag.,M.Pd., as the Rector of Raden Mas Said State Islamic University of Surakarta.
2. Prof. Dr. Toto Suharto, S.Ag.,M.Ag., as the Dean of Cultures and Language Education of Raden Mas Said State Islamic University of Surakarta.
3. Elen Inderasari, M.Pd., as the Head of Language Department of Raden Mas Said State Islamic University of Surakarta.
4. Wildan Mahir Muttaqin, MA.TESL., as the Coordinator of English Language Education of Raden Mas Said State Islamic University of Surakarta.
5. Ika Sulistyarini, M.Pd., as the supervisor and advisor. Thanks for the patience, guidance, precious advices, and motivation for the researcher.
6. All of the honorable lecturers of English Language Education of Raden Mas Said State Islamic University of Surakarta, who have given their knowledge and experience.

7. Arkanudin, S.Ag, M.Pd. I., as the Headmaster of MTs Negeri 2 Boyolali, who had permitted to research MTs Negeri 2 Boyolali.
8. Jami'atur Rosidah, SS., as the English teacher for helping and guiding the research.
9. Suranto, S.Pd, M.Pd., Nur Aisyah Jamil, S.Ag and all the teacher of MTs Negeri 2 Boyolali who always kindly help the researcher in doing research in MTs Negeri 2 Boyolali..
10. The students of VII B and VII F in MTs Negeri 2 Boyolali for friendliss and help the research.
11. The researcher's beloved parents and brothers who always pray for me, give support, helps, attention and everything.
12. The last, thank you very much for everyone who loves me and whom I love that I can't mention all of them here. Thanks for everything.

Finally, the researcher realizes that this thesis is far from being perfect. Therefore, any suggestion and comments for this thesis would be highly accepted. Hopefully, this thesis could give contribution for further research.

Surakarta, 22 Juni 2023

Researcher,



Fita Ayu Ariska

SRN. 19.61.21.211

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ABSTRACT

Fita Ayu Ariska. 2023. *The Effectiveness of Using Word Cards to Teach Vocabulary at the First Grade of MTs Negeri 2 Boyolali in the Academic Year 2022/2023*. Thesis. English Education Department, Cultures and Languages Faculty.

Advisor: Ika Sulistyarini, M.Pd.

The aims of this research are; (1) the significant difference between students' vocabulary skill who are taught using word cards and those who are taught using textbook at the first grade of MTs Negeri 2 Boyolali in the academic year 2022/2023; (2) to find the effectiveness of using word cards to teach vocabulary at the first grade of MTs Negeri 2 Boyolali in the academic year 2022/2023. The topic of this research is teaching vocabulary at the first grade of MTs Negeri 2 Boyolali by using Word Cards.

This research is a conduct in quantitative research and use experimental as the design. The total population students of the first grade were 226 students from six regular classes and two Program Khusus (PK) classes of MTs Negeri 2 Boyolali in the academic year 2022/2023. The researcher chose two classes of first grade as the samples of research. The samples were class VII B as the experiment group consists of 26 students, and class VII F as the control group consists of 26 students. The experiment class was taught by using Word Cards, while the control class was taught by using Textbook. This research use Pre-Test and Post-Test collect the data. The technique of analyzing the data are; (1) data descriptive analysis; (2) pre-requisite test; (3) hypothesis testing.

The first result of the research shows that there is a significant difference between vocabulary skill in students who are taught using word cards and those who are taught using text book at the first grade of MTs Negeri 2 Boyolali in the academic year 2022/2023. It can be proved from the result of independent sample T-test that Sig. (2-tailed) 0.001 is lower than 0.05. The second result of the research shows that there is an effectiveness of using word cards to teach vocabulary at the first grade of MTs Negeri 2 Boyolali in the academic year 2022/2023. It can be proved from the result of paired sample T-test that Sig. (2-tailed) 0.000 is lower than 0.05.

Key words: Word Cards, Textbook, Vocabulary, Teaching Vocabulary, Experimental Study.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Lessard (2021) says that vocabulary can be defined as the words of a language, such a single items and phrases that have a specific meaning. As a linguist David Wilkins, stated that “very little can be conveyed without grammar but without vocabulary, nothing can be conveyed”. It means that vocabulary is the basic things in learning language because if someone that has good grammar will be useless if they lack vocabulary. As stated by Ur (1996) that in learning foreign language, vocabulary is one of important things to be taught because without variety word, it will be impossible to speak up.

Manaj (2015) stated that there are four skills to master in study English and thus skills are speaking, reading, writing, and listening. In addition, Karmadi (2016) stated that there are three components of English they are vocabulary, grammar, and pronunciation. Therefore, vocabulary is one of them that must be studied, because vocabulary hold important role in all languages especially English.

The teacher has an important role in teaching learning process. According to Lessard (2021) vocabulary is significant to English language because without vocabulary, students can't understand and express their personal thoughts. Al-Bahbuh stated that the teacher should understand the nature of the language that the teacher teaching and also have the ability to use it to be able to produce and understand the vocabulary items and the sentences.

And it presents a unique challenge for teachers to teach vocabulary to become an interesting thing to learn.

In teaching vocabulary, it is not only about writing vocabulary on the whiteboard then will copy by students into their book. It was normal and seemed monotonous and bored for students. Students will be more interested in study if there is something that can encourage students more enthusiasm to study like using media for teaching. As stated by Arsyad in Fadilah (2015) that media is the component of learning source which can stimulate the students to study. Using media also giving benefits in teaching and learning process. Gairns and Redman in Fadilah (2015) stated that media can be used for practice, presentation, revision, and testing. Therefore, it will be effective if teaching and learning process is done by using media. Even less, the object of researcher is the seventh grade that they are still growing to adulthood but there is still a child's soul inside.

Nugroho, et al., in Zuhri and Salman (2022) stated that word cards was practical media that can help teachers and students in teaching and learning process. Khodashenas, et al., (2014) said that word cards easily help students in learning vocabulary, because vocabulary have two sides, namely words and meaning.

There are three research that related with this research. First, research on word cards by Zuhri and Salman (2022) entitle "The Effectiveness of Using Word Cards as a Media on Learning Vocabulary for the Tenth Graders of MA NW Sikur". The result of the research is that there was an effect of using word

cards in teaching vocabulary for the ten grade of MA SIKUR in the school year 2021-2022. The novelty between those research and this research lies at the school level. If those research focus in senior high school. While, this research focus in junior high school. Second, research by Siti Hardiyanti Pratiwi (2021) entitle “The Effect of Using Flashcards Media to Increase Vocabulary Size for the Second Grade at MTs Madani Alauddin”. The result of the research is that flashcards media has an effect to increase vocabulary size for second grade students of MTs Madani Alauddin because it could help students to expand their vocabulary size. The novelty between those research and this research is if those research focus on teaching vocabulary using flashcards only in experimental class. While, this research focus on teaching vocabulary using word cards in experimental class and teaching vocabulary using text book in control class.

Based on the explanation above, the researcher decided to use word cards to teach vocabulary. Here, the researcher wants to justify the effect of using word cards in teaching vocabulary is effective or not. Using word cards, it maybe probably be one of the effective technique of teacher in teaching vocabulary.

In this research, the researcher starts from conducted a pre-research. The object of this research is MTs Negeri 2 Boyolali on the first grade in the academic year 2022/2023. The researcher chose MTs Negeri 2 Boyolali because the school has never been use word cards as a media in teaching vocabulary. The results of pre-research was the researcher found several of the

students problem with their vocabulary such as the students have low interest in learning English language, the students think that English language is difficult, the students difficulties to understand English because they lacked vocabulary mastery, the students difficulties to memorizing the word in English so they are often asking the teacher and they are often open the dictionary if there are words that they don't understand and the students difficulties in pronouncing English vocabulary.

Based on the background above, the researcher can formulate the following entitle **“The effectiveness of using word cards to teach vocabulary at the first grade of MTs Negeri 2 Boyolali in the academic year 2022/2023”**.

B. Identification of the Problems

In this study, the researcher found some of problems identification. There are:

1. Several students have low interest in learning English language.
2. Students think that English language is difficult.
3. Students difficulties to understand English because they lacked vocabulary mastery.
4. Students difficulties to memorizing the word in English.
5. Students difficulties in pronouncing English vocabulary.

C. Limitation of the Problems

In this study, researcher limits on the significant difference between vocabulary skill in students who are taught using word cards and those who are taught using textbook at the first grade of MTs Negeri 2 Boyolali in the academic year 2022/2023. And the effectiveness of using word cards to teach vocabulary at the first grade of MTs Negeri 2 Boyolali in the academic year 2022/2023.

D. Formulation of the Problems

Based on the background above, the problem of the search is formulated into:

1. Is there any significant difference between vocabulary skill in students who are taught using word cards and those who are taught using textbook at the first grade of MTs Negeri 2 Boyolali in the academic year 2022/2023?
2. Is the use of word cards effective to teach vocabulary at the first grade of MTs Negeri 2 Boyolali in the academic year 2022/2023?

E. Objectives of the Studies

The objectives of this study are to find out;

1. The significant difference between vocabulary skill in students who are taught using word cards and those who are taught using textbook at the first grade of MTs Negeri 2 Boyolali in the academic year 2022/2023.
2. The effectiveness of using word cards to teach vocabulary at the first grade of MTs Negeri 2 Boyolali in the academic year 2022/2023.

F. Benefits of the Studies

The result of this study falls into two benefits, there are:

1. Theoretical Benefits

The result of this study to explained the effectiveness of word cards to teach vocabulary at the first grade of MTs Negeri 2 Boyolali in the academic year 2022/2023.

2. Practical Benefits

a. For the students

The result of this research can help the students at the first grade of MTs Negeri 2 Boyolali about their vocabulary and to motive them to learn vocabulary seriously and more exciting.

b. For the teacher

The result of this research is attended to be an input for teachers to use word cards as a media in teaching their students' vocabulary.

c. For the school

The result of this research help the school to get more information about their students' vocabulary through word cards.

d. For the readers

The result of this research are they can get information about word cards media to teach vocabulary and this research can be reference in doing next research related to the similar topic.

- e. For the researcher

The result of this research hopefully can give contribution to teach vocabulary by using word cards.

G. Definition of Key Term

Some of these terms are important to describe research related to the title “The Effectiveness of Using Word Cards to Teach Vocabulary at The First Grade of MTs Negeri 2 Boyolali in The Academic Year 2022/2023”.

1. Vocabulary

Alqahtani (2015) says that vocabulary is the total number of words that are express the meaning of what is spoken by speakers and needed to communicate ideas.

2. Word Cards

As stated by Jose (2016) that word cards as a small index card in which the learner writes the word to be found out on one side and its corresponding translation on the other side in order to learn vocabulary explicitly.

3. Teaching Vocabulary

According to Harmer in Cahya (2020) teaching vocabulary is clearly more than just presenting new words and he states that teaching vocabulary is a part of the language teaching.

4. Experimental Study

According to John (2014) experimental study is a study to determine is a specific treatment influences an outcome.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Concept of Vocabulary Mastery

a. Definition of Vocabulary

To mastering language is not easy, because some aspects of language are not easy to learn. And vocabulary is one of the aspect to learn. Vocabulary is the most important component in learning language. Richards & Renandya (2002) say that, vocabulary is the main aspect in language and it gives a lot of basic for how learner speak, read, listen, and write.

According to Agnes (1999) in his books that vocabulary is a list of words and all the words of a language. While, Alizadeh (2016) says that vocabulary is a list of word arranged in alphabetical with their definitions.

From the definition above, it can be concluded that vocabulary is a list of words in language and it is an important aspect in learning English before learning another aspect such as speaking, reading, listening and writing.

b. Vocabulary Mastery

According to Setiawan (2010) mastering large number of vocabularies is very important for foreign language learners. Hardiyanti

(2021) stated that Vocabulary mastery is one of the important aspects to be acquired in learning language.

Lamante (2020) said that vocabulary is the most important thing to learn first. A learner of the foreign language will speak easily and accurately, write simply and can understand what he or she hears or reads if he or she enough in mastering vocabulary and he or she able to use it accurately. Burton (1982) stated that it is impossible to use English properly and clearly without having a large vocabulary.

From the definition above, it can be concluded that vocabulary mastery is the most important thing in learning language because without mastering vocabulary, it is impossible in learning language properly and clearly.

c. Kinds of Vocabulary

Schmitt in Kamal (2015) stated that there are two kinds of vocabulary. They are receptive and productive. He says that receptive vocabulary is competence relating to listening and reading skills, while productive vocabulary is competence relating to speaking and writing skills. And Nation (2001) stated that learners' receptive vocabulary is much larger than learners' productive vocabulary.

While, according to Hoffman in Maildha (2018) there are two kinds of vocabulary. They are the core vocabulary and the peripheral vocabulary. The core vocabulary is vocabulary that contains the words

used in everyday life while, the peripheral vocabulary is the words that occasionally used.

Different with Judy (2007) stated that there are four kinds of vocabulary. They are listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary. Listening vocabulary is all the words that he or she listen, speaking vocabulary is all the words that he or she speak, reading vocabulary is all the words that he or she read from text, and writing vocabulary is all the words that he or she write.

From the explaining above, it can be concluded that every person has different opinions in telling their ideas. According to Schmitt in Avan (2015) that the kinds of vocabulary are receptive and productive vocabulary, then according to Hoffman in Maildha (2018) that the kinds of vocabulary are the core vocabulary and the peripheral vocabulary, while according to Judy (2007) that the kinds of vocabulary are listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary.

d. Importance of Learning Vocabulary

Vocabulary is important aspect in learning language, because vocabulary is the basic in learning language. Bromley (2004) stated that vocabulary has important roles in teaching-learning process. Such as, to promoting fluency, boosting comprehension, improving achievement and enhancing thinking and communication. Berlian (2022) says that vocabulary is the main factor in learning a language.

Viera in Berlian (2022) stated that without the sufficient and appropriate knowledge about vocabulary, student can't understand other people and express their feeling. So, if want to communicate with other people especially in foreign language, they must master vocabulary. Maildha (2018) says that mastering vocabulary is one of the students' needs in order to understand the language.

From the explaining above, it can be concluded that vocabulary is important in teaching-learning process and holds the important role in communication with other people so that they can understand the spoken word.

2. Teaching Vocabulary

a. Importance of Teaching Vocabulary

Linse and Numan (2005) stated that vocabulary is an important aspect of language development. Teaching vocabulary is important because without vocabulary there is nothing can be conveyed. Teaching vocabulary helps students in communicate with others in English. Therefore, teachers should understand its importance if want to their students achieve academic success in the language learning, Yokubjonova (2020).

Lelawati, et al., (2018) say that in teaching vocabulary, teachers should know what type of vocabulary to be taught. Because, each type of vocabulary has a different in teaching. According to Finocchiaro in Lelawati, et al., (2018) vocabulary is divided into two types. They are

function word that can be learned quickly as feasible and content word that can be learned in small groups.

From the explaining above, it can be concluded that teaching vocabulary is important because vocabulary is important aspect in language and nothing can be conveyed without vocabulary. And there are two types in teaching vocabulary they are function word and content word.

b. Principles of Teaching Vocabulary

According to Nation (2005) there are six principles of teaching vocabulary, they are;

- 1) Making and keeping teaching simple and clear without any complicated explanations.
- 2) Relating present teaching to past knowledge by showing a pattern or analogies.
- 3) Using both oral and written presentation or writing it on blackboard as well as explaining.
- 4) Giving most attention to words that are already partly known.
- 5) Telling learners if it is a high-frequency word and is worth noting for future attention.
- 6) Not bringing in other unknown or poorly known related words like near synonyms, opposites, or members of the same lexical set.

3. Word Cards as Learning Media

a. Definition of Word Cards as Learning Media

According to Hinkel in Fadilah (2005) that word cards are cards where the English word on one side of the cards and other side there is definition or synonym or pronunciation. Similarly, Rob (2001) stated that word cards are pieces of paper with one side is English word and on other side of the cards is a translation or picture.

In addition, Doff (2000) stated that word cards are cards with simple pictures, words or numbers which can be helped the teacher or given out to the students to use in a pair or a group work. Suggested by Nation (2001) that word cards is the technique in teaching vocabulary.

From the definition above, it can be concluded that word cards is a set of cards with a word on one side and translation or picture on other side.

b. Kinds of Word Cards

According to Fadilah (2015) that there are two kinds of word cards. They are word cards with picture and word cards without picture. Word cards with picture is a card that there is an English word on one side and there is a picture on the other side. Through picture, can help the students to visualize the picture with the visual form of the word. While, word cards without picture is a card that there is an English word on one side and there is translation on the other side. The translation can

help the students to know the meaning of the word and to memorize the word easily.

According to Monje and Medina (2008), that word cards can get by making them by ourselves or buying them from stationery. While, Doff (2000) suggests that to make word cards can use a piece of card or draw the picture with a black pen, or cut some picture from a magazine.

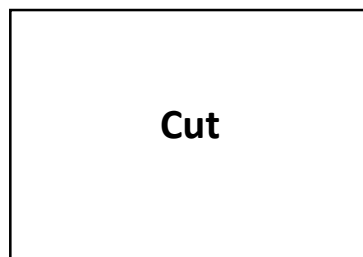
From the explaining above, it can be concluded that there are two kinds of word cards. They are word cards with picture and word cards without picture.

c. Techniques of Using Word Cards

According to Thornbury (2002) there are eight steps of using word cards, they are:

- 1) Learners write a word to be learned on one side of a small card (about the size of business card) and its mother tongue translation on other.

Front



Back



- 2) Depending on the difficulty of the words a full set at any one time should consist of between 20 and 50 cards.

- 3) Words do not have to belong to lexical sets – in fact it is probably better that they don't, so as to avoid the inference effect of words of similar meaning being learned together.
- 4) Learners test themselves on the words by first recalling the meaning of the new word – i.e. looking at each new word and then checking their understanding of each by looking at the word's translation.
- 5) They then reverse the process, using the translation to trigger the form of the new word.
- 6) Words that cause difficulty should be moved to the top of the pile. In any case, the cards should be shuffled periodically to avoid 'serial effects' – that is, remembering words because of the order they come in and not for any other reason.
- 7) The sequence of learning and review should become increasingly spaced.
- 8) As words are learned they should be discarded, and new word cards made and added to the set.

From the explaining above, it can be concluded that they are eight steps of using word cards. Start from the learners write a word to be learned on one side of a small card until they are adding the cards to the set.

d. Advantages and Disadvantages of Word Cards

1) The Advantages of Word Cards

According to Schmitt and McCarthy (1997) the advantages of using word cards are;

- a. Word cards can provide a sense of progress and a sense of achievement, especially if the goals have been met.
- b. Word cards are portable and can be used in idle moments in or out of the classroom either for learning new words or for revising old ones.
- c. Word cards can be specifically made suit their needs and are thus self-motivating.
- d. Word cards are learning tool that can be used at any level of vocabulary proficiency.
- e. Learning from word cards will usually involve repetition of the same material because the cards themselves do not change from one repetition to another. However, learners can change the way they process the cards by thinking of new sentences word, thinking of new instantiations of the word and imagining context.
- f. When words are met in reading and listening or used in speaking and writing, the generativeness of context will influence learning. That is, if the words occur in new sentences context in the reading text, learning will be helped.

From the explaining above, it can be concluded that the using of word cards is really helpful for learner, as mentioned above that word cards are portable and can do wherever and whenever.

2) The Disadvantages of Word Cards

According to Schmitt and McCarthy (1997) the disadvantages of using word cards are;

- a. Using word cards is an outdated method of learning and incompatible with communicative approach to language teaching.
- b. It should not be assumed that learning from word cards means that the words are learned forever.
- c. Using word cards does not mean that all knowledge of a word has been learned, even though it can be designed to include a wide range of information about a word.

From the explaining above, it can be concluded that the using of word cards is an outdated method of learning and the word mastery using word cards is limited.

4. Teaching Vocabulary by Using Word Cards

Word cards is one of the media to teach vocabulary. According to Kaloka (2021) word card makes students are able to find a new vocabulary from what they are seeing and spelling from the word cards. By using word cards, the teacher can use various ways activities such as peer teaching and testing, association games, and guess word.

