



**THE USE OF FLASHCARD AS MEDIA TO IMPROVE
STUDENTS' VOCABULARY MASTERY IN WRITING
DESCRIPTIVE TEXT: CASE OF GRADES 7 OF SMPN5
AMBARAWA IN THE ACADEMIC YEAR 2021/2022**

Final Project

Submitted of partial fulfillment of the requirements

for the degree of *Sarjana Pendidikan* in English

by

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I certify that this final project is definitely my own work. I am completely responsible for the content of this final project. Other writer's opinion or findings included in the final project are quoted or cited in accordance with ethical standards.

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MOTTO

The final project will be finished if it is done.

DEDICATION

1. My beloved parents (Mr. Didik Siswoyo and Mrs. Hima Trimurti Gita Sari)
2. My beloved grandfather (Mr.Retired Lieutenant Colonel Untung Sidiq)
3. Mr. Dr.Jafar Sodiq, M.Pd. and Dr.Arso Setyaji,S.Pd., M.Hum.who always supports my study.
4. My special lecturer who always support my final project.
5. All my friends in UPGRIS, thank you for sweet memories that give you to me.

ABSTRACT

Putri Azharra, Alifvia, 2022. *The use of flashcard to improve students' vocabulary mastery in writing descriptive text: case of grades 7 of Smpn5 Ambarawa in the academic year 2021/2022*. Final Project, English Study Program, Faculty of Language and Arts Education, University of PGRI Semarang. Advisor I: Dr. Jafar Sodiq, M.Pd., Advisor II: Dr. Arso Setyaji, S Pd., M.hum.

Keywords: *flashcard, vocabulary mastery, descriptive text*

This study aims to determine: (1) To find out students' vocabulary mastery of SMPN 5 Ambarawa in writing descriptive text taught with using flashcard (2) To find out students' vocabulary mastery of SMPN 5 Ambarawa in writing descriptive text taught without using flashcard. (3) To know the significant difference of students' vocabulary mastery in writing descriptive text taught with and without using flashcard.

This research is a quasi-experimental research. This research was conducted at SMPN 5 Ambarawa in May-June 2022. The population in this study was class VII students consisting of 33 students in the experimental class and 33 students in the control class. The experimental class in its treatment using flashcards while the control class only uses the lecture method as a learning process. The design used in this study is the Pre-Test Post-Test Control Group Design. The research instrument was in the form of a learning outcome test. To test the hypothesis using the paired sample t-test. Data analysis was done descriptively.

The results of this study indicate that: (1) in the experimental class the average value of the pretest is 57.33 while the posttest average value is 82.64 which is higher than the control class, (2) in the control class the average value of the pretest is 56.06 while the posttest average value is 66.66, still lower than the experimental class (3) the average posttest value of the experimental class > control class is 82.64 > 66.67 which means that the vocabulary mastery of the experimental class is higher than the control class. In the paired t-test, the results obtained are sig.2 tailed of 0.000 < 0.05 using flashcards is more effective.

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We give thanks to Allah SWT who has bestowed his grace and guidance so that the writer can complete the final project entitled “*the use of flashcard to improve students’ vocabulary mastery in writing descriptive text: case of grades 7 of Smpn5 Ambarawa in the academic year 2021/2022.*”

For this simple work, the author dedicates to:

1. Both parents, who have fully supported and assisted in completing this final project. And my sister, thank you for all the love and attention. Hopefully this work can be a form of my devotion to repay all the kindness of my beloved family.
2. My grandparents, who have always helped and supported in the completion of this final project.
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6. My friends, thank you for always providing input and always listening to my complaints.

7. Last but not least, I wanna thank me, I wanna thank me for believing me, I wanna thank me for doing all his hard work, I wanna thank me for having no days off, I wanna thank me for never quitting, for just being me at all times. The writer realizes that this thesis is far from perfect, therefore constructive criticism and suggestions are needed. Finally, the writer hope this thesis can be useful for future education.

FOREWORD

Bismillahirrohmanirrohim.