In this case, the teacher uses guessing word activity in teaching vocabulary at the first grade of MTs Negeri 2 Boyolali;

- a. First, the teacher gives students 20 word cards.
- b. Second, the teacher asked students to recite and memorize the word in word cards.
- c. Third, the teacher asking every student to come forward and then the teacher gives a few words that mentioned in word cards and the student guess the meaning of the word.
- d. Last, the teacher asking student to guess is the word is a verb, noun, or adjective.

From the explaining above, it can be concluded that teaching vocabulary by using word card makes students are able to find a new vocabulary from what they are seeing and spelling from the word cards. And in this case, the teacher uses guessing word activity in teaching vocabulary at the first grade of MTs Negeri 2 Boyolali.

5. Textbook as Learning Media

a. Definition of Textbook as Learning Media

According to Nur (2008) a textbook is universal element in the teaching of English as both a foreign language (EFL) and a second language (ESL). And has become an important aspect of learning and is what curriculum requires to reach the goal.

Graves in Aprilia (2022) says that textbook as a book use for source of information formal study of a subject and an instrument in teaching

and learning process. In the textbook contain an input into classroom lesson in the form of texts, activities explanations and, so on.

From the explaining above, it can be concluded that textbook is universal element in the teaching of English and use for source of information formal study of a subject and an instrument in teaching and learning process.

b. Kinds of Textbook

According to Nilsson (2006) there are two kinds of textbook. They are traditional textbook and communicative textbook.

1) Traditional textbook

Traditional textbook is a handwritten work of fiction and nonfiction on sheets of paper fastened. Grant (1990) stated that there are five characteristics of traditional textbook; first, they more focus on grammar. Second, they emphasise exercises where students read and write than exercises of listen and speak. Third, they use L1 (the language which language learners already speak) very much. Fourth, accuracy in an important aspect. Fifth, some teacher like them because they are thinking that traditional textbook is easy to use.

2) Communicative textbook

Communicative textbook gives the opportunities for the students to using the language in the classroom. Grant (1990) stated that there are five characteristics of communicative textbook; first, they focus

on communicative aspect. Second, they try to cover topics that students are interested in. Third, they more focus on language skills than on grammar, because of that there are many communicative activities in there. Fourth, they emphasise students working together, in group or in pairs. Fifth, fluency and accuracy is an important aspect.

From the explaining above, it can be concluded that according to Nilsson (2006) there are two kinds of textbook. They are traditional textbook and communicative textbook.

6. Teaching Vocabulary by Using Textbook

One of the subject of textbook is information about vocabulary. Mithans and Grmek in Aprilia (2022) say that textbook is one of the resources that teachers use to attain their educational objectives. In textbook should be attractive, should reflect students need, and should interest students.

In this case, there are four steps in teaching vocabulary using textbook at the first grade of MTs Negeri 2 Boyolali;

- a. First, the teacher making five group in which each group consist of 4-5 students.
- b. Second, the teacher gives each group 20 vocabulary.
- c. Third, the teacher asking students to find the meaning of vocabulary from the textbook.

- e. Last, the teacher asking student to guess is the word is a verb, noun, or adjective.

From the explaining above, it can be concluded that textbook is one of the resources that teachers use to attain their educational objectives and in the textbook should be attractive, should reflect students need and should interest students.

B. Previous Related Studies

A research by Farida and Vrieda (2020) entitle “The Use of Word Card Media to Improve Early Reading Skill at Preschool”. The result of this research show that the use of word card media improve early reading of the students in group B TK Kemala Bhayangkari Ternate academic year 2017/2018.

The second research by Brigita Septariani Rahmasari (2016) entile “The Use of Flashcards in Teaching Vocabulary at Fourth Grade Students of SDN Sukosari 02 Dagangan Madiun”. The result of this research show that most of the students are interested it when they are learning English by using flashcards. It can be seen from the students’ average score before the implementation of flashcards is 7.40 and after the implementation of flashcards is 8.15. so it can be concluded that using flashcards is effective in teaching vocabulary at Fourth Grade Students of SDN Sukosari 02 Dagangan Madiun.

The third research from international journal by Ummi Hidayatun Nikmah (2014) entitle “Teaching Vocabulary Using Relia and Using Word Cards to Tenth Grade Students of MA Al-Faizin Bangsri Jepara”. The result of this research show that the average score of the students’ achievement were taught

using relia was 84.33. While, the average score of the students' achievement were taught using word cards was 79. It means teaching using relia is more effective than using word cards.

The fourth research by Raja Muhammad Istiaq (2022) entitle "The Use of Flashcards in Teaching EFL Vocabulary in Online Learning". The result of this research show that the learners used flashcards performed better than studied vocabulary through an online environment.

The fifth research by Tika Novitasari (2020) entitle "The Effectiveness of English Song and Flashcards in Teaching Vocabulary at SMPN 1 Jenangan Ponorogo". The result of this research show that the students who were taught by using English song and flashcards had better score than those who were not taught by using English song and flashcards.

From the previous studies above, there is the similarity and the difference with this research. The first previous study, the similarity is about using word cards as a media in teaching. The difference between both of the research is if those research focus on teaching reading using word cards in preschool. While, this research focus on teaching vocabulary using word cards in junior high school. The second previous study, the similarity is about using word cards as a media in teaching vocabulary. The difference between both of the research is subject of the research. If the subject of those research are students of elementary school. While, the subject of this research are students of junior high school. The third previous study, the similarity is about using word cards as a media to teach vocabulary. The difference between both of the research is

if those research focus on teaching vocabulary using word cards and relia. While, this research focus on teaching vocabulary using word cards and lecturing technique. The fourth previous study, the similarity is about using word cards as a media to teach vocabulary. The difference between both of the research is if those research teaching vocabulary using word cards in online learning. While, in this research teaching vocabulary using word cards in offline learning so it is more dynamic. Last, the fifth previous study, the similarity is about using word cards as a media to teach vocabulary. The difference between both of the research is if those research focus on teaching vocabulary using word cards and English song. While, this research focus on teaching vocabulary using word cards and lecturing technique.

C. Rationale

In the process of learning English vocabulary at the first grade of MTs Negeri 2 Boyolali there is a problem about vocabulary. They still have difficulties in memorizing vocabulary so they are often asking the teacher and they are often open the dictionary if there are words that they don't understand. So, it is needed some technique to making teaching and learning process more effective and easier.

As stated above, the media has an important role in the teaching and learning process of vocabulary. One of the media that can use to teaching vocabulary is word cards. Word cards is cards with a word on one side and other side is translation or picture. Word cards is used as a media to teach vocabulary because word cards have advantages that effective to students'

vocabulary ability at the first grade of MTs Negeri 2 Boyolali. According to Masitoh and Gunarto (2014) word cards is one of the best media to use for studying, easy to carry anywhere, practice to make and use it, and word cards help in memorizing information.

From the explaining above, it can be say that using word cards is more effective to teach vocabulary and using word cards makes students will easier and fun to learn. So, word cards can provide a sense of progress and a sense of achievement.

D. Hypothesis

Based on the study the theory, the researcher formulated the hypothesis stated as follow:

1. Ho: There is no significant difference between vocabulary skill in students who are taught using word cards and students who are taught using text book at the first grade of MTs Negeri 2 Boyolali in the academic year 2022/2023.
Ha: There is significant difference between vocabulary skill in students who are taught using word cards and students who are taught using text book at the first grade of MTs Negeri 2 Boyolali in the academic year 2022/2023.
2. Ho: The use of word cards is not effective to teach vocabulary at the first grade of MTs Negeri 2 Boyolali in the academic year 2022/2023.
Ha: The use word cards is effective to teach vocabulary at the first grade of MTs Negeri 2 Boyolali in the academic year 2022/2023.

CHAPTER III

RESEARCH METHODOLOGY

A. Research design

This research is a conduct in a quantitative research and use experimental as the design. According to John (2014) quantitative research is an approach for testing objective theories by examining the relationship among variables while experimental design to determine is a specific treatment influences an outcome.

In this research, the researcher used Quasi Experimental that is an experimental design which has two subjects of experiment. And the design of the quasi experimental that is used is Nonequivalent Control Group Design. In this design there is control group and control group cannot randomly selected. And apply collaborative learning with small group. Below is illustrated of the experimental treatment condition:

Table 3.1

Research design

Groups	Pre-Test	Treatment	Post-Test
Experimental Group	X1	Experimental Group	X2
Control Group	X3	Control Group	X4

In which:

X1: Pre-Test of Experimental Group

X2: Post-Test of Experimental Group

X3: Pre-Test of Control Group

X4: Post-Test of Control Group

There are two variables in this research, they are independent variable and dependent variable;

1. Independent Variable

According to Chumcal (2014) independent variable is the variable being manipulated. In other word, independent variable is the variable that influence dependent variable. In this case, the independent variable is the word cards.

2. Dependent Variable

According to Chumcal (2014) dependent variable is the variable being measured. In other word, dependent variable is the variable that influenced by independent variable. In this case, the dependent variable is the vocabulary.

In this research, there will be two classes which apply two difference independent variables. One class is experimental group to justify between independent variable (word cards) and dependent variable (vocabulary). One class is control class to justify between independent variable (textbook) and dependent variable (vocabulary).

B. Research Setting

1. Place of the Study

This research was conducted in MTs Negeri 2 Boyolali. The location of this research is in Ketitang, Nogosari, Boyolali. The reason researcher choose this school is because the school has never been use word cards as a media in teaching vocabulary and the researcher found a student problem with their vocabulary like students difficulties to memorizing the word in English.

2. Time of the Study

The research was conducted in the academic year 2022/2023. This research was carried from October 2022 to June 2023. Below is the schedule of this research:

Table 3.2

Research schedule

Activity	Month								
	October	November	December	January	February	March	April	May	June
Title submission									
Pre-Research									

Writing Proposal									
Consultation and Guidance									
Proposal Seminar									
Research									
Writing Chapter IV-V									
Consultation and Guidance									
Report the Research									

C. Population, Sampling, and Sample

1. Population

According to Shukla (2020) population refers to the group of all the units which will be applied the finding of the research. The population in this research is all the students at the first grade of MTs Negeri 2 Boyolali

in the academic year 2022/2023 that consist of 8 class which the total number all of students are 226 students.

2. Sampling

In this research, the sample use cluster random sampling. According to Fauzy (2019) in cluster random sampling, the population is divided into several groups with each group consist of several elements. Then, from all groups two groups took as sample. And the researcher used lottery to choose the class of the sample.

3. Sample

Sample is a part of population. In this research, the researcher took two groups as sample from all the class at the first grade of MTs Negeri 2 Boyolali. The group of sample is experimental group and control group. The class was chosen were class VII B as an experimental group that consist of 26 students and class VII F as a control group that consist of 26 students.

D. Research Instrument

In this research, the research uses test as instrument. According to Brown in Kartika (2020) test is a method of measuring a person's ability, knowledge, and performance in a given domain. Test is used to know the students' vocabulary before and after given treatment.

E. Technique of Collecting the Data

Data collecting is the most important thing in conducting the research. In this research, the researcher will use the test to collect the data. The test is to

measure the students' vocabulary. There were two procedures to collect the data;

1. Pre-test

In this section, the teacher will give the question about vocabulary before giving treatment. The pre-test is use to measure vocabulary ability of the students before giving treatment. The test consisted of 20 multiple-choice.

2. Post-test

In this section, the teacher will give the question about vocabulary after giving treatment. The post-test is use to measure vocabulary ability of the students after giving treatment. The test consisted of 20 multiple-choice.

In this research, there are five classifications to scoring the test. Here is the classification score of vocabulary according to Hughes and Ufrah in Riskawati (2014):

Table 3.3

Classification Score of Vocabulary

No	Classification	Score	Criteria
1.	Excellent	90-100	Use vocabulary to mastery English vocabulary
2.	Good	70-89	Sometimes use to mastery English vocabulary although its no fluently

3.	Fair	50-69	Frequently the wrong words, discussion somewhat limited vocabulary
4.	Poor	30-49	Misuse of word and very limited vocabulary make comprehension quite difficult
5.	Very Poor	10-29	Vocabulary imitations so extreme as to make discussion virtually impossible

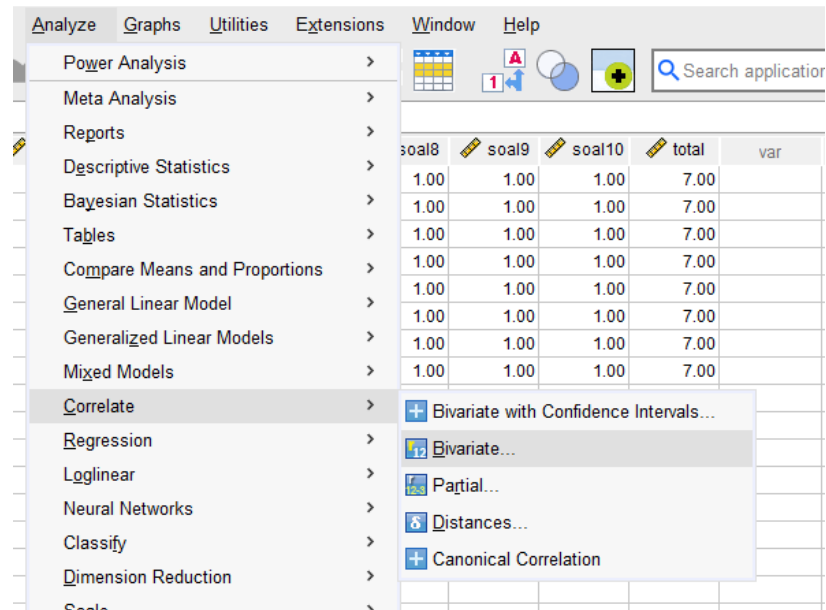
F. Data Validation

1. Validity of Test Instrument

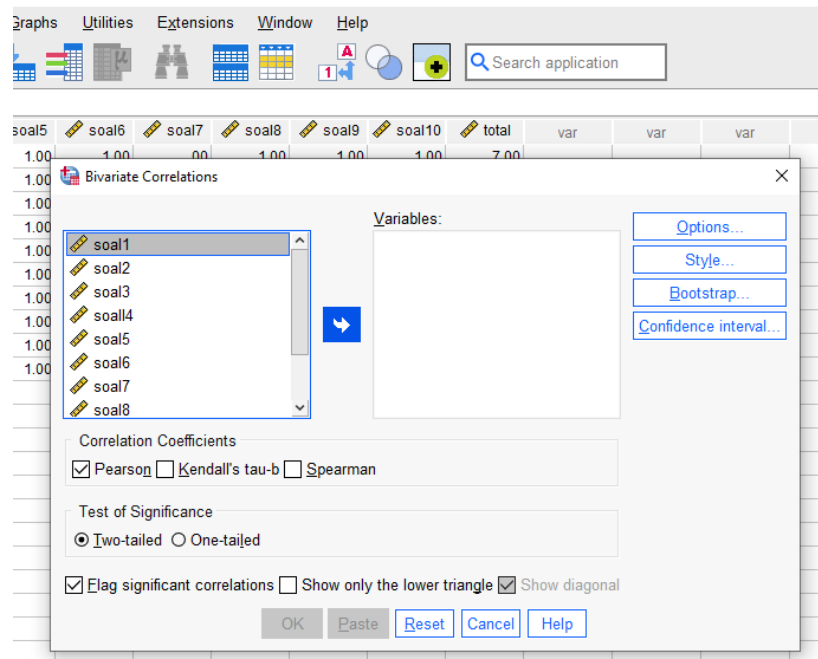
According to Yusup (2018) validity of the instrument refers to the extent of the correct measurement in measuring what is to be measured. In this research, the researcher used pre-test and post-test to check the validity.

The steps to check the validity as follow,

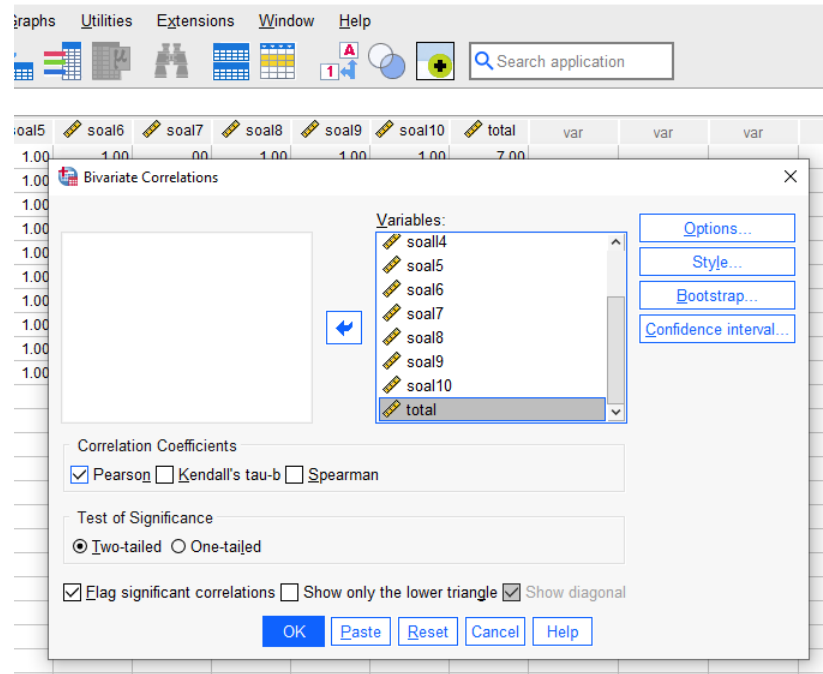
- 1) Click analyze.
- 2) Then click correlate.
- 3) Choose bivariate.



4) Choose the data that we want to check the validity.



5) Then choose Person.



6) Choose two-tailed.

7) Choose flag significant correlations.

8) Click OK.

While the criteria valid or not instrument of the question were as follow:

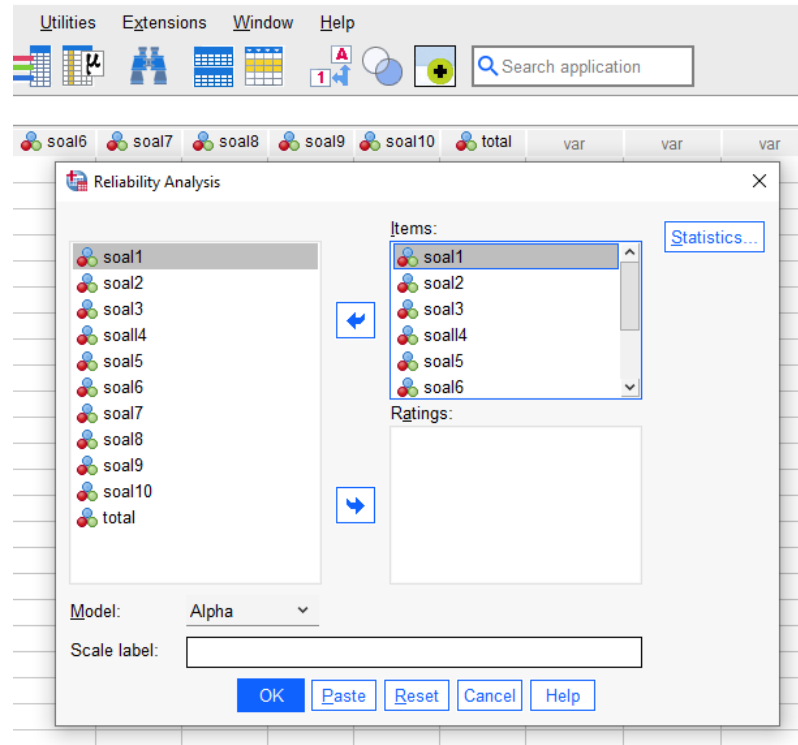
If $r_{hitung} > r_{table}$ the instrument of the question is valid.

If $r_{hitung} < r_{table}$ the instrument of the question is not valid.

2. Reliability of Test Instrument

According to Yusup (2018) reliability of the instrument concerns the extent of the measurement being trustworthy. The reliability in this research used pre-test and post-test to check the reliability. The steps to check the reliability as follow;

- 4) Choose the data that we want to check the reliability.



- 5) Then choose alpha.
6) Click OK.

While the criteria reliable or not instrument of the question were as follow:

If *Cronbach Alpha* > 0.60 the instrument of the question is reliable.

If *Cronbach Alpha* < 0.60 the instrument of the question is not reliable.

G. Techniques of Analyzing the Data

After collected the data, the next step the researcher calculating the data from the scores of students. In this research, the researcher using statistical

package social science (SPSS) to check the data. There are there procedures to analyzing the data, they are;

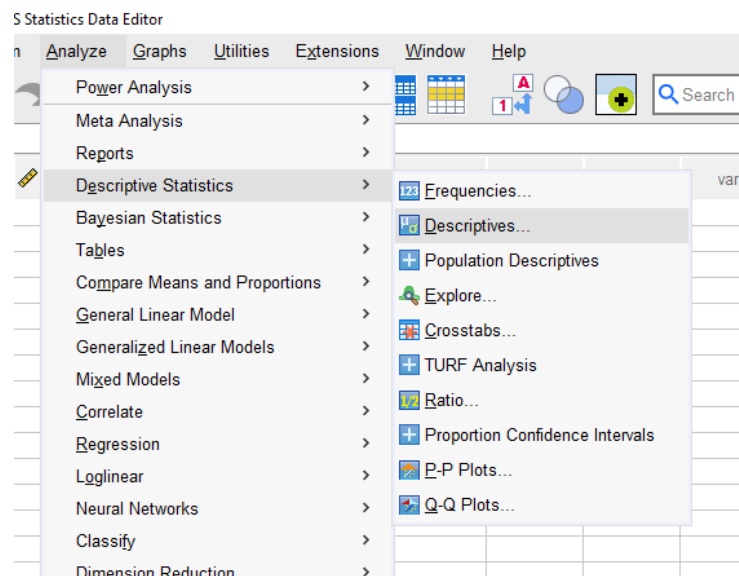
1. Data Descriptive Analysis

According to Made (2021) data descriptive analysis is the technique of analysis data used to analyze data by describing the data. Yellapu (2018) stated that descriptive analysis is used to summarize the data by describing the relationship between variables in a sample or population. The data descriptive consists of mean, median, mode, and standard deviation.

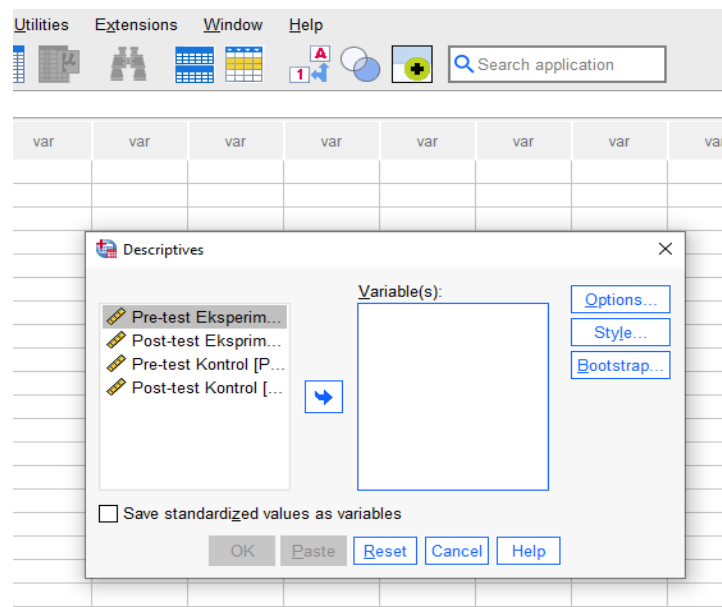
a. Mean

Mean is the average score or the sun of score from all students. The steps to check the mean score as follow;

- 1) Click analyze.
- 2) Then click descriptive statistics.
- 3) Choose descriptive.

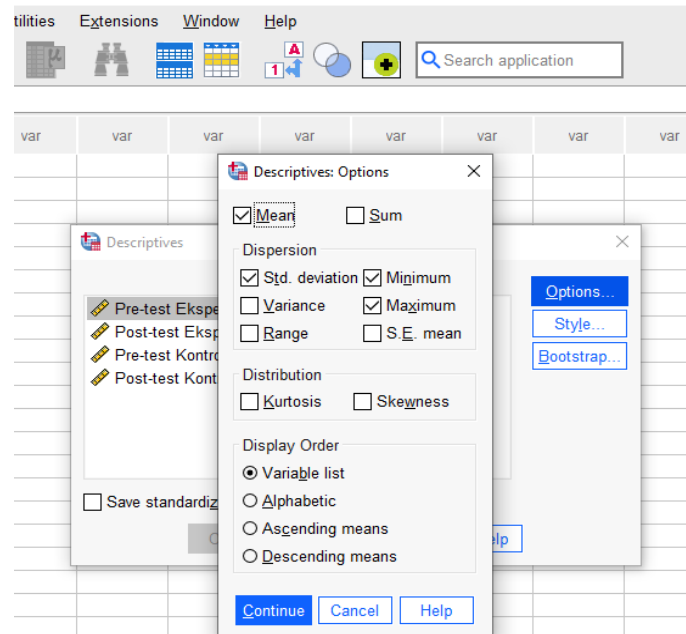


- 4) This bring up the dialog box. Note that the side of the box contains a list of all the variables in our data file. On the right is an area labeled variables, where can select the variables we would like to use in analysis.



- 5) Then click the data file that we want to check the mean.

6) Choose mean in the descriptive option box.



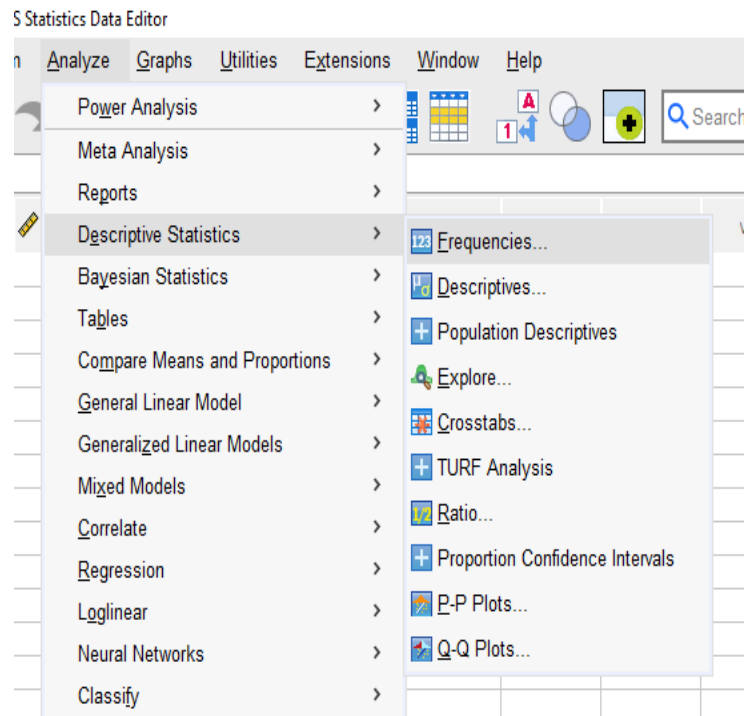
7) Click continue and click OK.

b. Mode

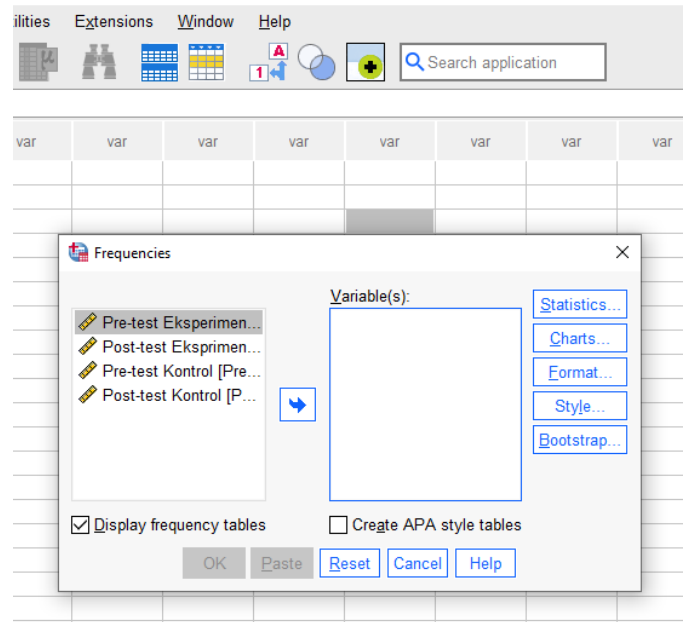
Mode is the most frequently occurring value. The steps to check the mode as follow;

- 1) Click analyze.
- 2) Then click descriptive statistics.

3) Choose frequencies.

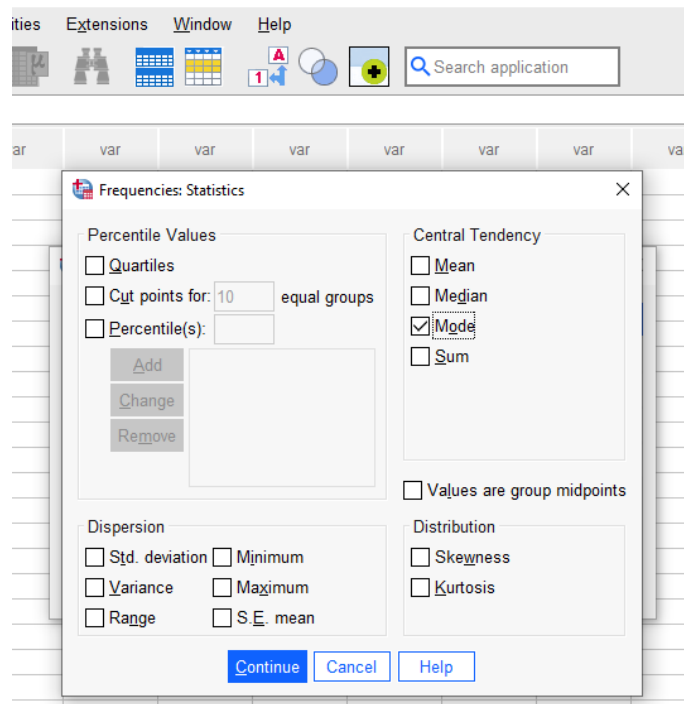


4) Choose the data that we want to check the mode.



5) Then click statistics.

6) Choose mode in frequencies statistics box.

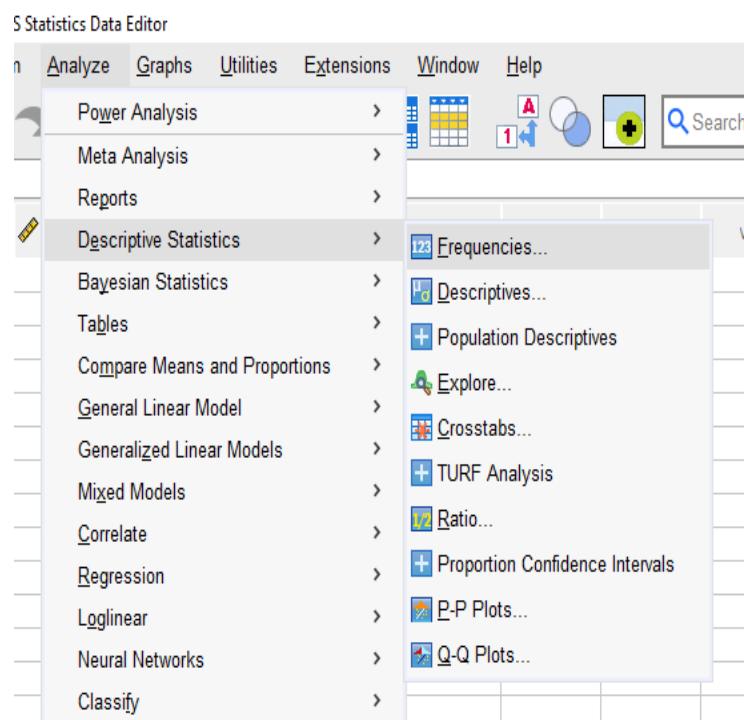


7) Click continue and click OK.

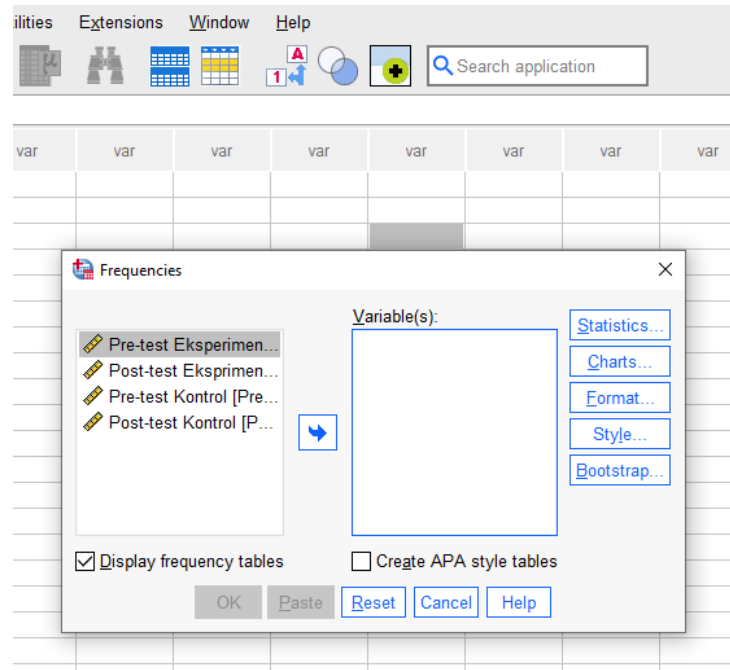
c. Median

Median is the middle value of the data. The steps to check the median as follow;

- 1) Click analyze.
- 2) Then click descriptive statistics.
- 3) Choose frequencies.

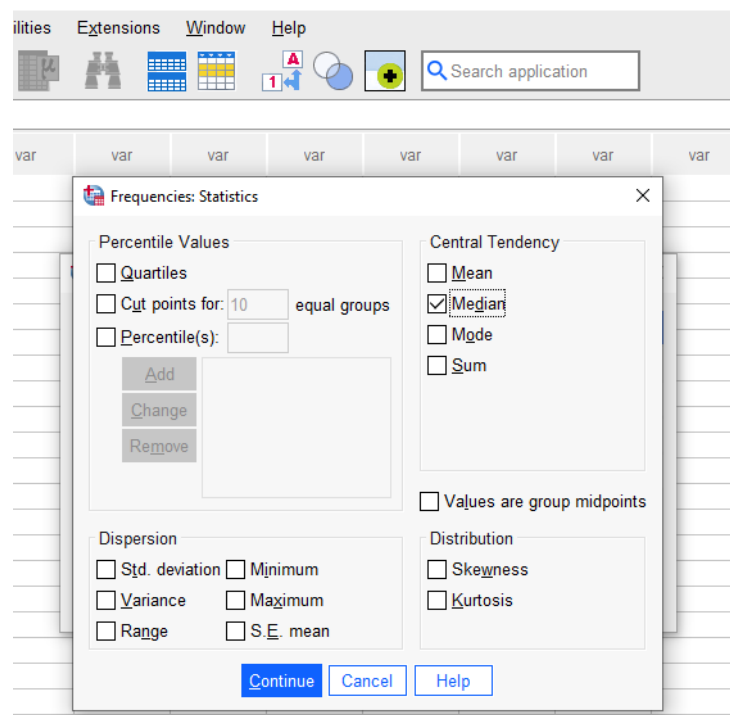


4) Choose the data that we want to check the median.



5) Then click statistics.

6) Choose median in frequencies statistics box.

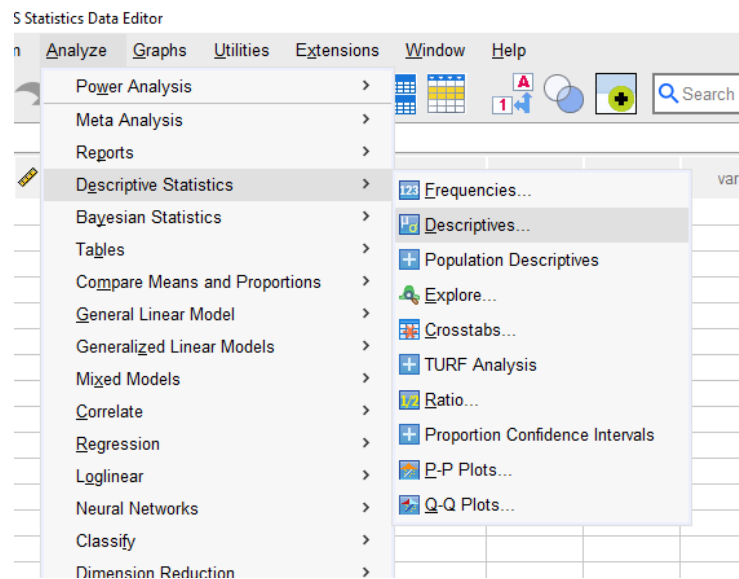


7) Click continue and click OK.

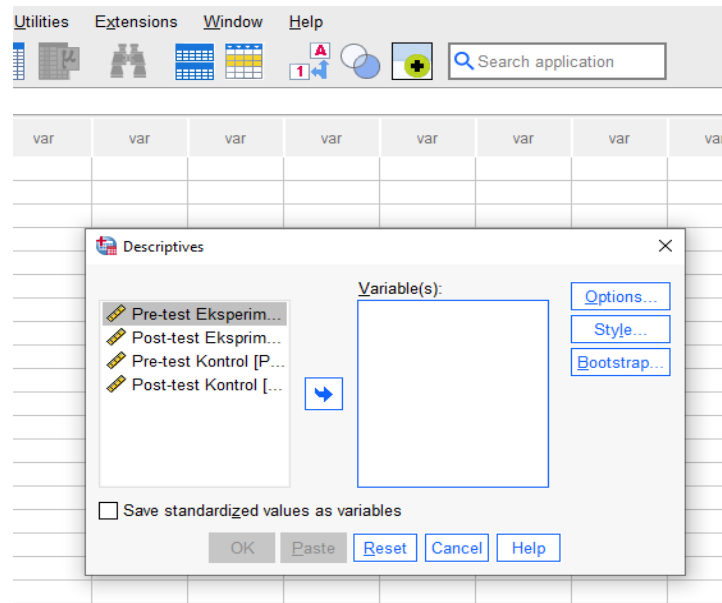
d. Standard Deviation

According to Ary, et al. in Kartika (2020) standard deviation is the square root of variance, in which the variance is the average of the squared differences from the mean. The steps to check the standard deviation as follow;

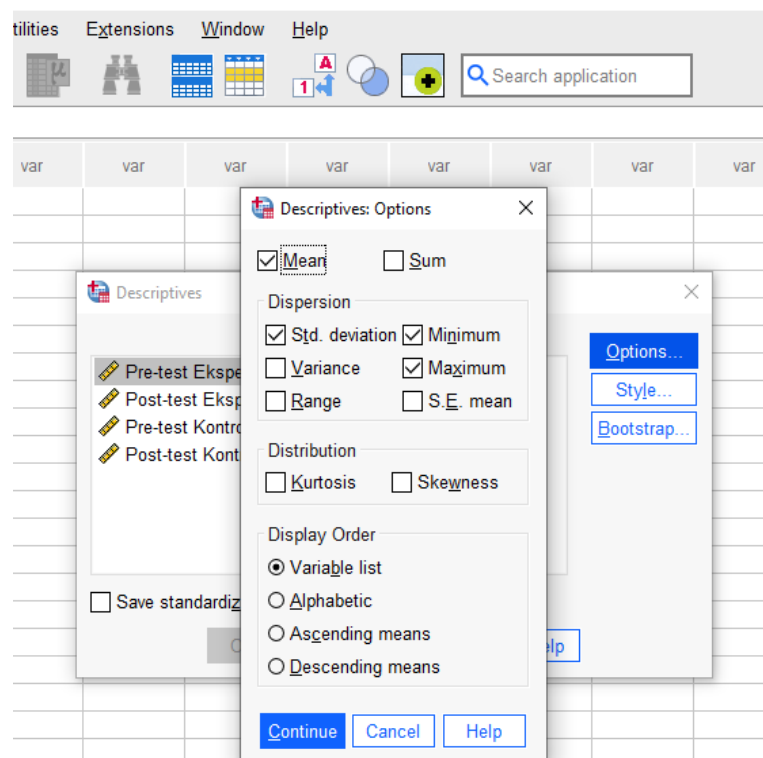
- 1) Click analyze.
- 2) Then click descriptive statistics.
- 3) Choose descriptive.