Praise and gratitude I pray to Allah SWT. With his blessing, I was able to complete the preparation of this final project. The title of the final project that I propose is *“the use of flashcard to improve students’ vocabulary mastery in writing descriptive text:case of grades 7 of Smpn5 Ambarawa in the academic year 2021/2022.”*

This final project is submitted to fulfill the graduation requirements for the final project course at the Faculty of Language and Arts Education, University PGRI Semarang. There is no denying that it took a lot of effort to complete this final project. However, this work would not have been completed without the people around me who support and help me. My thanks go to:

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2. Dr. Asropah, M.Pd,as a Dean of the Faculty of Language and Arts Education.
3. Dr.Jafar Sodiq, M.Pd. ,as a Advisor I who has provided guidance and various experience to the author.
4. Dr.Arso Setyaji,S.Pd., M.Hum, as a Advisor II who has provided guidance and various experience to the author.

5. All Lecturer of the Faculty of Language and Arts Education who have educated and provided knowledge during lecturer and all staff who have always been patient in serving all administration during the research process.
6. All parties who have helped and cannot be mentioned one by one.

May all goodness and help all get a blessing from Allah SWT. and finally I realize that this final project is still far from perfect, because of the limited knowledge that I have. For this reason, I humbly expect suggestions and constructive criticism from all parties in order to build this research.

Semarang, July 2022

Alifvia Putri Azharra

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CHAPTER 1

INTRODUCTION

A. Background of the study

Since elementary school to university, Indonesia uses English as a foreign language that students learn. Proficiency in English is important because it has a positive academic impact. English ability can be seen from the number of vocabularies that a person has. The need to learn English vocabulary is very important for improving students' language skills.

Vocabulary is needed at every stage of students' language development. The definition shows that vocabulary is the first element that English learners must learn to master English well. In addition, Thornbury & Scott (2002:13), in Anwar & Efransyah (2018) emphasize that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Vocabulary is one of the basic components in learning a second or foreign language.

However, in the process of teaching and learning vocabulary, there are still many seventh grade students of SMPN5 Ambarawa who are less enthusiastic and feel that English is a difficult subject to learn. In addition, vocabulary teaching and learning activities are more teacher-centered. And this is considered less successful in making learning 'live' and interesting to follow. In this case the teacher uses less learning materials for mastery of English vocabulary because he only uses worksheets and English handouts to teach.

On the other hand, in addition to difficulties in remembering English vocabulary, students also experience difficulties in pronunciation and spelling so that they often experience difficulties in understanding story texts written in English.

According Chatib (2011), explains that flashcard media are cards that contain pictures or writings related to concepts. Another definition is expressed by Windura (2010), that flashcard media or flash cards are cards used to remember and review in the learning process.

In writing descriptive text, students must have good vocabulary mastery in order to be able to describe something/someone clearly. Students with poor vocabulary mastery often make mistakes in choosing the right words to describe the subject. Students also indicated that they could not see anything significant to write about. They spend a lot of time in the planning stage but they are still confused about starting their writing. They don't know how to organize their ideas and some of them don't even have ideas. With these problems, students find writing a daunting task. It makes them less interested in writing.

However, the students' writing skills are still lacking and the teacher only uses the lecture method to create obstacles in learning descriptive text. One of the obstacles when learning descriptive text material is that students do not memorize the vocabulary that will be compiled, this makes students do not have an idea and inspiration for the text to be made.

The use of flashcard as descriptive text learning media is an alternative in the teaching and learning process of English vocabulary for seventh grade students of SMPN5 Ambarawa. Teachers must be more creative and innovative in providing learning media so that the learning process runs smoothly.

The flashcard used in this learning process has never been applied as a learning medium in descriptive text material for class VII SMPN 5 Ambarawa, this is a new thing and a challenge for students in learning English vocabulary through flashcards that can provide them with preparation description text.

From the above understanding, it can be concluded that students' vocabulary mastery still requires development, especially in writing descriptive text. This can be done by developing students' vocabulary through the use of flashcards.

SMPN 5 Ambarawa which is located in Pringapusan, Ambarawa District, Semarang Regency is the researcher's choice to be used as a research location because from the beginning of the researcher's observations there has been no use of flashcards as a medium for learning English.