4) Click the data file that we want to check the standard deviation.



5) Choose standard deviation in the descriptive option box.



6) Click continue and click OK.

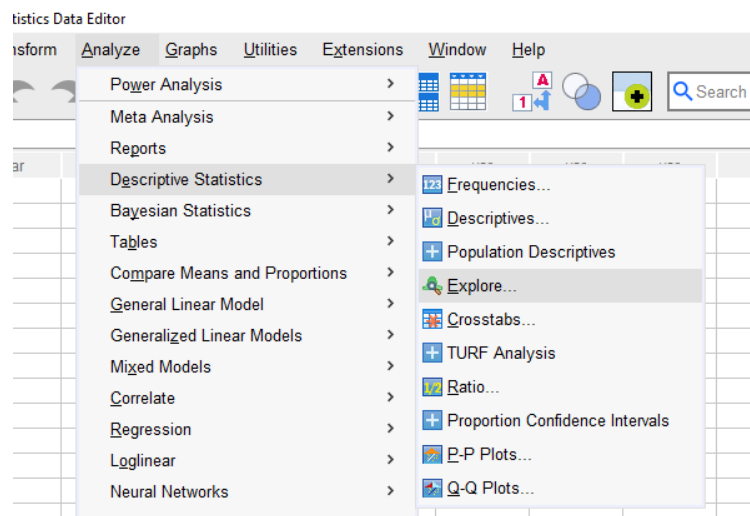
2. Pre-Requisite Test

Before determining the statistical analysis technique is used, it will be examined the normality and homogeneity test of the data.

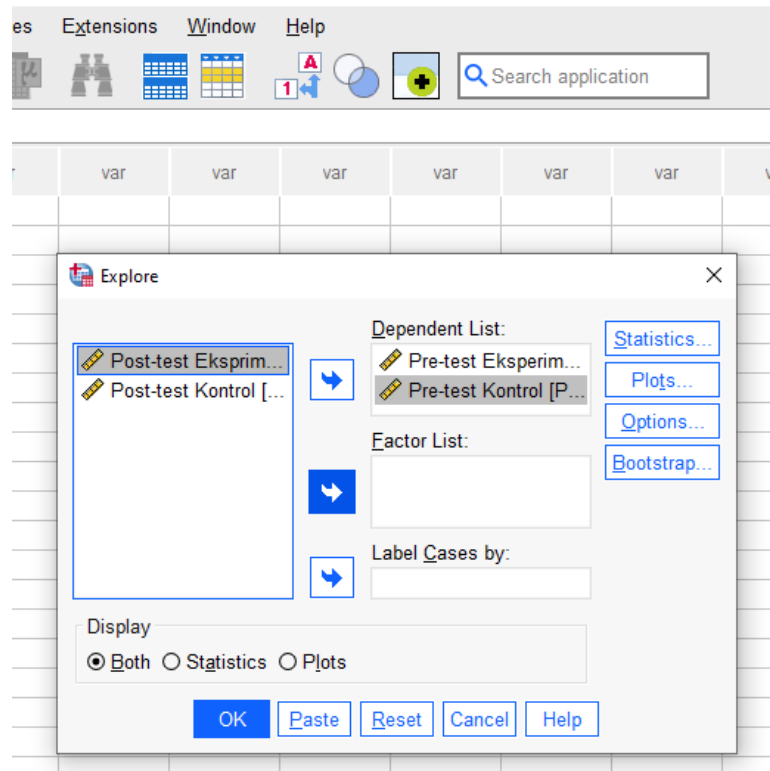
a. Normality test

Normality test is used to know whether the data distribution normal or not. The steps of the test as follow:

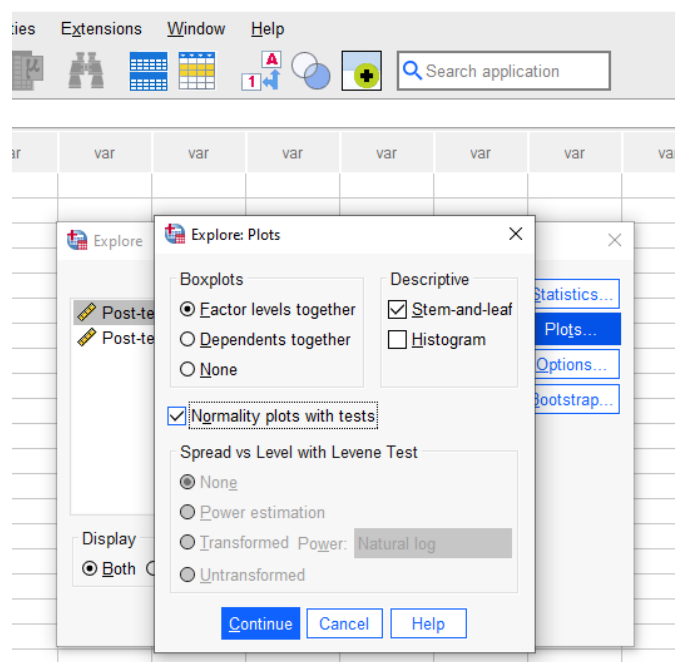
- 1) Click analyze.
- 2) Choose descriptive statistics.
- 3) Then click explore.



- 4) Then input the data in the dependent list and factor list in the display choose both.



- 5) Then click plots.
- 6) Choose normality plot with test in the explore plots box.



7) Click continue and click OK.

While the criteria of acceptance or rejection of normality test were as follows:

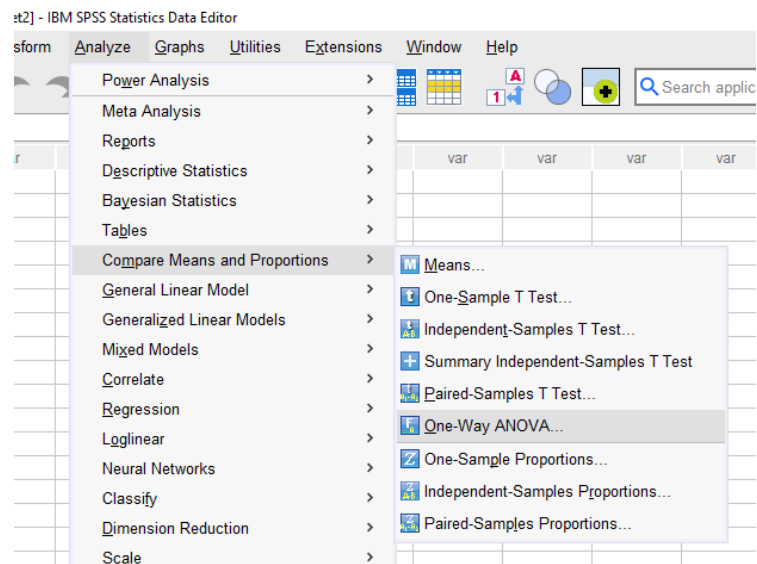
If Sig. Value > 0.05 the data is normal distribution.

If Sig. Value < 0.05 the data is not normal distribution.

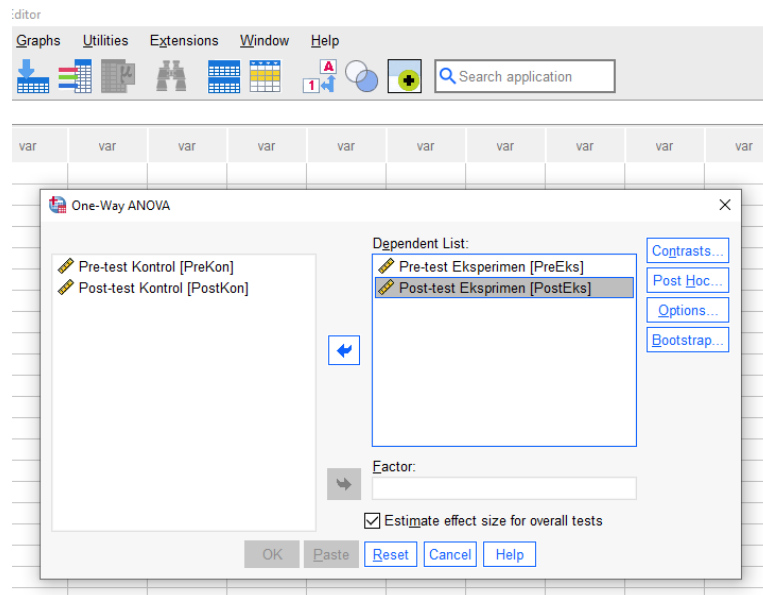
b. Homogeneity test

Homogeneity test is used to know whether the data homogeneous or not. The steps of the test as follow:

- 1) Click analyze.
- 2) Choose compare means.
- 3) Then click one way anova.

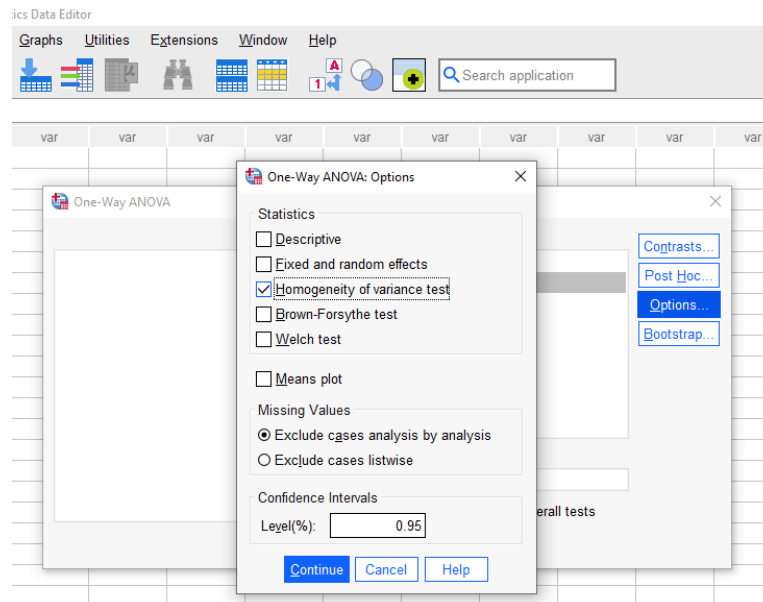


4) Input the data into the one way anova box.



5) Then click options.

6) Choose homogeneity of variance test.



7) Click continue and click OK.

While the criteria of acceptance or rejection of homogeneous test were as follows:

If Sig. Value > 0.05 the data is normal homogeneous.

If Sig. Value < 0.05 the data is not homogeneous.

3. Hypothesis Testing

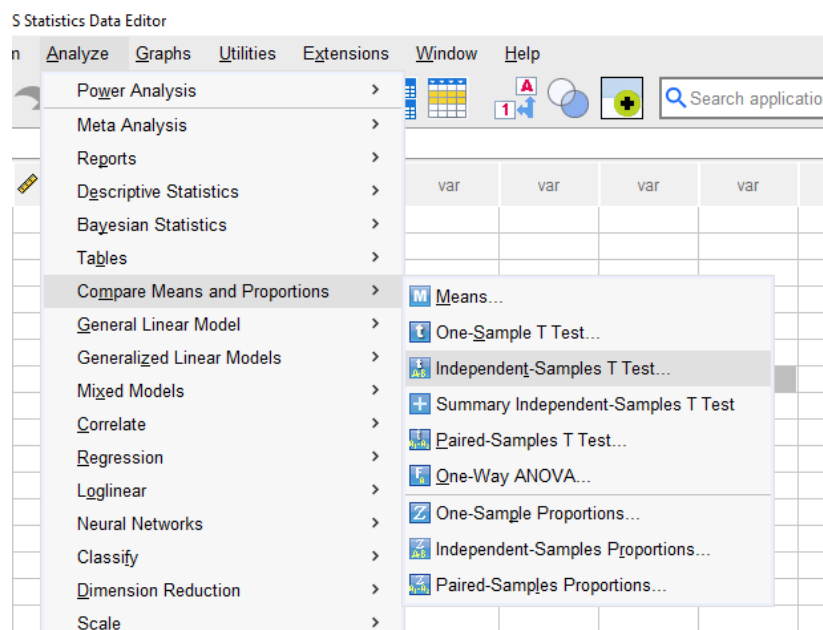
The technique that used in analyzing the data was T-Test of independent sample and T-Test of paired sample.

a. T-Test of Independent Sample

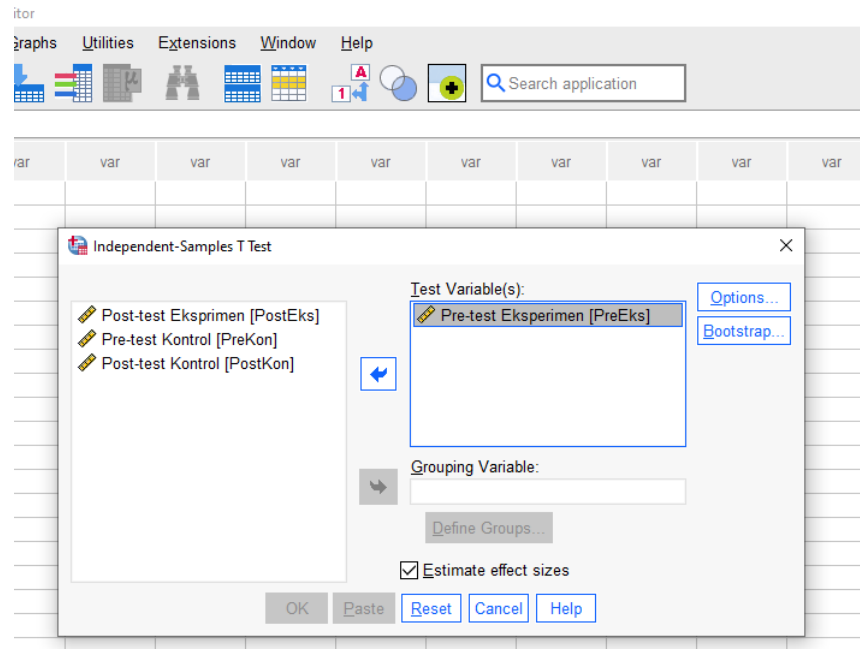
This test is used to find of the average difference between 2 samples.

The steps are follow:

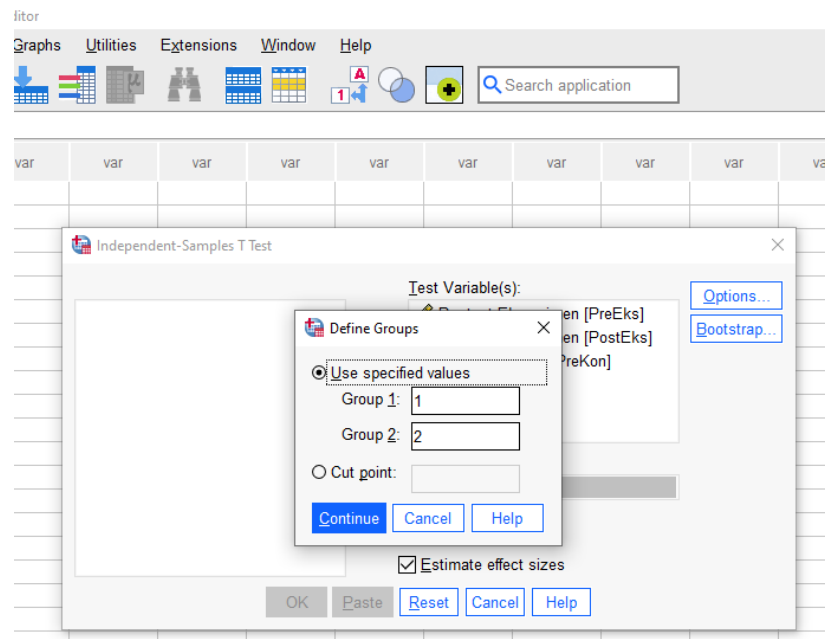
- 1) Click analyze.
- 2) Then click compare means.
- 3) Choose independent sample T-Test.



4) Transfer the dependent variables into the test variable blank.

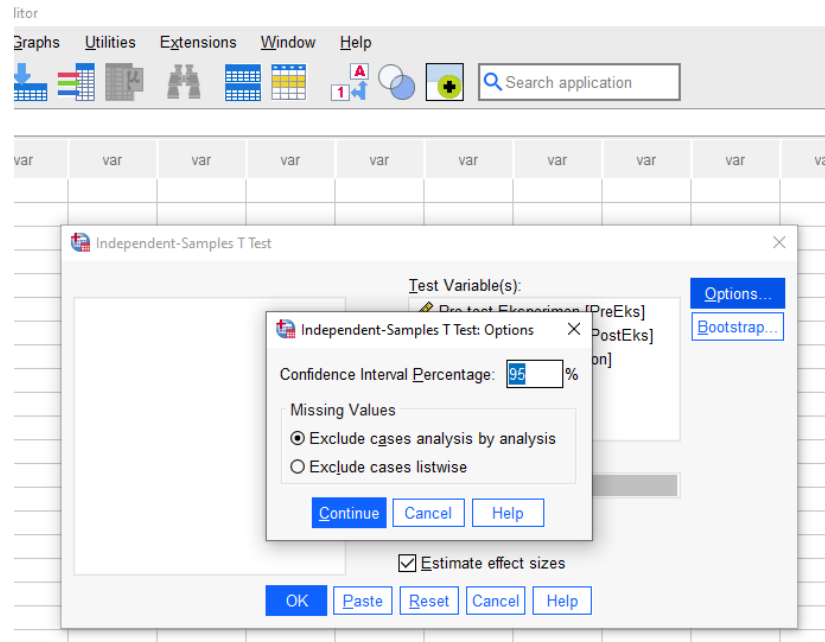


5) Click define group and enter the values of the two levels of the independent variable.



6) Click continue.

7) Click option then in the confidence interval percentage 95.



8) Click continue.

9) Then click OK.

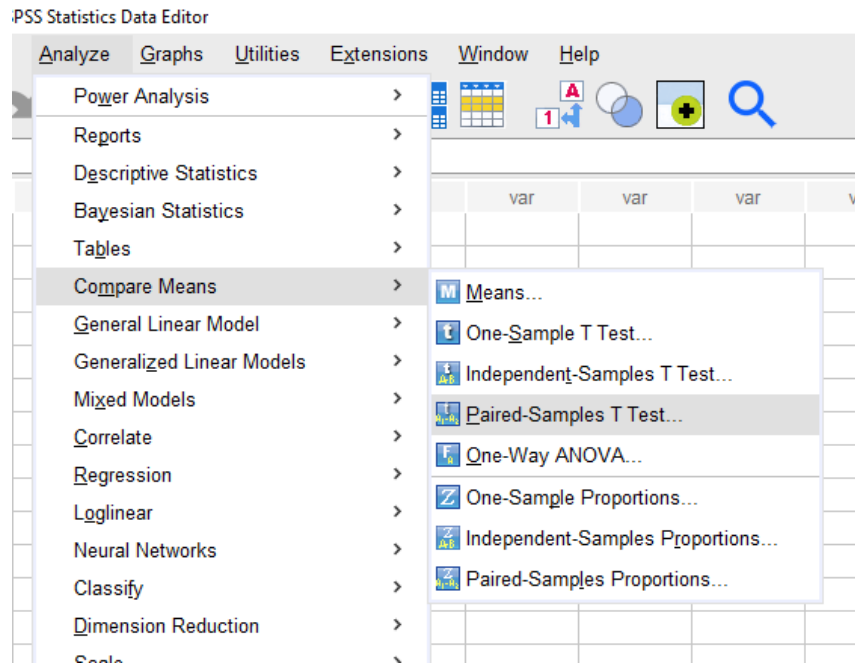
b. T-Test of Paired Sample

This test is used to find of the effectiveness of the technique. The steps are:

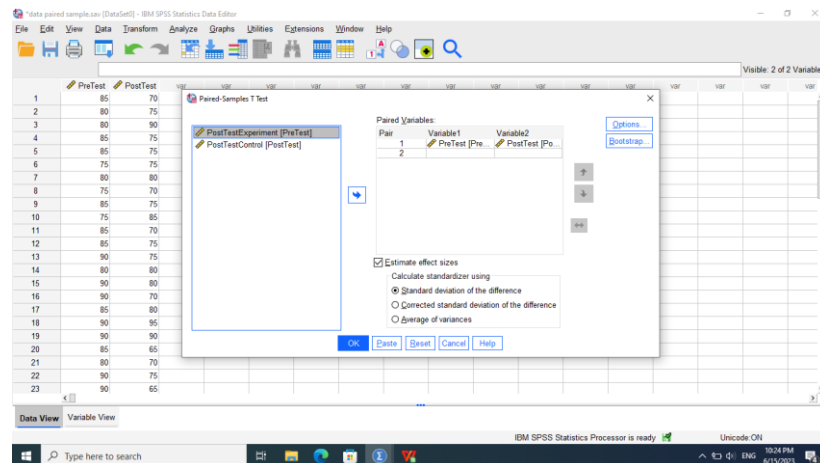
1) Chose analyze.