From the explanation above, it can be understood that the use of flashcards as a medium for learning descriptive text material is an effort to provide students with knowledge and skills in English. Broadly writing, the conditions described above have encouraged the author to know, examine and analyze in depth the application of learning media that has been applied at SMPN 5 Ambarawa. Therefore, this research

is expected to be an effort to improve and refine *the use of flashcard to improve students' vocabulary mastery in writing descriptive text: case of grades 7 of Smpn5 Ambarawa in the academic year 2021/2022.*

B. Reasons for choosing the topic

1. The use of flashcard can increase students' vocabulary so that they can encourage students to write descriptive text.
2. Mastery of vocabulary is needed by students. By mastering vocabulary students are able to use good English.

C. Statements of the problem

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

1. To what extent is students' vocabulary mastery of SMPN 5 Ambarawa in writing descriptive text taught with using flashcard?
2. To what extent is students' vocabulary mastery of SMPN 5 Ambarawa in writing descriptive text taught without using flashcard?
3. Is there significant difference of the students' vocabulary mastery in writing descriptive text taught with and without using flashcard?

D. Objectives of the study

This research has the following objectives :

1. To find out students' vocabulary mastery of SMPN 5 Ambarawa in writing descriptive text taught with using flashcard.

2. To find out students' vocabulary mastery of SMPN 5 Ambarawa in writing descriptive text taught without using flashcard.
3. To know the significant difference of students' vocabulary mastery in writing descriptive text taught with and without using flashcard.

E. Significances of the study

1. Theoretically : This research is expected to add insight and knowledge about flash cards that affect to improve students' mastery in vocabulary description text material.
2. Practically :
 - a. For students, this research is expected to help improve vocabulary through descriptive text material. So that students in the learning process can be more effective.
 - b. For teachers, this research is expected to be a motivation to improve their skills in choosing learning strategies that are more varied and in accordance with their level of ability.
 - c. For further researchers, this research is expected to contribute in increasing students' vocabulary through descriptive text material.

F. Definition of the Key Terms

In order to clarify the key terms used in this study some definitions are put forward :

Flashcards are small cards that contain pictures, text, or symbols that remind and determine students to something related to the picture that.

Mastery in vocabulary is the ability that a person has to be able to explore and master a word contained in a sentence in order to communicate orally and in writing.

Descriptive Text is a text that describe a person, animal or thing. This explanation or description includes the form, nature, amount, and other.

G. Outline of the study

The outline of this study is a follows:

Chapter 1 is introduction. It discusses Background of the study, Reasons for choosing the topic, Statement of the Problem, Objectives of the Study, Significant of the Study, Definition of the Key Term, and Outline of the Study.

Chapter 2 is review of related literature. It discusses Review of related theories, Definition of vocabulary, Vocabulary mastery, Kinds of vocabulary, Vocabulary in learning descriptive text, Definition of flashcard, Benefits of flashcard, Steps in apply flashcard, Definition of writing, Components of writing, Writing process, Type of factual text, Social function of descriptive text, Generic structure of descriptive text, Grammatical features of descriptive text, Flashcard as a descriptive learning media, previous study.

Chapter 3 presented a discussion of the research method that use in this research. The methodology of the research includes Research design, Research subject, Instrument of the study, Method of data collection, Method of data analysis.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher reviews some related literature in this study .demonstrate concepts related to the research topic. To enrich the theory, researchers look for some references

A. Previous Studies

Researchers are trying to get references as a guide for this research. References are not only books, but other sources to support this final project as well. In this case, the researcher reads another final project related to this research topic.

First, the researcher choose the research by Widyahening et al. (2021) with the article title “*Learning English Vocabulary Using Folklore Media for Class V Elementary School Students*” and published in the *journal educational communication*. His research shows that the use of folklore as a medium for students’ English learning is proven to improve students’ vocabulary mastery. This research is a Classroom Action Research, namely research that contains a series of procedures that can be carried out by teachers to improve aspects of teaching or as an alternative to evaluate the success of certain activities and procedures. This research explains that there is an increase in students' vocabulary mastery. This can be seen from the comparison of the three average values. Before the implementation of the action, a pretest was carried out to see the students' ability in mastering English vocabulary and it was known that the result was 65.58. Furthermore, after applying the use of

folklore as a medium for learning vocabulary, it is known that the average score of posttest 1 is 70.29. This value is higher than the pretest score. And in posttest 2 the average value increased to 78.38. The average score for posttest 2 is higher than the average value for the pretest and the average value for the posttest 1.

Another researcher who uses climbing up as a vocabulary teaching technique is (Ningtias, 2017) she conducted a study entitled "*IMPROVING STUDENTS' WORDS IN DESCRIPTION TEXT USING THE CLIMBING UP THE LADDER GAME*". This research method is classroom action research. Referring to the results of research and discussion, the authors conclude that learning achievement increases from cycle to cycle. Climbing game to improve students in reading descriptive text. They are improved through the strategies used by the teacher. By solving the spelling clues and the meaning of the ladder climbing game the students increase their vocabulary in terms of spelling and meaning. Students' vocabulary affects students' reading comprehension as well, through student test results, it can be seen that students' scores in answering descriptive text questions increase from cycle to cycle.

In addition, there are researchers who examine vocabulary mastery in grade VII, (Training & Email, n.d.). They made a research entitled "*Enhancing Students' Vocabulary Mastery through Flashcards in Reading Descriptive Text at Seventh Grade Students of MTs Hidayatul Mubtadiin*". In this study, the research design was Classroom Action Research (CAR). After treatment, the researcher found the significant different from the pre-test and post-test. Before the researcher applied

flashcard in the classroom, the students' score was below the minimum standard. Their average score before treatment was 55. After being taught by using flashcards, students' main score enhances from 55 to 93. It means that the application of flashcards in teaching and learning process has big impact to improve students' vocabulary mastery. So, the result of data analysis in the reflection, it was concluded that the use of flashcards in teaching reading descriptive text improved the students' vocabulary mastery.

Another researcher who uses flashcards as a vocabulary teaching technique is (Musyaffa', 2020). He made a research entitled "FLASHCARD AS A MEDIA TO IMPROVE STUDENTS' WRITING SKILL IN DESCRIPTIVE PARAGRAPH". This research is a classroom action research because the research focuses on a particular problem and a particular group of students in a certain classroom, it is a type of action research. The implementation of fashcard media in teaching writing descriptive paragraph was running well. There were some advantages during and after the implementation of flashcard. They are: (1) The students were more active, (2) The students' motivation improved, (3) The students more interested in learning writing, (4) The students' score improved.

The last research chosen by the researcher (Syarifudin et al., 2014) with the title "AN ANALYSIS ON THE STUDENTS' VOCABULARY MASTERY A DESCRIPTIVE STUDY ON THE MTS". This research aims to describe the students' vocabulary mastery of the seventh grade students of MTs IKA-PGA Pontianak West Borneo

Province. The research method that used is a measurement technique and indirect communication technique. The study sample is 25 students. The result of data analysis showed that multiple-choice test 1 is 55.91 and test 2 is 58.02, so the compared of score in average is 2.11. while the matching test 1 is 56.31 and in test 2 is 57.82, so the compared of score in average is 1.51. The conclusion to the classification of category is poor to average which mean that vocabulary of the seventh grade students of MTs IKA-PGA Pontianak in low average level for achievement in English lesson in mastering vocabulary that should be mastered by students. The writer suggests that the English teacher should have some techniques to teach vocabulary for example the teacher can use the real object to show the meaning of the words, in order to make the students easier in mastering vocabulary and learning English subject.

B. Related of literature

1. Vocabulary

a. Definition of vocabulary

Vocabulary is the important detail in studying English;it's first step for the students if they want to achieve their goals in learning English skill. Vocabulary is an important part of the language and is always the first thing to learn a language. It is considered basic,both written and spoken.

The basis of a language is vocabulary,if there is no vocabulary then there is never such a thing as language. The word "vocabulary" is a word that briefly

represent a collection of words in the language. Vocabulary is a number of words that students know in language.