2) Then click compare means.

3) Chose paired sample T-test.



4) Transfer to the blank of paired sample.



5) Then click OK.

Which criteria as follow:

If Sig. Value (2-tailed) < 0.05 so H_0 is rejected and H_a is accepted.

If Sig. Value (2-tailed) > 0.05 so H_0 is accepted and H_a is rejected.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Findings

1. Data Description

The purpose of this research are to know the difference of vocabulary skill in students who are taught using word cards and students who are taught using text book at the first grade of MTs Negeri 2 Boyolali in the academic year 2022/2023. And the effectiveness of using word cards to teach vocabulary at the first grade of MTs Negeri 2 Boyolali in the academic year 2022/2023. In this research, the researcher took VII B as experimental group which was taught vocabulary using word cards and VII F as the control group which was taught vocabulary using textbook.

The data analyzed in this research were got from the result of the test. In this research, the researcher used same material but the media used in teaching were different. The researcher got the data from the pre-test was given before treatment, and post-test was given after treatment. The scores of the students were compered using t-test to prove whether there is a significant difference between the two groups and to find which group has higher score. Here the result of the vocabulary achievement. Then the data are explained in detail. It includes the mean, mode, median, and standard deviation.

a. Experimental Group

The experimental group is a group that was taught by using word cards media. The experimental group is 7B that consist of 26 students. Below is the table providing the score of pre-test and post-test in teaching vocabulary.

Table 4.1 List Pre-Test and Post-Test Scores of Students in
Experimental Group

No	Initial	Pre-Test	Post-Test
1.	ABP	75	85
2.	AC	60	80
3.	AH	70	80
4.	AKA	75	85
5.	AKN	80	85
6.	DAA	65	75
7.	DBS	75	80
8.	DAL	65	75
9.	DF	80	85
10.	EMR	65	75
11.	FNA	50	85
12.	HMZ	70	85
13.	KVN	70	90
14.	KSP	75	80
15.	KK	65	90
16.	NBK	85	90
17.	NPA	65	85
18.	NMM	75	90
19.	NFR	75	90
20.	RAS	70	85
21.	SPR	55	75
22.	SAL	75	90
23.	SFR	80	90
24.	WS	75	80
25.	NK	90	100
26.	ZDM	55	75

The data presented are the result of pre-test and post-test of vocabulary test. The description of the data are concludes the mean, median, mode, and std. deviation, and minimum and maximum. The following data is shown in table 4.2.

Table 4.2 Statistic of the Scores

		Statistics	
		Pre-Test Experiment	Post-Test Experiment
N	Valid	26	26
	Missing	0	0
Mean		70.77	84.23
Median		72.50	85.00
Mode		75	85
Std. Deviation		9.348	6.114
Minimum		50	75
Maximum		90	100
Sum		1840	2190

From the table above, descriptive analysis of the pre-test data showed that lower score was 50 and the highest score was 90. The mean was 70.77, the median was 72.50, the mode was 75, and the std. deviation was 9.348. The frequency distribution of the data pre-test experimental group is in the table 4.3.

Table 4.3 Frequency Distribution of Pre-Test Experimental Group

Pre-Test Experiment					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	1	3.8	3.8	3.8
	55	2	7.7	7.7	11.5
	60	1	3.8	3.8	15.4
	65	5	19.2	19.2	34.6
	70	4	15.4	15.4	50.0
	75	8	30.8	30.8	80.8
	80	3	11.5	11.5	92.3
	85	1	3.8	3.8	96.2
	90	1	3.8	3.8	100.0
	Total	26	100.0	100.0	

After giving the treatment using Word Cards, the researcher gave the post-test. Descriptive analysis of the post-test data showed that lower score was 75 and the highest score was 100. The mean was 84.23, the median was 85, the mode was 85, and the std. deviation was 6.114. The frequency distribution of the data post-test experimental group is in the table 4.4.

Table 4.4 Frequency Distribution of Post-Test Experimental Group

Post-Test Experiment					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	75	4	15.4	15.4	15.4
	80	6	23.1	23.1	38.5
	85	8	30.8	30.8	69.2
	90	7	26.9	26.9	96.2

100	1	3.8	3.8	100.0
Total	26	100.0	100.0	

b. Control Group

The control group is a group that was taught by using textbook media. The control group is 7F that consist of 26 students. Below is the table providing the score of pre-test and post-test in teaching vocabulary.

Table 4.5 List Pre-Test and Post-Test Scores of Students in Control Group

No	Initial	Pre-Test	Post-Test
1.	ART	55	70
2.	ASD	50	75
3.	AIR	80	90
4.	DPH	60	75
5.	DVP	65	75
6.	FAP	55	75
7.	FCR	60	75
8.	FAA	65	70
9.	KNR	50	75
10.	MDA	80	85
11.	MFF	50	70
12.	MFK	65	75
13.	MF	55	75
14.	MF	50	80
15.	NKP	50	80
16.	NA	65	70
17.	NOW	60	75
18.	NAF	90	95
19.	NLH	80	90
20.	OMI	50	65
21.	RNA	45	65
22.	RPW	50	75
23.	RBW	50	65
24.	SNA	80	90
25.	TES	70	80
26.	VR	80	80

The data presented are the result of pre-test and post-test of vocabulary test. The description of the data are concludes the mean, median, mode, and std. deviation, and minimum and maximum. The following data is shown in table 4.6.

Table 4.6 Statistic of the Scores

		Statistics	
		Pre-Test Control	Post-Test Control
N	Valid	26	26
	Missing	0	0
Mean		62.50	78.27
Median		60.00	77.50
Mode		50	70 ^a
Std. Deviation		12.510	7.739
Minimum		45	65
Maximum		90	95
Sum		1625	2035

a. Multiple modes exist. The smallest value is shown

From the table above, descriptive analysis of the pre-test data showed that lower score was 45 and the highest score was 90. The mean was 62.50, the median was 60, the mode was 50, and the std. deviation was 12.510. The frequency distribution of the data pre-test control group is in the table 4.7.

Table 4.7 Frequency Distribution of Pre-Test Control Group

Pre-Test Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	1	3.8	3.8	3.8
	50	7	26.9	26.9	30.8
	55	2	7.7	7.7	38.5
	60	5	19.2	19.2	57.7
	65	4	15.4	15.4	73.1
	70	1	3.8	3.8	76.9
	80	5	19.2	19.2	96.2
	90	1	3.8	3.8	100.0
	Total	26	100.0	100.0	

After giving the treatment using Word Cards, the researcher gave the post-test. Descriptive analysis of the post-test data showed that lower score was 65 and the highest score was 95. The mean was 78.27, the median was 77.50, the mode was 70, and the std. deviation was 7.739. The frequency distribution of the data post-test control group is in the table 4.8.

Table 4.8 Frequency Distribution of Post-Test Control Group

Post-Test Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65	1	3.8	3.8	3.8
	70	6	23.1	23.1	26.9
	75	6	23.1	23.1	50.0
	80	6	23.1	23.1	73.1
	85	3	11.5	11.5	84.6
	90	3	11.5	11.5	96.2

95	1	3.8	3.8	100.0
Total	26	100.0	100.0	

2. Pre-Requisite Test

a. Normality Test

Normality test is used to test the sample from population whether they have normal distribution or not. In this research, the researcher used Shapiro-Wilk for the normality. The sample are called has a normality distribution if Sig. value > 0.05 , and if Sig. value < 0.05 , the data is not in normal distribution.

Table 4.9 Tests of Normality

Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Result	Pre-Test Experiment	.168	26	.056	.955	26	.303
	Post-Test Experiment	.165	26	.065	.911	26	.028
	Pre-Test Control	.156	26	.103	.898	26	.014
	Post-Test Control	.164	26	.071	.939	26	.130

a. Lilliefors Significance Correction

The explanation of the table above as follows:

The result criteria of normality test were H_0 accepted if Sig. value > 0.05 . the result of the data pre-test in experimental group showed that the Sig. was 0.056. While, the result of the data post-test in experimental group

showed that the Sig. was 0.065. it means that pre-test and post-test in experimental group were normal distribution because Sig. > 0.05.

The result criteria of normality test were Ha accepted if Sig. value > 0.05. the result of the data pre-test in control group showed that the Sig. was 0.103. While, the result of the data post-test in control group showed that the Sig. was 0.071. it means that pre-test and post-test in experimental group were normal distribution because Sig. > 0.05.

b. Homogeneity Test

The next step of the calculation was finding the homogeneity of the data. Homogeneity test is used to know whether the two sample of experimental and control class are homogeneous or not. The result of the data is as follows:

Table 4.10 Test of Homogeneity of Variance

Test of Homogeneity of Variance				
	Levene Statistic	df1	df2	Sig.
Based on Mean	1.646	1	50	.205
Based on Median	.908	1	50	.345
Based on Median and with adjusted df	.908	1	43.423	.346
Based on trimmed mean	1.441	1	50	.236

To determining the homogeneity distribution with criteria, if Sig. value > 0.05, so the data is homogeneous distribution. The result showed

that the Sig. 0.205. it means the result was homogeneous because Sig. value > 0.05 .

3. Hypothesis Testing

After normality and homogeneity test were done, the next step is hypothesis test. In this research, the researcher used T-Test of independents sample and T-Test of Paired Sample in SPSS for hypothesis test.

a. T-Test of Independents Sample

This test is used to find of the average difference between 2 samples. The result of independent sample T-test can be seen in table 4.11.

Table 4.11 Independent Sample T-test

Independent Samples Test				
t-test for Equality of Means				
	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower
Equal variances assumed	.001	6.731	1.999	2.716

The result of computation (t-test) states that Sig. (2-tailed) is 0.001 and the level of significance 0.05. The result provides that Sig. (2-tailed) < 0.05 . So, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. It means that there is a significant

difference between vocabulary skill in students who are taught using word cards and those who are taught using textbook at the first grade of MTs Negeri 2 Boyolali in the academic year 2022/2023.

b. T-Test of Paired Sample

This test is used to find of the effectiveness of the technique. This test is used to check experimental class and control class.

Table 4.12 Paired Sample T-test of Experimental class

		Paired Samples Test			
		Paired Differences			
		95% Confidence Interval of the Difference			
		Upper	t	Df	Sig. (2-tailed)
Pair 1	PreTest - PostTest	-10.304	-9.217	25	.000

The result of computation (t-test) states that Sig.(2-tailed) is 0.001 and the level of significance 0.05. The result provides that Sig.(2-tailed) < 0.05. So, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. It means that there is an effectiveness of using word cards to teach vocabulary at the first grade of MTs Negeri 2 Boyolali in the academic year 2022/2023.

Table 4.13 Paired Sample T-test of Control class

		Paired Samples Test			
		Paired Differences			
		95% Confidence Interval of the Difference			
		Upper	T	Df	Sig. (2-tailed)
Pair 1	PreTest - PostTest	-12.230	-9.586	25	.000

The result of computation (t-test) states that Sig.(2-tailed) is 0.001 and the level of significance 0.05. The result provides that Sig.(2-tailed) < 0.05. So, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. It means that there is an effectiveness of using word cards to teach vocabulary at the first grade of MTs Negeri 2 Boyolali in the academic year 2022/2023.

B. Discussion

1. The significant difference between vocabulary skill in students who are taught using word cards and students who are taught using text book at the first grade of MTs Negeri 2 Boyolali in the academic year 2022/2023.

The first result of the research shows that there is a significant difference between vocabulary skill in students who are taught using word cards and students who are taught using text book at the first grade of MTs Negeri 2 Boyolali in the academic year 2022/2023. It can be proved from the result of independent sample T-test that Sig. (2-tailed) 0.001 is lower than 0.05. It means that scores of student taught by using word cards are higher than scores of students taught by using textbook.

Based on the teaching and learning process in the classroom, teaching vocabulary using word cards made the students more interested than using textbook. Teaching vocabulary using word cards gives opportunities for students to increase their vocabulary skill. The researcher gives the students word cards, and the researcher asked the students to memorize them. And because word cards is a new media for them in learning, that makes them more enthusiasm in learning. They will think that word cards are different from what they usually get in their class before.

Based on the results of the study showed that students' vocabulary increased significantly. The average scores taught using Word Cards shows

84.23, while the average taught using Textbook shows 78.27. It means that there is a significant difference between vocabulary skill in students who are taught using word cards and those who are taught using textbook and there is an effective of word cards to teach vocabulary at the first grade of MTs Negeri 2 Boyolali in the academic year 2022/2023.

2. The effectiveness of using word cards to teach vocabulary at the first grade of MTs Negeri 2 Boyolali in the academic year 2022/2023.

The second result of the research shows that there is an effectiveness of using word cards to teach vocabulary at the first grade of MTs Negeri 2 Boyolali in the academic year 2022/2023. It can be proved from the result of paired sample T-test that Sig. (2-tailed) 0.000 is lower than 0.05. The mean scores of the both group are differences. The mean score in pre-test experimental class is 70.77, the mean score in post-test experimental class is 84.23, while the mean score in pre-test control class is 62.50 and the mean score in post-test control class is 78.27. It means that the students who were taught using word cards have better achievement than those who were taught using textbook.

Based on the teaching vocabulary in the classroom, Zuhri and Salman (2022) stated that word cards was practical media that can help teachers and students in teaching and learning process. According to Schmitt and McCarthy (1997) that word cards can provide a sense of progress and a sense of achievement, especially if the goals have been met and can be specifically made suit their needs and are thus self-motivating.

From the explaining above, it can be concluded that Word Cards is more effective use for learning compare to Textbook. Because the results of the vocabulary test using Word Cards shows that students are able to understand the material. After give the treatment by using Word Cards, the students' scores were better than before the treatment. It means that Word Cards can increase vocabulary skill. Based on the result of this research, there was a significant difference between vocabulary skill in students who are taught using Word Cards and those who are taught using Textbook and there was an effective use of Word Cards to teach vocabulary at the first grade of MTs Negeri 2 Boyolali in the academic year 2022/2023.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding and discussion mentioned in the previous chapter, this chapter provides the result about the significant significant difference between vocabulary skill in students who are taught using word cards and those who are taught using textbook at the first grade of MTs Negeri 2 Boyolali in the academic year 2022/2023 and the effectiveness of using word cards to teach vocabulary at the first grade of MTs Negeri 2 Boyolali in the academic year 2022/2023.

The result stated that there is a significant difference between vocabulary skill in students who are taught using word cards and those who are taught using textbook at the first grade of MTs Negeri 2 Boyolali in the academic year 2022/2023. It can be seen from the result scores of the experimental class and control class. The result showed that Sig. (2-tailed) 0.001 that is lower than 0.05.

Another result stated that that there is an effectiveness of using word cards to teach vocabulary at the first grade of MTs Negeri 2 Boyolali in the academic year 2022/2023. It can be seen from the mean score in pre-test experimental class is 70.77, the mean score in post-test experimental class is 84.23, while the mean score in pre-test control class is 62.50 and the mean score in post-test control class is 78.27. and the Sig.(2-tailed) 0.000 that is lower than 0.05.

From the statement above, it can be concluded that there is a significant difference between vocabulary skill in students who are taught using word cards and those who are taught using textbook at the first grade of MTs Negeri 2 Boyolali in the academic year 2022/2023 and there is an effectiveness of using word cards to teach vocabulary at the first grade of MTs Negeri 2 Boyolali in the academic year 2022/2023.

B. Suggestion

Related to the result of the study that there is a significant difference between vocabulary skill in students who are taught using word cards and those who are taught using textbook at the first grade of MTs Negeri 2 Boyolali in the academic year 2022/2023 and there is an effectiveness of using word cards to teach vocabulary at the first grade of MTs Negeri 2 Boyolali in the academic year 2022/2023, the researcher would like to give suggestion as follows:

1. For the teacher

- a. Based on the result of the study, it is good for the teachers in teaching vocabulary to be more interesting and enjoyable in teaching and learning process so as not to make students feel bored and help them learn more material.
- b. The researcher advises the teacher to use this media as a technique for developing students' vocabulary. By using word cards, the teacher can create students are enthusiastic and can also encourage students to be active in teaching and learning process.

2. For the students

- a. Students must learn more about vocabulary to improve vocabulary.
- b. Word cards will help students to understand the material. So students can discuss with their friends and also their teacher, so they can use word cards by themselves.
- c. Students must ask the teacher if there is something they do not understand.
- d. Students must have motivation to follow the teaching and learning process.

3. For the other researcher

- a. This research is very important because it will provide some knowledge for researchers and to find out the benefits of using word cards in teaching vocabulary.
- b. It is recommended for the future researchers to conduct research in the same field, especially in teaching vocabulary using word cards.

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APPENDICES

Appendix 1. Instrument Test

Pre-Test Question

Choose the best answer by crossing a, b, c, or d!

1. What do you say "Beautiful" in Indonesian?

a. Mengagumkan	c. Nyaman
b. Cantik	d. Bagus
2. What do you say "Polite" in Indonesian?

a. Indah	c. Kuat
b. Berantakan	d. Sopan
3. What do you say "Tua" in English?

a. Old	c. Gergeous
b. Young	d. Kind
4. What do you say "Berbeda" in English?

a. Different	c. Disappointed
b. Accepted	d. Impressive
5. Below is the picture of...



- | | |
|------------|-------------|
| a. Station | c. Terminal |
| b. Airport | d. Harbor |
6. What do you say "Arrive" in Indonesian?

a. Cocok	c. Datang
b. Siap	d. Menuju
 7. What do you say "Driver" in Indonesian?

a. Perawat	c. Nelayan
b. Doktor	d. Supir
 8. What do you say "Perawat" in English?

a. Carpenter	c. Doctor
b. Nurse	d. Architect
 9. What do you say "Tukang roti" in English?

a. Dentist	c. Singer
b. Baker	d. Driver

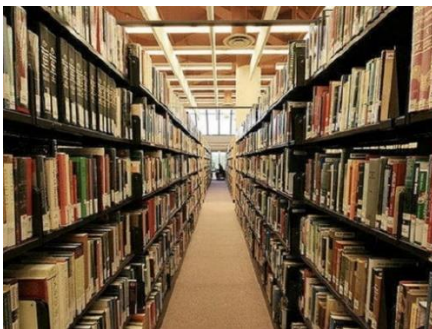
10. Below is the picture of...



- a. Fisherman
 - b. Dancers
 - c. Carpenter
 - d. Driver
11. What do you say "Land" in Indonesian?
- a. Laut
 - b. Udara
 - c. Darat
 - d. Air
12. What do you say "Frog" in Indonesian?
- a. Ular
 - b. Katak
 - c. Kadal
 - d. Capung
13. What do you say "Rumput" in English?
- a. Grass
 - b. Tree
 - c. Tone
 - d. Paper
14. Below is the picture of the...season



- a. Summer
 - b. Fall
 - c. Spring
 - d. Rainy
15. What is the picture of market?



a.



c.



b.



d.

16. What do you say "Reason" in Indonesia?

- a. Alasan
- b. Musim

- c. Terluka
- d. Gemetar

17. What do you say "Climb" in Indonesia?

- a. Bernafas
- b. Memanjat

- c. Terbang
- d. Lompat

18. What do you say "Gelap" in English?

- a. Light
- b. Dark

- c. Soft
- d. Hard

19. What do you say "Ramah" in English?

- a. Good
- b. Pretty

- c. Kind
- d. Friendly

20. Below is the picture of...



- a. Pizza
- b. Cake
- c. Fried chicken
- d. Fried rice

Post-Test Question

Choose the best answer by crossing a, b, c, or d!

1. What do you say "decided" in Indonesian?
 - a. Menghargai
 - b. Menarik
 - c. Membawa
 - d. Memutuskan
2. What do you say "weather" in Indonesian?
 - a. Cuaca
 - b. Berantakan
 - c. Bingung
 - d. Rajin
3. What do you say "depan" in English?
 - a. Front
 - b. Beside
 - c. Behind
 - d. Below
4. What do you say "bentuk" in English?
 - a. Satisfying
 - b. Kind
 - c. Shape
 - d. Diligent
5. Below is the picture of...



- a. Kind
 - b. Building
 - c. House
 - d. Place
6. What do you say "experience" in Indonesian?
 - a. Pengalaman
 - b. Kuat
 - c. Ekspresi
 - d. Lemah
 7. What do you say "good evening" in Indonesian?
 - a. Selamat pagi
 - b. Selamat siang
 - c. Selamat sore
 - d. Selamat malam
 8. What do you say "menemani" in English?
 - a. Regard
 - b. Afraid
 - c. Classmate
 - d. Accompany
 9. What do you say "vacation" in English?
 - a. Berakhir
 - b. Berkeliling
 - c. Liburan
 - d. Pengalaman
 10. What do you say "later" in Indonesian?
 - a. Sekarang
 - b. Nanti
 - c. Kemarin
 - d. Besok

11. What do you say "sing" in Indonesian?
 a. Menari
 b. Teriak
 c. Menyanyi
 d. Menangis
12. What do you say "angry" in Indonesian?
 a. Marah
 b. Sedih
 c. Senang
 d. Gembira
13. What do you say "Menjual" in English?
 a. Buying
 b. Selling
 c. Found
 d. Wearing
14. Below is the picture of the...



- a. Ocean
 b. Mountain
 c. Earth
 d. Bridge
15. Below the profession of dentist is?



a.



c.



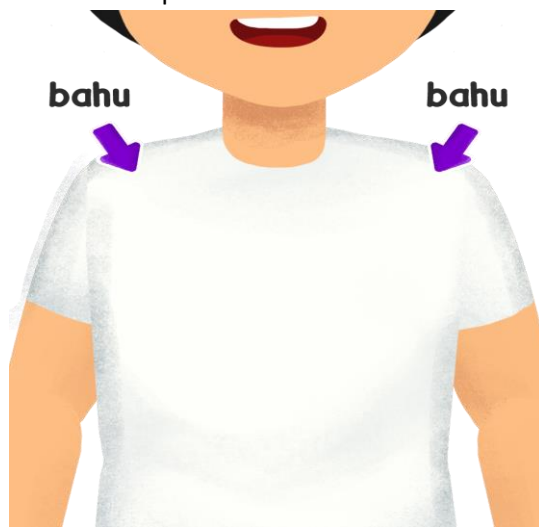
b.



d.

16. What do you say "reason" in Indonesia?
 a. Alasan
 b. Musim
 c. Bernafas
 d. Gemetar

17. What do you say “lesson” in Indonesia?
a. Pesan
b. Izin
c. Pelajaran
d. Nilai
18. What do you say “patah hati” in English?
c. Fall
d. Heartbreak’s
c. Hearth
d. Hopeless
19. What do you say “pendengar” in English?
a. Speaker
b. Speaking
c. Listening
d. Listener
20. Below is the picture of...



- a. Mouth
b. Shoulder
c. Stomach
d. Hand

	Sig. (2-tailed)	.790	.276	.285	.252	.800	.252	.155	.790	.701	.790	.548	.083	.285	.036
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26
Q19	Pearson Correlation	.123	.282	.182	.123	.178	.123	.359	.283	.270	.123	.123	.441*	.182	-.169
	Sig. (2-tailed)	.549	.163	.373	.549	.384	.549	.072	.161	.182	.549	.549	.024	.373	.410
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26
Q20	Pearson Correlation	.123	.066	.358	.443*	.178	.443*	.195	.123	.270	.283	.283	.104	.007	.007
	Sig. (2-tailed)	.549	.747	.073	.023	.384	.023	.340	.549	.182	.161	.161	.614	.974	.974
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26
Total	Pearson Correlation	.521**	.616**	.604**	.468*	.489*	.538**	.537**	.538**	.519**	.573**	.538**	.465*	.469*	.411*
	Sig. (2-tailed)	.006	.001	.001	.016	.011	.005	.005	.005	.007	.002	.005	.017	.016	.037
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26

Correlations

		Q15	Q16	Q17	Q18	Q19	Q20	Total
Q1	Pearson Correlation	.089	.055	.318	.055	.123	.123	.521**
	Sig. (2-tailed)	.664	.790	.114	.790	.549	.549	.006
	N	26	26	26	26	26	26	26

Q2	Pearson Correlation	.362	.222	.272	.222	.282	.066	.616**
	Sig. (2-tailed)	.069	.276	.178	.276	.163	.747	.001
	N	26	26	26	26	26	26	26
Q3	Pearson Correlation	.287	.218	.079	.218	.182	.358	.604**
	Sig. (2-tailed)	.155	.285	.701	.285	.373	.073	.001
	N	26	26	26	26	26	26	26
Q4	Pearson Correlation	.256	.233	-.058	.233	.123	.443*	.468*
	Sig. (2-tailed)	.207	.252	.779	.252	.549	.023	.016
	N	26	26	26	26	26	26	26
Q5	Pearson Correlation	-.010	.052	.374	.052	.178	.178	.489*
	Sig. (2-tailed)	.962	.800	.060	.800	.384	.384	.011
	N	26	26	26	26	26	26	26
Q6	Pearson Correlation	.256	.411*	-.058	.233	.123	.443*	.538**
	Sig. (2-tailed)	.207	.037	.779	.252	.549	.023	.005
	N	26	26	26	26	26	26	26
Q7	Pearson Correlation	.320	.287	.177	.287	.359	.195	.537**
	Sig. (2-tailed)	.111	.155	.387	.155	.072	.340	.005
	N	26	26	26	26	26	26	26
Q8	Pearson Correlation	.256	.055	.505**	.055	.283	.123	.538**
	Sig. (2-tailed)	.207	.790	.008	.790	.161	.549	.005
	N	26	26	26	26	26	26	26
Q9	Pearson Correlation	.177	.285	.133	.079	.270	.270	.519**
	Sig. (2-tailed)	.387	.158	.516	.701	.182	.182	.007
	N	26	26	26	26	26	26	26
Q10	Pearson Correlation	.256	.055	.318	.055	.123	.283	.573**

	Sig. (2-tailed)	.207	.790	.114	.790	.549	.161	.002
	N	26	26	26	26	26	26	26
Q11	Pearson Correlation	.588**	.055	.130	-.123	.123	.283	.538**
	Sig. (2-tailed)	.002	.790	.527	.548	.549	.161	.005
	N	26	26	26	26	26	26	26
Q12	Pearson Correlation	.216	-.029	.426*	.347	.441*	.104	.465*
	Sig. (2-tailed)	.290	.889	.030	.083	.024	.614	.017
	N	26	26	26	26	26	26	26
Q13	Pearson Correlation	.105	.023	.285	.218	.182	.007	.469*
	Sig. (2-tailed)	.609	.913	.158	.285	.373	.974	.016
	N	26	26	26	26	26	26	26
Q14	Pearson Correlation	.105	.414*	.285	.414*	-.169	.007	.411*
	Sig. (2-tailed)	.609	.036	.158	.036	.410	.974	.037
	N	26	26	26	26	26	26	26
Q15	Pearson Correlation	1	-.077	.177	.105	.195	.195	.501**
	Sig. (2-tailed)		.708	.387	.609	.340	.340	.009
	N	26	26	26	26	26	26	26
Q16	Pearson Correlation	-.077	1	-.127	.609**	.007	.182	.392*
	Sig. (2-tailed)	.708		.538	.001	.974	.373	.048
	N	26	26	26	26	26	26	26
Q17	Pearson Correlation	.177	-.127	1	-.127	.270	-.099	.417*
	Sig. (2-tailed)	.387	.538		.538	.182	.629	.034
	N	26	26	26	26	26	26	26
Q18	Pearson Correlation	.105	.609**	-.127	1	.182	.182	.430*
	Sig. (2-tailed)	.609	.001	.538		.373	.373	.028

	N	26	26	26	26	26	26	26
Q19	Pearson Correlation	.195	.007	.270	.182	1	.212	.457*
	Sig. (2-tailed)	.340	.974	.182	.373		.298	.019
	N	26	26	26	26	26	26	26
Q20	Pearson Correlation	.195	.182	-.099	.182	.212	1	.474*
	Sig. (2-tailed)	.340	.373	.629	.373	.298		.014
	N	26	26	26	26	26	26	26
Total	Pearson Correlation	.501**	.392*	.417*	.430*	.457*	.474*	1
	Sig. (2-tailed)	.009	.048	.034	.028	.019	.014	
	N	26	26	26	26	26	26	26

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.838	.841	20

Appendix 3. Syllabus

SILABUS PEMBELAJARAN

Satuan Pendidikan : MTsN 2 Boyolali
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/Genap
Tahun Pelajaran : 2022/2023

Kompetensi Inti:

- **KI1 dan KI2:** Menghargai dan menghayati ajaran agama yang dianutnya serta **Menghargai dan menghayati** perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- **KI3:** Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- **KI4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	penilaian
3.5 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan	<ul style="list-style-type: none"> • Fungsi sosial Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang 	3.5.1 mengidentifikasi tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, dan	<ul style="list-style-type: none"> • Religius • Mandiri • Gotong royong 	<ul style="list-style-type: none"> • Menyimak dan menirukan guru menanyakan dan 	20 JP	<ul style="list-style-type: none"> • Kementerian Pendidikan dan Kebudayaan n. 2016. 	<ul style="list-style-type: none"> • Tes Tertulis • Tes Lisan • Proyek, pengamatan

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	penilaian
<p>dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>be, adjective</i>)</p> <p>5. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur</p>	<p>orang, binatang, dan benda dari segi sifatnya.</p> <ul style="list-style-type: none"> • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Pernyataan dan pertanyaan terkait sifat orang, benda, binatang - Kosakata, terkait dengan ciri fisik (a.l. <i>red, big, dark, loud</i>), selera (a.l. <i>nice, beautiful, cute</i>), mental (a.l. <i>clever, smart</i>), psikologis (a.l. <i>happy, sad, disappointed, angry, wild</i>), budi (a.l. <i>kind, good, polite</i>) 	<p>benda dengan konteks <i>adjective</i></p> <p>3.5.2 mengidentifikasi interaksi transaksional lisan dan tulis</p> <p>5.1 menyusun teks interaksi tindakan member dan meminta</p>	<ul style="list-style-type: none"> • Kejujuran • Kerja keras • Percaya diri • Kerja sama 	<p>menyebutkan sifat orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> • Mencermati beberapa teks pendek yang mendeskripsikan sifat orang, benda, dan binatang di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar 		<p>Buku Siswa Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan.</p> <ul style="list-style-type: none"> • Kementerian Pendidikan dan Kebudayaan. 2016. Buku Guru Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian 	<p>, Portofolio / unjuk kerja</p>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	penilaian
<p>teks dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <ul style="list-style-type: none"> • Topik Sifat dan keadaan orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI 			<ul style="list-style-type: none"> • Bertanya jawab tentang sifat beberapa benda di dalam dan sekitar rumah • Membaca beberapa teks pendek tentang sifat orang, benda, binatang di dalam dan di sekitar rumah dan sekolah sekitarnya • Bertanya jawab tentang sifat orang, benda, binatang terkenal • Melakukan refleksi tentang proses dan 		<p>an Pendidikan dan Kebudayaan.</p>	

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	penilaian
				hasil belajarnya			
<p>3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/ fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan kalimat declarative, interrogative, simple present tense)</p>	<ul style="list-style-type: none"> • Fungsi sosial Mendeskripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda dari segi sifatnya. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda - Kalimat deklaratif (positif dan negatif) dalam simple present tense 	<p>3.6.1 Mengidentifikasi fungsi social dari ungkapan untuk memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda</p> <p>3.6.2 Mengidentifikasi struktur teks dari ungkapan untuk memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda</p> <p>3.6.3 Mengidentifikasi unsur kebahasaan teks dengan (kalimat declarative, interrogative, simple present tense)</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Menyimak guru membacakan beberapa teks pendek kebiasaan yang dilakukan orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dan kemudian menirukannya kalimat-kalimat dengan tata bahasa, 	20 JP	<ul style="list-style-type: none"> • Kementerian Pendidikan dan Kebudayaan. 2016. Buku Siswa Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan. • Kementerian Pendidikan dan 	<ul style="list-style-type: none"> • Tes Tertulis • Tes Lisan • Proyek, pengamatan, Portofolio / unjuk kerja

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	penilaian
<p>.5 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dan sesuai konteks</p>	<p>- Kalimat interrogative: <i>Yes/No question; Wh-question</i></p> <p>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <p>• Topik Tingkah laku/tindakan/ fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>.5.1Menyusun teks interaksi transaksional lisan dan tulis terkait tingkah laku/tindakan/fungsi orang, binatang dan benda dengan fungsi sosial</p>		<p>ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> • Didiktekan guru, peserta didik menulis teks-teks tersebut dengan tulis tangan, dengan ejaan dan tanda baca yang benar • Membuat teks-teks pendek tentang kebiasaan yang dilakukan beberapa orang dan 		<p>Kebudayaan. 2016. Buku Guru Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan.</p>	

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	penilaian
				binatang yang sangat dikenal <ul style="list-style-type: none"> • Bertanya jawab tentang isi teks yang telah ditulis dengan kelompok lain. • Melakukan refleksi tentang proses dan hasil belajarnya 			
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan	<ul style="list-style-type: none"> • Fungsi sosial Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik • Struktur teks Dapat mencakup: 	3.7.1Membedakan fungsi sosial dengan materi pembelajaran memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Membaca beberapa teks deskriptif tentang sekolah termasuk benda-benda dan 	28 JP	<ul style="list-style-type: none"> • Kementerian Pendidikan dan Kebudayaan. 2016. Buku Siswa Mata 	<ul style="list-style-type: none"> • Tes Tertulis • Tes Lisan • Proyek, pengamatan, Portofolio / unjuk kerja

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	penilaian
<p>deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.7. Teks Deskriptif</p> <p>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda</p> <p>4.7.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait</p>	<ul style="list-style-type: none"> - identifikasi (nama keseluruhan dan bagian) - sifat yang menjadi pencirinya - fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan. • Unsur kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif (positif dan negatif), dan interrogative (<i>Yes/No question; Wh-question</i>), dalam simple present tense - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. 	<p>3.7.2 Membedakan struktur teks dengan materi pembelajaran memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana</p> <p>3.7.3 Membedakan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan materi pembelajaran memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda</p> <p>4.7.1 Teks deskriptif membandingkan konteks penggunaan dengan lisan dan tulis</p>		<p>binatang-binatang yang ada yang disertai foto atau gambar yang menarik</p> <ul style="list-style-type: none"> • Bertanya tentang informasi yang terkait di dalam teks tersebut. • Menggunakan alat analisis (tabel atau bagan <i>mind-map</i>) untuk mempelajari sistematika deskripsi 		<p>Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan.</p> <ul style="list-style-type: none"> • Kementerian Pendidikan dan Kebudayaan. 2016. Buku Guru Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan 	

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	penilaian
<p>orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <ul style="list-style-type: none"> • Topik Orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik, termasuk bangunan publik yang dapat menumbuhkan perilaku yang termuat dalam KI 	<p>4.7.1.1Memahami fungsi sosial makna secara kontekstual terkait materi perbedaan fungsideskriptif lisan dan tulis terkait orang, binatang, dan benda</p> <p>4.7.1.2Memahami struktur teks makna secara kontekstual terkait materi perbedaan deskriptif lisan dan tulis terkait orang, binatang, dan benda</p> <p>4.7.1.3Memahami unsur kebahasaan makna secara kontekstual terkait materi perbedaan deskriptif lisan dan tulis terkait orang, binatang, dan benda</p> <p>4.7.2.1Mempelajari teks deskriptif lisan dan</p>		<p>yang diterapkan</p> <ul style="list-style-type: none"> • Mengamati suatu benda/binatang/orang yang sangat dikenal, untuk mengumpulkan data tentang jumlah, sifat, perilaku, dll. Untuk mengkritik/menyatakan kekaguman / mempromosikan • Dalam kelompok membuat proyek 		Kebudayaan.	

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	penilaian
		<p>tulis dengan memperhatikan pembelajaran fungsi social terkait orang, binatang, dan benda</p> <p>4.7.2.2Mempelajari teks deskriptif lisan dan tulis dengan memperhatikan pembelajaran struktur teks terkait orang, binatang dan benda</p> <p>4.7.2.3Mempelajari teks deskriptif lisan dan tulis dengan memperhatikan pembelajaran unsur kebahasaanterkait orang, binatang, dan benda</p>		<p>kecil: dengan bantuan <i>mind-map</i>, membuat teks deskripsi tentang kota atau desanya untuk mempromosikan</p> <ul style="list-style-type: none"> • Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya 			

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	penilaian
				<ul style="list-style-type: none"> Melakukan refleksi tentang proses dan hasil belajarnya 			
<p>3.7 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs</p> <p>4.7 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs</p>	<ul style="list-style-type: none"> Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif Unsur kebahasaan <ul style="list-style-type: none"> Kosa kata dan tata bahasa dalam lirik lagu Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan 	<p>3.8.1 Memahami fungsi sosial dalam lirik lagu terkait kehidupan remaja SMP/MTs</p> <p>3.8.2 Memahami unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs</p> <p>4.8.1 Mempelajari makna secara kontekstual terkait dengan fungsi sosial dalam pembelajaran lirik lagu terkait kehidupan remaja SMP/MTs</p> <p>4.8.2 Mempelajari makna secara kontekstual terkait</p>	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Membaca, menyimak, dan menirukan lirik lagu secara lisan. Menanyakan hal-hal yang tidak diketahui atau berbeda Menyebutkan pesan yang terkait dengan bagian-bagian tertentu 	4 JP	<ul style="list-style-type: none"> Kementerian Pendidikan dan Kebudayaan. 2016. Buku Siswa Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan. 	<ul style="list-style-type: none"> Tes Tertulis Tes Lisan Proyek, pengamatan, Portofolio / unjuk kerja

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	penilaian
	perilaku yang termuat di KI	dengan unsur kebahasaan dalam pembelajaran lirik lagu terkait kehidupan remaja SMP/MTs		<ul style="list-style-type: none"> Melakukan refleksi tentang proses dan hasil belajarnya. 		<ul style="list-style-type: none"> Kemendikbud dan Kebudayaan. 2016. Buku Guru Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan. 	

Appendix 4. Lesson Plan of Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MTs Negeri 2 Boyolali

Kelas / Semester : VII / Genap

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Asking and Giving Something

Alokasi Waktu : 2 x 40 menit

Pertemuan ke : 1

A. Kompetensi Inti (KI)

KI.1 Menghayati dan mengamalkan ajaran agama yang dianutnya

KI.2 Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli, (gotong royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi

KI.3 Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan.