According to Mohammadnejad et al. (2012), vocabulary is the basic element of a language which is used to label things such as objects, traits and verbs to explain the meaning of what you want to convey.

From the definition stated above, it can be concluded that vocabulary is a set of words in a language that is owned by someone to compose a sentence. It can be seen that the more vocabulary a person has, the better his/her language skills will be, which of course must be balanced by good knowledge of grammar, phonetics and spelling. Thus mastery of vocabulary is one of the important things in learning a language.

b. Vocabulary Mastery

Mastery of English vocabulary is the ability that a person has to be able to explore and master a word contained in a sentence in order to communicate orally and in writing.

In the process of learning English in junior high school, vocabulary mastery is very important for students. This is because in their early years, experience connects students' vocabulary and plays an important role in their language development.

Junior high school students are trained to do several ways in learning vocabulary. This will be developed as learning grows and learns it in high school.

Both junior high and high school students have similarities in learning but junior high school students have more special treatment because they are in concrete operations or grow up to semi-abstract psychological development. The students basically learn the words from the vocabulary, because the learner is the main words that dominate the English language.

Mastery of vocabulary is one of the factors for mastering English as a foreign language. This means that students have the ability to understand and use words and meanings. The larger the vocabulary mastered by students, the better they will display their language. By having a limited vocabulary, students will have difficulty mastering English skills.

There are several techniques that can applied in learning English with the aim of to improve students' vocabulary mastery:

1. Learn one word every day.

This is a technique that many people use to add new words.

2. Engage in conversation.

Talking to other people can help you discover new words. Like reading, when you hear a new word, don't forget to write it down so you can learn it later.

3. Use games.

Find challenging word games so you can find new words. For example, puzzles, anagrams, scrabble, word scramble, and flash card.

c. Kinds of vocabulary

At least, there are 6 types of vocabulary that you should know. The types relate to the use of part of speech. The types of vocabulary that you should know include word classes, word families, word formation, multi-word units, collocations, and homonyms.

1. Word Classes

Word class is a language or word usage related to morphology. However, usually this type is often referred to as parts of speech which can be in the form of nouns, verbs, pronouns, adverbs, adjectives, prepositions and conjunctions or conjunctions. You can study these word classes in your grammar book.

2. Word Families

Word families are words that describe an affix. The word is used to make a sentence for example in the following words.

Play – plays – played : the words are inflected

Play – replay – playful : the words are part of

3. Word Formation

Word formation is a type of word formation in English and these words are compound, blending, clipping, and conversion words.

- compound: typewriter, content writer, script writer, etc
- blending : information and entertainment = infotainment
- conversion : when I do my task, I always google the information I need.

4. Multi-Word Units

Multi-word units is a type of English vocabulary that has the form as a verb phrase or as an idiom.

The example is; look after, look for, throw away, put on, put off, etc.

Even so, you can't interpret the word as different words in one word because the word above has one meaning.

5. Collocations

Collocation is a type of English vocabulary which is defined as two or more words that always have the same meaning or are bound together. So when you use this word, you can't separate it.

6. Homonyms

Homonyms are words that have different letters but have the same pronunciation. An example is the word "well". Well you can interpret as a well but you can interpret as good.

d. Vocabulary in learning descriptive text

Learning vocabulary is important because students are able to speak, write and listen well. Students must know its meaning first. To know a word if they can recognize its meaning when they see it. This means that in learning vocabulary we must know its meaning so that we can use it in the context of a sentence. Students improve their vocabulary skills in understanding descriptive texts as well.

Vocabulary that is often used in descriptive texts are words related to the things described, such as physical appearance, function, and behavior or location if they are in a place. Learning vocabulary is important because students are able to speak, write and listen well.

2. Flashcard

a. Definition of flashcard

Flashcards are small cards that contain pictures, text, or symbols that remind and determine students to something related to the picture that. Flashcards are usually 8 x 12 cm in size, or can be adjusted to the size of the class that can be faced. Flashcards contain pictures of objects, animals, and so on that can present messages and stimulate

students to learn. The use of flash cards aims to strengthen students' memory to memorize new vocabulary.