KI.4 Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi Dasar

Kompetensi Dasar	Indikator Pencapaian Kompetensi Dasar
3.1 Memahami teks tulis dan lisan dalam meminta dan memberikan sesuatu dengan memperhatikan fungsi sosial, struktur teks, dan	3.1.1 Peserta didik dapat memahami makna dalam meminta dan memberikan sesuatu dengan memperhatikan fungsi sosial, struktur teks, dan unsur

<p>unsur kebahasaan yang benar dan sesuai konteks dengan disiplin, tanggung jawab, jujur, percaya diri dan sopan.</p>	<p>kebahasaan yang benar dan sesuai konteks dengan disiplin, tanggung jawab, jujur, percaya diri dan sopan.</p> <p>3.1.2 Peserta didik membuat teks lisan dalam meminta dan memberikan sesuatu dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks dengan disiplin, tanggung jawab, jujur, percaya diri dan sopan.</p>
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C. Tujuan Pembelajaran

1. Pesereta didik dapat menghayati dan mengamalkan ajaran agama yang dianutnya dalam mempelajari Asking and Giving Something.
2. Peserta didik dapat menyusun teks tulis dalam meminta dan memberikan sesuatu dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks dengan disiplin, tanggung jawab, jujur, percaya diri dan sopan.
3. Peserta didik dapat mempraktikkan bagaimana cara yang perlu dilakukan dalam meminta dan memberikan sesuatu dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks dengan disiplin, tanggung jawab, jujur, percaya diri dan sopan.

D. Materi Pembelajaran

1. Fungsi sosial: Menjaga hubungan antara guru dan peserta didik
2. Struktur teks:
 - a. Meminta sesuatu
 - b. Memberikan sesuatu
3. Unsur kebahasaan:
 - a. Kosakata terkait dalam meminta dan memberikan sesuatu
 - b. Ucapan, tekanan kata dan intonasi.

c. Ejaan dan tanda baca.

E. Pendekatan, Metode dan Model Pembelajaran

1. Pendekatan: Scientific
2. Metode: Ceramah
3. Teknik: Tanya Jawab, Praktik

F. Media Pembelajaran

Word Cards

G. Kegiatan Pembelajaran

Langkah Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> - Guru memberi salam dan memberi sapaan kepada peserta didik. - Guru mengajak peserta didik untuk mengawali kegiatan pembelajaran dengan berdoa. - Guru memeriksa kehadiran peserta didik. 	10 menit
Kegiatan Inti	<ul style="list-style-type: none"> - Guru membagikan 20 word cards kepada setiap siswa dengan tema Asking and Giving Something - Guru meminta siswa untuk menirukan dan mengingat kata yang diucapkan guru - Guru meminta setiap siswa untuk maju ke depan - Guru menyebutkan beberapa kata yang akan ditebak oleh siswa maksud dari kata tersebut. - Guru meminta siswa untuk menebak apakah kata tersebut termasuk <i>verb</i>, <i>noun</i>, atau <i>adjective</i> 	60 menit

Penutup	<ul style="list-style-type: none"> - Guru mengulas kembali secara singkat tentang apa yang telah dipelajari. - Peserta didik dan guru mengucapkan salam perpisahan. 	10 menit
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H. Penilaian

Teknik : Tertulis

Bentuk instrument: Pilihan Ganda

Instrumen : Test

I. Pengetahuan

Jawablah pertanyaan-pertanyaan berikut dengan memilih salah satu jawaban yang paling benar!

1. What do you say “Offer” in Indonesian?
 - a. Memberikan
 - b. Menawarkan
 - c. Membantu
 - d. Meminta
2. What do you say “Dilligent” in Indonesian?
 - a. Rajin
 - b. Malas
 - c. Bodoh
 - d. Nyaman
3. What do you say “Satisfying” in Indonesian?
 - a. Bebas
 - b. Nyaman
 - c. Memuaskan
 - d. Bingung
4. What do you say “Bingung” in English?
 - a. Bring
 - b. Decided
 - c. Honest

- d. Confuse
- 5. What do you say “Berakhir” in English?
 - a. Over
 - b. Start
 - c. Vacation
 - d. Travelling

➤ **Kunci Jawaban**

- 1. B
- 2. A
- 3. C
- 4. D
- 5. A

Boyolali, 16 Mei 2023

Mengetahui

Guru mata pelajaran

Mahasiswa

Jami'atur Rosidah, SS

NIP.

Fita Ayu Ariska

NIM. 196121211

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : MTs Negeri 2 Boyolali

Kelas / Semester : VII / Genap

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Greetings

Alokasi Waktu : 2 x 40 menit

Pertemuan ke : 2

A. Kompetensi Inti (KI)

KI.1 Menghayati dan mengamalkan ajaran agama yang dianutnya

KI.2 Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli, (gotong royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi.

KI.3 Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan.

KI.4 Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi Dasar

Kompetensi Dasar	Indikator Pencapaian Kompetensi Dasar
3.1 Memahami teks tulis dan lisan dalam memberi salam dan sapa dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks dengan	3.1.1 Peserta didik dapat memahami makna dalam memberi salam dan sapa dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai

<p>disiplin, tanggung jawab, jujur, percaya diri dan sopan.</p>	<p>konteks dengan disiplin, tanggung jawab, jujur, percaya diri dan sopan.</p> <p>3.1.2 Peserta didik membuat teks lisan dalam memberi salam dan sapa dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks dengan disiplin, tanggung jawab, jujur, percaya diri dan sopan.</p>
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C. Tujuan Pembelajaran

1. Pesereta didik dapat menghayati dan mengamalkan ajaran agama yang dianutnya dalam mempelajari Greetings.
2. Peserta didik dapat menyusun teks tulis dalam memberi salam dan sapa dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks dengan disiplin, tanggung jawab, jujur, percaya diri dan sopan.
3. Peserta didik dapat mempraktikkan bagaimana cara yang perlu dilakukan dalam memberi salam dan sapa dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks dengan disiplin, tanggung jawab, jujur, percaya diri dan sopan.

D. Materi Pembelajaran

1. Fungsi sosial: Menjaga hubungan antara guru dan peserta didik
2. Struktur teks: Ungkapan dalam memberi salam dan sapa
3. Unsur kebahasaan:
 - a. Kosakata terkait dalam greetings.
 - b. Ucapan, tekanan kata dan intonasi.
 - c. Ejaan dan tanda baca.

E. Pendekatan, Metode dan Model Pembelajaran

1. Pendekatan: Scientific
2. Metode: Ceramah
3. Teknik: Tanya Jawab, Praktik

F. Media Pembelajaran

Word Cards

G. Kegiatan Pembelajaran

Langkah Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> - Guru memberi salam dan memberi sapaan kepada peserta didik. - Guru mengajak peserta didik untuk mengawali kegiatan pembelajaran dengan berdoa. - Guru memeriksa kehadiran peserta didik. 	10 menit
Kegiatan Inti	<ul style="list-style-type: none"> - Guru membagikan 20 word cards kepada setiap siswa dengan tema Greetings - Guru meminta siswa untuk menirukan dan mengingat kata yang diucapkan guru - Guru meminta setiap siswa untuk maju ke depan - Guru menyebutkan beberapa kata yang akan ditebak oleh siswa maksud dari kata tersebut. - Guru meminta siswa untuk menebak apakah kata tersebut termasuk <i>verb</i>, <i>noun</i>, atau <i>adjective</i> 	60 menit
Penutup	<ul style="list-style-type: none"> - Guru mengulas kembali secara singkat tentang apa yang telah dipelajari. 	10 menit

	- Peserta didik dan guru mengucapkan salam perpisahan.	
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H. Penilaian

Teknik : Tertulis

Bentuk instrument: Pilihan Ganda

Instrumen : Test

I. Pengetahuan

Jawablah pertanyaan-pertanyaan berikut dengan memilih salah satu jawaban yang paling benar!

1. What do you say “Good evening” in Indonesian?
 - a. Selamat pagi
 - b. Selamat siang
 - c. Selamat sore
 - d. Selamat malam
2. What do you say “Great” in Indonesian?
 - a. Salam
 - b. Luar biasa
 - c. Biasa
 - d. Kuat
3. What do you say “Experience” in Indonesian?
 - a. Menarik
 - b. Pengalaman
 - c. Mencoba
 - d. Berani
4. What do you say “Sampai jumpa nanti” in English?
 - a. Later
 - b. Bye
 - c. Take care
 - d. See you later

5. What do you say “Takut” in English?
- a. Afraid
 - b. Strong
 - c. Brave
 - d. Pretty

➤ **Kunci Jawaban**

- 1. C
- 2. B
- 3. B
- 4. D
- 5. A

Boyolali, 20 Mei 2023

Mengetahui

Guru mata pelajaran

Mahasiswa

Jami’atur Rosidah, SS

NIP.

Fita Ayu Ariska

NIM. 196121211

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MTs Negeri 2 Boyolali

Kelas / Semester : VII / Genap

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Asking and Providing facts/Information

Alokasi Waktu : 2 x 40 menit

Pertemuan ke : 3

A. Kompetensi Inti (KI)

KI.1 Menghayati dan mengamalkan ajaran agama yang dianutnya

KI.2 Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli, (gotong royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi.

KI.3 Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan.

KI.4 Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi Dasar

Kompetensi Dasar	Indikator Pencapaian Kompetensi Dasar
3.1 Memahami teks tulis dan lisan dalam meminta dan menyediakan informasi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai	3.1.1 Peserta didik dapat memahami makna dalam meminta dan menyediakan informasi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks dengan disiplin,

konteks dengan disiplin, tanggung jawab, jujur, percaya diri dan sopan.	tanggung jawab, jujur, percaya diri dan sopan. 3.1.2 Peserta didik membuat teks lisan dalam meminta dan menyediakan informasi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks dengan disiplin, tanggung jawab, jujur, percaya diri dan sopan.
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C. Tujuan Pembelajaran

1. Peserta didik dapat menghayati dan mengamalkan ajaran agama yang dianutnya dalam mempelajari Asking and Providing Facts/Information.
2. Peserta didik dapat menyusun teks tulis dalam meminta dan menyediakan informasi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks dengan disiplin, tanggung jawab, jujur, percaya diri dan sopan.
3. Peserta didik dapat mempraktikkan bagaimana cara yang perlu dilakukan dalam meminta dan menyediakan informasi dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks dengan disiplin, tanggung jawab, jujur, percaya diri dan sopan.

D. Materi Pembelajaran

1. Fungsi sosial: Menjaga hubungan antara guru dan peserta didik
2. Struktur teks:
 - a. Meminta informasi
 - b. Menyediakan informasi melalui teks atau dialog
3. Unsur kebahasaan:
 - a. Kosakata terkait dalam meminta dan menyediakan informasi
 - b. Ucapan, tekanan kata dan intonasi.
 - c. Ejaan dan tanda baca.

E. Pendekatan, Metode dan Model Pembelajaran

1. Pendekatan: Scientific
2. Metode: Ceramah
3. Teknik: Tanya Jawab, Praktik

F. Media Pembelajaran

Word Cards

G. Kegiatan Pembelajaran

Langkah Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> - Guru memberi salam dan memberi sapaan kepada peserta didik. - Guru mengajak peserta didik untuk mengawali kegiatan pembelajaran dengan berdoa. - Guru memeriksa kehadiran peserta didik. 	10 menit
Kegiatan Inti	<ul style="list-style-type: none"> - Guru membagikan 20 word cards kepada setiap siswa dengan tema Asking and Providing Facts/Information. - Guru meminta siswa untuk menirukan dan mengingat kata yang diucapkan guru. - Guru meminta setiap siswa untuk maju ke depan. - Guru menyebutkan beberapa kata yang akan ditebak oleh siswa maksud dari kata tersebut. - Guru meminta siswa untuk menebak apakah kata tersebut termasuk <i>verb</i>, <i>noun</i>, atau <i>adjective</i>. 	60 menit

Penutup	<ul style="list-style-type: none"> - Guru mengulas kembali secara singkat tentang apa yang telah dipelajari. - Peserta didik dan guru mengucapkan salam perpisahan. 	10 menit
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H. Penilaian

Teknik : Tertulis

Bentuk instrument: Pilihan Ganda

Instrumen : Test

I. Pengetahuan

Jawablah pertanyaan-pertanyaan berikut dengan memilih salah satu jawaban yang paling benar!

1. What do you say “cotton” in Indonesian?
 - a. Katun
 - b. Kertas
 - c. Kayu
 - d. Plastik
2. What do you say “thick” in Indonesian?
 - a. Tipis
 - b. Tebal
 - c. Longgar
 - d. Sempit
3. What do you say “selling” in Indonesian?
 - a. Menjual
 - b. Membeli
 - c. Memakai
 - d. Melepas
4. What do you say “marah” in English?
 - a. Sad
 - b. Happy
 - c. Pale

- d. Angry
- 5. What do you say “memakai” in English?
 - a. Looking for
 - b. Found
 - c. Wearing
 - d. Standing

➤ **Kunci Jawaban**

- 1. A
- 2. B
- 3. B
- 4. D
- 5. C

Boyolali, 23 Mei 2023

Mengetahui

Guru mata pelajaran

Mahasiswa

Jami'atur Rosidah, SS

NIP.

Fita Ayu Ariska

NIM. 196121211

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MTs Negeri 2 Boyolali

Kelas / Semester : VII / Genap

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Functional Text: Message of the Song

Alokasi Waktu : 2 x 40 menit

Pertemuan ke : 4

A. Kompetensi Inti (KI)

KI.1 Menghayati dan mengamalkan ajaran agama yang dianutnya

KI.2 Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli, (gotong royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi.

KI.3 Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan.

KI.4 Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi Dasar

Kompetensi Dasar	Indikator Pencapaian Kompetensi Dasar
3.1 Memahami teks tulis dan lisan pesan dalam lagu dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks dengan disiplin,	3.1.1 Peserta didik dapat memahami makna pesan dalam lagu dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks dengan disiplin,

tanggung jawab, jujur, percaya diri dan sopan.	tanggung jawab, jujur, percaya diri dan sopan.
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C. Tujuan Pembelajaran

1. Peserta didik dapat menghayati dan mengamalkan ajaran agama yang dianutnya dalam mempelajari Functional Text: Message of the Song.
2. Peserta didik dapat memahami pesan dalam lagu dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks dengan disiplin, tanggung jawab, jujur, percaya diri dan sopan.

D. Materi Pembelajaran

1. Fungsi sosial: Menjaga hubungan antara guru dan peserta didik.
2. Struktur teks: Setiap kalimat mengandung pesan.
3. Unsur kebahasaan:
 - a. Kosakata terkait pesan dalam lagu.
 - b. Ucapan, tekanan kata dan intonasi.
 - c. Ejaan dan tanda baca.

E. Pendekatan, Metode dan Model Pembelajaran

1. Pendekatan: Scientific
2. Metode: Ceramah
3. Teknik: Tanya Jawab, Praktik

F. Media Pembelajaran

Word Cards

G. Kegiatan Pembelajaran

Langkah Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> - Guru memberi salam dan memberi sapaan kepada peserta didik. - Guru mengajak peserta didik untuk mengawali kegiatan pembelajaran dengan berdoa. 	10 menit

	- Guru memeriksa kehadiran peserta didik.	
Kegiatan Inti	<ul style="list-style-type: none"> - Guru membagikan 20 word cards kepada setiap siswa dengan tema Functional Text: Message of the Song. - Guru meminta siswa untuk menirukan dan mengingat kata yang diucapkan guru. - Guru meminta setiap siswa untuk maju ke depan. - Guru menyebutkan beberapa kata yang akan ditebak oleh siswa maksud dari kata tersebut. - Guru meminta siswa untuk menebak apakah kata tersebut termasuk <i>verb</i>, <i>noun</i>, atau <i>adjective</i>. 	60 menit
Penutup	<ul style="list-style-type: none"> - Guru mengulas kembali secara singkat tentang apa yang telah dipelajari. - Peserta didik dan guru mengucapkan salam perpisahan. 	10 menit

H. Penilaian

Teknik : Tertulis

Bentuk instrument: Pilihan Ganda

Instrumen : Test

I. Pengetahuan

Jawablah pertanyaan-pertanyaan berikut dengan memilih salah satu jawaban yang paling benar!

1. What do you say “song” in Indonesian?
 - a. Lagu
 - b. Lirik

- c. Nada
 - d. Syair
2. What do you say “voice” in Indonesian?
 - a. Sepi
 - b. Suara
 - c. Berisik
 - d. Ramai
 3. What do you say “climb” in Indonesian?
 - a. Bernafas
 - b. Mendaki
 - c. Terluka
 - d. Kembali
 4. What do you say “alasan” in English?
 - a. Reason
 - b. Hearth
 - c. Mind
 - d. Shaking
 5. What do you say “gunung” in English?
 - a. River
 - b. Beach
 - c. Ocean
 - d. Mountain

➤ **Kunci Jawaban**

1. C
2. B
3. B
4. A
5. D

Boyolali, 27 Mei 2023

Mengetahui
Guru mata pelajaran

Mahasiswa

Jami'atur Rosidah, SS
NIP.

Fita Ayu Ariska
NIM. 196121211

Appendix 5. Lesson Plan of Control Class

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MTs Negeri 2 Boyolali

Kelas / Semester : VII / Genap

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Asking and Giving Something

Alokasi Waktu : 2 x 40 menit

Pertemuan ke : 1

A. Kompetensi Inti (KI)

KI.1 Menghayati dan mengamalkan ajaran agama yang dianutnya

KI.2 Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli, (gotong royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi.

KI.3 Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan.

KI.4 Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi Dasar

Kompetensi Dasar	Indikator Pencapaian Kompetensi Dasar
3.1 Memahami teks tulis dan lisan dalam meminta dan memberikan sesuatu dengan memperhatikan fungsi sosial, struktur teks, dan unsur	3.1.1 Peserta didik dapat memahami makna dalam meminta dan memberikan sesuatu dengan memperhatikan fungsi sosial, struktur teks, dan unsur

<p>kebahasaan yang benar dan sesuai konteks dengan disiplin, tanggung jawab, jujur, percaya diri dan sopan.</p>	<p>kebahasaan yang benar dan sesuai konteks dengan disiplin, tanggung jawab, jujur, percaya diri dan sopan.</p> <p>3.1.2 Peserta didik membuat teks lisan dalam meminta dan memberikan sesuatu dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks dengan disiplin, tanggung jawab, jujur, percaya diri dan sopan.</p>
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C. Tujuan Pembelajaran

1. Pesereta didik dapat menghayati dan mengamalkan ajaran agama yang dianutnya dalam mempelajari Asking and Giving Something.
2. Peserta didik dapat menyusun teks tulis dalam meminta dan memberikan sesuatu dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks dengan disiplin, tanggung jawab, jujur, percaya diri dan sopan.
3. Peserta didik dapat mempraktikkan bagaimana cara yang perlu dilakukan dalam meminta dan memberikan sesuatu dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks dengan disiplin, tanggung jawab, jujur, percaya diri dan sopan.

D. Materi Pembelajaran

1. Fungsi sosial: Menjaga hubungan antara guru dan peserta didik
2. Struktur teks:
 - a. Meminta sesuatu
 - b. Memberikan sesuatu
3. Unsur kebahasaan:
 - a. Kosakata terkait dalam meminta dan memberikan sesuatu

b. Ucapan, tekanan kata dan intonasi.

c. Ejaan dan tanda baca.

E. Pendekatan, Metode dan Model Pembelajaran

1. Pendekatan: Scientific
2. Metode: Ceramah
3. Teknik: Tanya Jawab, Praktik

F. Media Pembelajaran

Textbook/buku pelajaran

G. Kegiatan Pembelajaran

Langkah Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> - Guru memberi salam dan memberi sapaan kepada peserta didik. - Guru mengajak peserta didik untuk mengawali kegiatan pembelajaran dengan berdoa. - Guru memeriksa kehadiran peserta didik. 	10 menit
Kegiatan Inti	<ul style="list-style-type: none"> - Guru meminta siswa untuk membentuk 5 kelompok yang masing-masing kelompok berisi 4-5 siswa. - Guru memberi 20 kosa kata kepada setiap kelompok. - Guru meminta siswa untuk menemukan maksud atau arti dari setiap kosa kata dengan mencarinya di buku pelajaran (modul). - Guru meminta siswa untuk menebak apakah kata tersebut termasuk <i>verb</i>, <i>noun</i>, atau <i>adjective</i> 	60 menit

Penutup	<ul style="list-style-type: none"> - Guru mengulas kembali secara singkat tentang apa yang telah dipelajari. - Peserta didik dan guru mengucapkan salam perpisahan. 	10 menit
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H. Penilaian

Teknik : Tertulis

Bentuk instrument: Pilihan Ganda

Instrumen : Test

I. Pengetahuan

Jawablah pertanyaan-pertanyaan berikut dengan memilih salah satu jawaban yang paling benar!

1. What do you say “Offer” in Indonesian?
 - b. Memberikan
 - c. Menawarkan
 - d. Membantu
 - e. Meminta
2. What do you say “Dilligent” in Indonesian?
 - a. Rajin
 - b. Malas
 - c. Bodoh
 - d. Nyaman
3. What do you say “Satisfying” in Indonesian?
 - a. Bebas
 - b. Nyaman
 - c. Memuaskan
 - d. Bingung
4. What do you say “Bingung” in English?
 - a. Bring
 - b. Decided
 - c. Honest
 - d. Confuse

5. What do you say “Berakhir” in English?

- a. Over
- b. Start
- c. Vacation
- d. Travelling

➤ **Kunci Jawaban**

- 1. B
- 2. A
- 3. C
- 4. D
- 5. A

Boyolali, 16 Mei 2023

Mengetahui

Guru mata pelajaran

Mahasiswa

Jami'atur Rosidah, SS

NIP.

Fita Ayu Ariska

NIM. 196121211

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MTs Negeri 2 Boyolali

Kelas / Semester : VII / Genap

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Greetings

Alokasi Waktu : 2 x 40 menit

Pertemuan ke : 2

A. Kompetensi Inti (KI)

KI.1 Menghayati dan mengamalkan ajaran agama yang dianutnya

KI.2 Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli, (gotong royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi.

KI.3 Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan.

KI.4 Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi Dasar

Kompetensi Dasar	Indikator Pencapaian Kompetensi Dasar
3.1 Memahami teks tulis dan lisan dalam memberi salam dan sapa dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks dengan disiplin, tanggung	3.1.1 Peserta didik dapat memahami makna dalam memberi salam dan sapa dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks dengan

jawab, jujur, percaya diri dan sopan.	<p>disiplin, tanggung jawab, jujur, percaya diri dan sopan.</p> <p>3.1.2 Peserta didik membuat teks lisan dalam memberi salam dan sapa dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks dengan disiplin, tanggung jawab, jujur, percaya diri dan sopan.</p>
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C. Tujuan Pembelajaran

1. Pesereta didik dapat menghayati dan mengamalkan ajaran agama yang dianutnya dalam mempelajari Greetings.
2. Peserta didik dapat menyusun teks tulis dalam memberi salam dan sapa dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks dengan disiplin, tanggung jawab, jujur, percaya diri dan sopan.
3. Peserta didik dapat mempraktikkan bagaimana cara yang perlu dilakukan dalam memberi salam dan sapa dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks dengan disiplin, tanggung jawab, jujur, percaya diri dan sopan.

D. Materi Pembelajaran

1. Fungsi sosial: Menjaga hubungan antara guru dan peserta didik
2. Struktur teks: Ungkapan dalam memberi salam dan sapa
3. Unsur kebahasaan:
 - a. Kosakata terkait dalam greetings.
 - b. Ucapan, tekanan kata dan intonasi.
 - c. Ejaan dan tanda baca.

E. Pendekatan, Metode dan Model Pembelajaran

1. Pendekatan: Scientific
2. Metode: Ceramah
3. Teknik: Tanya Jawab, Praktik

F. Media Pembelajaran

Textbook/buku pelajaran

G. Kegiatan Pembelajaran

Langkah Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> - Guru memberi salam dan memberi sapaan kepada peserta didik. - Guru mengajak peserta didik untuk mengawali kegiatan pembelajaran dengan berdoa. - Guru memeriksa kehadiran peserta didik. 	10 menit
Kegiatan Inti	<ul style="list-style-type: none"> - Guru meminta siswa untuk membentuk 5 kelompok yang masing-masing kelompok berisi 4-5 siswa. - Guru memberi 20 kosa kata kepada setiap kelompok. - Guru meminta siswa untuk menemukan maksud atau arti dari setiap kosa kata dengan mencarinya di buku pelajaran (modul). - Guru meminta siswa untuk menebak apakah kata tersebut termasuk <i>verb</i>, <i>noun</i>, atau <i>adjective</i>. 	60 menit
Penutup	<ul style="list-style-type: none"> - Guru mengulas kembali secara singkat tentang apa yang telah dipelajari. 	10 menit

	- Peserta didik dan guru mengucapkan salam perpisahan.	
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H. Penilaian

Teknik : Tertulis

Bentuk instrument: Pilihan Ganda

Instrumen : Test

I. Pengetahuan

Jawablah pertanyaan-pertanyaan berikut dengan memilih salah satu jawaban yang paling benar!

1. What do you say “Good evening” in Indonesian?
 - a. Selamat pagi
 - b. Selamat siang
 - c. Selamat sore
 - d. Selamat malam
2. What do you say “Great” in Indonesian?
 - a. Salam
 - b. Luar biasa
 - c. Biasa
 - d. Kuat
3. What do you say “Experience” in Indonesian?
 - a. Menarik
 - b. Pengalaman
 - c. Mencoba
 - d. Berani
4. What do you say “Sampai jumpa nanti” in English?
 - a. Later
 - b. Bye
 - c. Take care
 - d. See you later

5. What do you say “Takut” in English?
- Afraid
 - Strong
 - Brave
 - Pretty

➤ **Kunci Jawaban**

- C**
- B**
- B**
- D**
- A**

Boyolali, 20 Mei 2023

Mengetahui

Guru mata pelajaran

Mahasiswa

Jami'atur Rosidah, SS

NIP.

Fita Ayu Ariska

NIM. 196121211

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : MTs Negeri 2 Boyolali

Kelas / Semester : VII / Genap

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Asking and Providing facts/Information

Alokasi Waktu : 2 x 40 menit

Pertemuan ke : 3

A. Kompetensi Inti (KI)

KI.1 Menghayati dan mengamalkan ajaran agama yang dianutnya

KI.2 Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli, (gotong royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi.

KI.3 Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan.

KI.4 Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi Dasar

Kompetensi Dasar	Indikator Pencapaian Kompetensi Dasar
3.1 Memahami teks tulis dan lisan dalam meminta dan menyediakan informasi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks dengan disiplin,	3.1.1 Peserta didik dapat memahami makna dalam meminta dan menyediakan informasi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks dengan

<p>tanggung jawab, jujur, percaya diri dan sopan.</p>	<p>disiplin, tanggung jawab, jujur, percaya diri dan sopan.</p> <p>3.1.2 Peserta didik membuat teks lisan dalam meminta dan menyediakan informasi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks dengan disiplin, tanggung jawab, jujur, percaya diri dan sopan.</p>
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C. Tujuan Pembelajaran

1. Peserta didik dapat menghayati dan mengamalkan ajaran agama yang dianutnya dalam mempelajari Asking and Providing Facts/Information.
2. Peserta didik dapat menyusun teks tulis dalam meminta dan menyediakan informasi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks dengan disiplin, tanggung jawab, jujur, percaya diri dan sopan.
3. Peserta didik dapat mempraktikkan bagaimana cara yang perlu dilakukan dalam meminta dan menyediakan informasi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks dengan disiplin, tanggung jawab, jujur, percaya diri dan sopan.

D. Materi Pembelajaran

1. Fungsi sosial: Menjaga hubungan antara guru dan peserta didik
2. Struktur teks:
 - a. Meminta informasi
 - b. Menyediakan informasi melalui teks atau dialog
3. Unsur kebahasaan:
 - a. Kosakata terkait dalam meminta dan menyediakan informasi
 - b. Ucapan, tekanan kata dan intonasi.
 - c. Ejaan dan tanda baca.

E. Pendekatan, Metode dan Model Pembelajaran

1. Pendekatan: Scientific
2. Metode: Ceramah
3. Teknik: Tanya Jawab, Praktik

F. Media Pembelajaran

Textbook/buku pelajaran

G. Kegiatan Pembelajaran

Langkah Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> - Guru memberi salam dan memberi sapaan kepada peserta didik. - Guru mengajak peserta didik untuk mengawali kegiatan pembelajaran dengan berdoa. - Guru memeriksa kehadiran peserta didik. 	10 menit
Kegiatan Inti	<ul style="list-style-type: none"> - Guru meminta siswa untuk membentuk 5 kelompok yang masing-masing kelompok berisi 4-5 siswa. - Guru memberi 20 kosa kata kepada setiap kelompok. - Guru meminta siswa untuk menemukan maksud atau arti dari setiap kosa kata dengan mencarinya di buku pelajaran (modul). - Guru meminta siswa untuk menebak apakah kata tersebut termasuk <i>verb</i>, <i>noun</i>, atau <i>adjective</i>. 	60 menit
Penutup	<ul style="list-style-type: none"> - Guru mengulas kembali secara singkat tentang apa yang telah dipelajari. 	10 menit

	- Peserta didik dan guru mengucapkan salam perpisahan.	
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H. Penilaian

Teknik : Tertulis

Bentuk instrument: Pilihan Ganda

Instrumen : Test

I. Pengetahuan

Jawablah pertanyaan-pertanyaan berikut dengan memilih salah satu jawaban yang paling benar!

1. What do you say “cotton” in Indonesian?
 - a. Katun
 - b. Kertas
 - c. Kayu
 - d. Plastik
2. What do you say “thick” in Indonesian?
 - a. Tipis
 - b. Tebal
 - c. Longgar
 - d. Sempit
3. What do you say “selling” in Indonesian?
 - a. Menjual
 - b. Membeli
 - c. Memakai
 - d. Melepas
4. What do you say “marah” in English?
 - a. Sad
 - b. Happy
 - c. Pale
 - d. Angry

5. What do you say “memakai” in English?
- Looking for
 - Found
 - Wearing
 - Standing

➤ **Kunci Jawaban**

- A**
- B**
- B**
- D**
- C**

Boyolali, 23 Mei 2023

Mengetahui

Guru mata pelajaran

Mahasiswa

Jami'atur Rosidah, SS

NIP.

Fita Ayu Ariska

NIM. 196121211

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : MTs Negeri 2 Boyolali
 Kelas / Semester : VII / Genap
 Mata Pelajaran : Bahasa Inggris
 Materi Pokok : Functional Text: Message of the Song
 Alokasi Waktu : 2 x 40 menit
 Pertemuan ke : 4

A. Kompetensi Inti (KI)

KI.1 Menghayati dan mengamalkan ajaran agama yang dianutnya

KI.2 Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli, (gotong royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi.

KI.3 Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan.

KI.4 Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi Dasar

Kompetensi Dasar	Indikator Pencapaian Kompetensi Dasar
3.1 Memahami teks tulis dan lisan pesan dalam lagu dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	3.1.1 Peserta didik dapat memahami makna pesan dalam lagu dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks dengan disiplin,

dengan disiplin, tanggung jawab, jujur, percaya diri dan sopan.	tanggung jawab, jujur, percaya diri dan sopan.
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C. Tujuan Pembelajaran

1. Peserta didik dapat menghayati dan mengamalkan ajaran agama yang dianutnya dalam mempelajari Functional Text: Message of the Song.
2. Peserta didik dapat memahami pesan dalam lagu dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks dengan disiplin, tanggung jawab, jujur, percaya diri dan sopan.

D. Materi Pembelajaran

1. Fungsi sosial: Menjaga hubungan antara guru dan peserta didik.
2. Struktur teks: Setiap kalimat mengandung pesan.
3. Unsur kebahasaan:
 - a. Kosakata terkait pesan dalam lagu.
 - b. Ucapan, tekanan kata dan intonasi.
 - c. Ejaan dan tanda baca.

E. Pendekatan, Metode dan Model Pembelajaran

1. Pendekatan: Scientific
2. Metode: Ceramah
3. Teknik: Tanya Jawab, Praktik

F. Media Pembelajaran

Textbook/buku pelajaran

G. Kegiatan Pembelajaran

Langkah Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> - Guru memberi salam dan memberi sapaan kepada peserta didik. - Guru mengajak peserta didik untuk mengawali kegiatan pembelajaran dengan berdoa. 	10 menit

	- Guru memeriksa kehadiran peserta didik.	
Kegiatan Inti	<ul style="list-style-type: none"> - Guru meminta siswa untuk membentuk 5 kelompok yang masing-masing kelompok berisi 4-5 siswa. - Guru memberi 20 kosa kata kepada setiap kelompok. - Guru meminta siswa untuk menemukan maksud atau arti dari setiap kosa kata dengan mencarinya di buku pelajaran (modul). - Guru meminta siswa untuk menebak apakah kata tersebut termasuk <i>verb</i>, <i>noun</i>, atau <i>adjective</i>. 	60 menit
Penutup	<ul style="list-style-type: none"> - Guru mengulas kembali secara singkat tentang apa yang telah dipelajari. - Peserta didik dan guru mengucapkan salam perpisahan. 	10 menit

H. Penilaian

Teknik : Tertulis

Bentuk instrument: Pilihan Ganda

Instrumen : Test

I. Pengetahuan

Jawablah pertanyaan-pertanyaan berikut dengan memilih salah satu jawaban yang paling benar!

1. What do you say “song” in Indonesian?
 - a. Lagu
 - b. Lirik
 - c. Nada
 - d. Syair

2. What do you say “voice” in Indonesian?
 - a. Sepi
 - b. Suara
 - c. Berisik
 - d. Ramai

3. What do you say “climb” in Indonesian?
 - a. Bernafas
 - b. Mendaki
 - c. Terluka
 - d. Kembali

4. What do you say “alasan” in English?
 - a. Reason
 - b. Hearth
 - c. Mind
 - d. Shaking

5. What do you say “gunung” in English?
 - a. River
 - b. Beach
 - c. Ocean
 - d. Mountain

➤ **Kunci Jawaban**

1. C
2. B
3. B
4. A
5. D

Boyolali, 27 Mei 2023

Mengetahui
Guru mata pelajaran

Mahasiswa

Jami'atur Rosidah, SS
NIP.

Fita Ayu Ariska
NIM. 196121211

Appendix 6. Students' Worksheet

Pre-Test Experimental Class


Name : Yusuf.....
No : 12.....
Class : 7B.....

~~13~~ 13

Pre-Test Question

Choose the best answer by crossing a, b, c, or d!

- What do you say "Beautiful" in Indonesian?
 - Mengagumkan
 - Cantik ✓
 - Nyaman
 - Bagus
- What do you say "Polite" in Indonesian?
 - Indah
 - Berantakan
 - Kuat
 - Sopan ✓
- What do you say "Tua" in English?
 - Old ✓
 - Young
 - Gergeous ✓
 - Kind
- What do you say "Berbeda" in English?
 - Different ✓
 - Accepted
 - Disappointed
 - Impressive
- Below is the picture of...



 - Station
 - Airport
 - Terminal ✓
 - Harbor
- What do you say "Arrive" in Indonesian?
 - Cocok
 - Siap
 - Datang ✓
 - Menuju
- What do you say "Driver" in Indonesian?
 - Perawat
 - Dokter
 - Nelayan
 - Supir ✓
- What do you say "Perawat" in English?
 - Carpenter
 - Nurse ✓
 - Doctor
 - Architect
- What do you say "Tukang roti" in English?
 - Dentist
 - Baker ✓
 - Singer
 - Driver

Post-Test Experimental Class


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Name : Khusnulik
 No : 17
 Class : 7B

Post-Test Question

Choose the best answer by crossing a, b, c, or d!

- What do you say "decided" in Indonesian?
 - Menghargai
 - Menarik
 - Membawa
 - Memutuskan ✓
- What do you say "weather" in Indonesian?
 - Cuaca ✓
 - Berantakan
 - Bingung
 - Rajin
- What do you say "depan" in English?
 - Front ✓
 - Beside
 - Behind
 - Below
- What do you say "bentuk" in English?
 - Satisfying
 - Kind
 - Shape ✓
 - Diligent
- Below is the picture of...



 - Kind
 - Building ✓
 - House
 - Place
- What do you say "experience" in Indonesian?
 - Pengalaman ✓
 - Kuat
 - Ekspresi
 - Lemah
- What do you say "selamat sore" in Indonesian?
 - Selamat pagi
 - Selamat siang
 - Selamat sore ✓
 - Selamat malam
- What do you say "menemani" in English?
 - Regard
 - Afraid
 - Classmate
 - Accompany ✓
- What do you say "vacation" in English?
 - Berakhir
 - Berkeliling
 - Liburan ✓
 - Pengalaman


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Pre-Test Control Class

Name : Fazrina Ayu Andini
No : 10
Class : 7F

13

Pre-Test Question
Choose the best answer by crossing a, b, c, or d!

- What do you say "Beautiful" in Indonesian?
a. Mengagumkan
 b. Cantik ✓
c. Nyaman
d. Bagus
- What do you say "Polite" in Indonesian?
a. Indah
b. Berantakan
c. Kuat
 d. Sopan ✓
- What do you say "Tua" in English?
 a. Old ✓
b. Young
c. Gergeous
d. Kind
- What do you say "Berbeda" in English?
 a. Different ✓
 b. Accepted ✓
c. Disappointed
d. Impressive
- Below is the picture of...

a. Station
b. Airport
c. Harbor
 d. Terminal ✓
- What do you say "Arrive" in Indonesian?
a. Cocok
b. Siap
 c. Datang ✓
d. Menuju
- What do you say "Driver" in Indonesian?
a. Perawat
b. Doktor
c. Nelayan
 d. Supir ✓
- What do you say "Perawat" in English?
a. Carpenter
 b. Nurse ✓
c. Doctor
d. Architect
- What do you say "Tukang roti" in English?
 a. Baker ✓
b. Dentist
c. Singer
d. Driver

Post-Test Control Class

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Name : Fa2rina Ayu Andini
No : 10
Class : VII F

Post-Test Question

Choose the best answer by crossing a, b, c, or d!


1. What do you say "decided" in Indonesian?
a. Menghargai c. Membawa
b. Menarik ~~x~~ Memutuskan ✓

2. What do you say "weather" in Indonesian?
~~x~~ Cuaca ✓ c. Bingung
b. Berantakan d. Rajin

3. What do you say "depan" in English?
~~x~~ Front ✓ c. Behind
b. Beside d. Below

4. What do you say "bentuk" in English?
a. Satisfying C Shape
b. Kind ~~x~~ Diligent

5. Below is the picture of...



a. Kind c. House
~~x~~ Building ✓ ~~x~~ Place

6. What do you say "experience" in Indonesian?
a Pengalaman c. Ekspresi
b. Kuat ~~x~~ Lemah

7. What do you say "selamat sore" in Indonesian?
a. Selamat pagi c. Selamat sore
b. Selamat siang d. Selamat malam

8. What do you say "menemani" in English?
a. Regard c. Classmate
b. Afraid ~~x~~ Accompany ✓

9. What do you say "vacation" in English?
a. Berakhir ~~x~~ Liburan ✓
b. Berkeliling d. Pengalaman

Appendix 7. Potography of Students' Activity

Experimental Class



Control Class



Appendix 8. Permission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN BOYOLALI
MADRASAH TSANAWIYAH NEGERI 2 BOYOLALI
 Alamat : Keltang – Nogosari – Boyolali Kode Pos : 57378
 Website : www.mtsn2boyolali.sch.id Email : mtsn_tinawas@yahoo.com

SURAT KETERANGAN

Nomor : 301 /Mts.11.09.02/PP.00.5/05/2023

Yang bertanda tangan dibawah ini :

Nama : Arkanuddin, S.Ag, M.PdI
 NIP : 196508191985031003
 Pangkat / Gol : Pembina Tk I IV/b
 Jabatan : Kepala Madrasah MTsN 2 Boyolali

Menerangkan bahwa :

Nama : FITA AYU ARISKA
 NIM : 196121211
 Jurusan Prodi : Pendidikan Bahasa Inggris
 Judul Skripsi : The Effectiveness of Using Word Cards to Teach Vocabulary at
 The First Grade of MTs Negeri 2 Boyolali in The Academic Year
 2022/2023

Perguruan Tinggi : UIN Raden Mas Said Surakarta

Keterangan : Bahwa yang bersangkutan telah melakukan Penelitian di MTs
 Negeri 2 Boyolali untuk lampiran Skripsi selama Bulan Mei 2023

Demikian Surat Keterangan ini di buat untuk dapat dipergunakan sebagaimana mestinya.

Boyolali, 31 Mei 2023
 Kepala Madrasah
 Arkanuddin, S.Ag, M.PdI
 NIP. 196508191985031003