Flashcard media is an effective study card containing images, text, or symbols used to help remind or direct students to something that associated with images, text, or symbols on the cards, as well as stimulate the minds and interests of students so that the learning happens.

Flash cards are one form of educational media in the form of cards that contain pictures and words whose size can be adjusted to the students being faced and to get them you can make your own or use ready-made ones. This media is a learning media that can help in improving various aspects such as developing memory, practicing independence and increasing the number of vocabulary(Muryanti, 2019).

b. Benefits of flashcard

Flashcard are effective memory-aid tools that can help students learn new materials that can help students learn new material quickly. Flashcard be an excellent study resource provided know how to use them to advantage. Below a few exceptional benefits of using flashcard in education:

1. They're inexpensive

Flashcard can be one of the least expensive ways to study materials.

You don't need to buy set of fancy illustrated cards. Instead,create flashcard

with index card that are 3-by- 5 inches,which you can use with or without lines,depending upon the type of information you need.

2. They're portable

Flashcard provide students with a portable learning tool. Rather than having to carry around a book or notebook,flashcard allow students the opportunity to transport as many card as they need.

3. They're efficient

The portability of flashcard can improve efficiency when learning new material. By taking the cards everywhere,students can make effective use of their time such as using them while walking on the treadmill.

4. They make learning easier

One mistake students sometimes make when studying for college classes is trying to learn too much material at a time. This can make the learning process cumbersome and can be overwhelming. Flashcard eliminate extraneous material as they focus on only the most important elements of what students need to learn.

5. They offer various study methods

Since you can shuffle the order,flashcard prevent students from simply memorizing the order of the answers in long-list items. Reverse the flashcard so the answers can be seen first and students must surmise what the original questions were.

c. Steps in applying flashcard

The steps for using flashcard learning media are :

1. Flashcard is given to all students.
2. Then students observe flashcard containing various word and pictures.
3. The teacher asks them to use all the flashcards creatively to compose senteces.
4. After that,students write descriptive text using the vocabulary listed on the card.

3. Writing

a. Definition of writing

Writing is process of describing a language so that the message conveyed by the author can be understood by the reader. Meanwhile in the Oxford Dictionary, “writing is produce something in written form so that people can read perform or use it.

According to (Cole & Feng, 2015) writing is a fundamental component of language. When a child writes, thoughts and knowledge are blended together creating a unique meaning. Consequently, students identify the skill of writing, as more difficult than listening and reading. Furthermore, writing is the skill that most students are least proficient in when acquiring a new language.

From the above definition, it can be concluded that writing is a language skill that is used to communicate with readers to express things and feelings in written form to make readers understand and they can experience the things and feelings you convey in the text.

b. Components of writing

Points out five kinds of components in writing they are content, organization, grammar, vocabulary, and mechanics.

1. Content

Content of writing should be understandable. Therefore, the readers can understand the message in the text and get information from it. There is a thinking that can be measured in connecting with component. The composition should contain one central purpose, should have unity, should have coherence and continuity, and should be adequately developed.

2. Organization

Organization concerns with the way of how the writer arranges and organizes their idea and their message in writing from which consist of some partial order. In writing, the writer should know about what kinds of paragraph that they want to write and what topic that they want to tell to the readers. It must be supported by cohesion.

3. Grammar

Grammar is the rule of language in combining the word. The use of grammar can be applied in all the kinds of sentence structure so that it make writing more meaningful.

4. Vocabulary

Vocabulary is the list of word and sometimes plus usually arranged in alphabetical order that expired at distally, grouchy. Vocabulary is an area which gives the students various kinds of learning problems, including spelling. It is also an area where it can be useful for them to have reference lists, in the form of lexical sets, such as clothes, furniture, food, etc.

5. Mechanics

The use of mechanics is due to capitalization, punctuation, and spelling appropriately. These aspects are very important, it leads the readers to understand, to recognize immediately. The use of favorable mechanic in writing will make readers easy to group the conveying ideas or the message to the written materials

c. Writing process

Creating successful writing is a different process for everyone. There are steps in the writing process. The general steps are: pre-writing, drafting, revising, and editing.

1. Pre-writing

Pre-writing is everything you do before writing a draft of your document.

This includes thinking, taking notes, talking to others, brainstorming, elaborating, and gathering information

2. Drafting

Drafting occurs when writer put your ideas into sentences and paragraphs.

Here writer concentrate upon explaining and supporting your ideas fully.

Here also begin to connect your ideas.

3. Revising

Review, modify, and rearrange work by rearranging, adding, or removing content as intended. The purpose of this phase of the writing process is to improve the draft.

4. Editing

Check for such things as grammar, mechanics, and spelling. The last thing you should do before printing your document is to spell check it.

d. Types of factual text

Factual text is that what we read is based on facts. The facts are true and trustworthy. Facts don't just come out of nowhere, so they are based on research and studies. The following is the factual text:

1. Recount text

Recount text is a type of text that retells something that has happened in the past.

2. Descriptive text

Descriptive text is a text that aims to explain, describe, or describe something.

This thing can take the form of anything, be it animals, objects, locations, and so on.

3. Report text

Report text is a type of writing that aims to convey information to the reader about the results of research on something.

4. Procedure text

Procedure text is a text that explains, inform or helps reader on how to make or use something.

5. Explanation text

Explanation text is a text to provide a clear explanation. Usually, explanation texts contain explanations about social, natural, or cultural phenomena.

6. Exposition text

Exposition Text is writing whose main purpose is to explain a fact or argument by presenting personal data and opinions regarding the subject of the article.

7. Discussion text

Discussion text is a text that contains opinions or opinions on an issue. This opinion is divided into two, namely the contra and pro views on the problem.

4. Descriptive Text

a. Social function of descriptive text

Each type of text has a number of characteristics that make it different from other types of text. A type of text has a specific purpose, a generic structure and also grammatical features. Descriptive text also has a purposes such as:

1. To describe about someone or something to reader.
2. To tell and explain to the reader about the topic.
3. To inform about place or thing to other.

An example of a descriptive text as a follow:

My Idol, Jennie

My idol is Jennie. She is a member of BLACKPINK, a Korean girl band. She is 25 years old.

She is pretty and tall. She is slim. She has fair skin, oval face and black eyes. Her hair is long and straight. Jennie is cheerful person. She loves dancing and singing.

The purpose of descriptive text is to describe and indicate a person, place, or thing. In the book (College Academic Writing: Dr. I Wy. Dirgeyasa, 2017) The

purpose or social function of descriptive text is to describe a person, place or thing in such a way that a picture is formed in the reader's mind.

b. Generic Structure of descriptive text

1. Identification

In this part identification contains about the general introduction of a person, place, animal or object will be described. The function of identification is to introduce something we describe, in order to, the reader and listener are not miss understanding.

2. Description

It contains a description of something such as animal, things, place, or person by describing it's features, forms, colors, or anything related to what the writer describes.

c. Grammatical features of descriptive text

1. Noun: Using specific nouns, such as my cat, my boyfriend, National Monument.

In addition, often also use adjectives to clarify the use of nouns, such as big house, a smart student, an independence woman.

2. Simple present tense: Uses the basic verb or the first form (Verb 1) and uses a verb that can show the ownership or state of an object. Description text uses the simple present tense because descriptive text tells a fact about the object being described.

In the verb sentence, the formula is as follows :

<p>(+) S + V1(s/es) + O/C</p> <p>(-) S + do/does + not + V1 + O/C</p> <p>Example : (+) My mother cooks in the kitchen.</p> <p>(-) My mother does not cook in the kitchen.</p>
<p>(+) S + To be (is,am,are) + Adjective/Adverb</p> <p>(-) S + To be (is,am,are) + not + Adjective/Adverb</p> <p>Example : (+)Tom is handsome.</p> <p>(-)Tom is not handsome.</p>

3. Being verbs: Being verbs have many uses. They are not actions, but rather can describe what or how something or someone is like at a particular moment.

Example :

- I am hungry
- Her face is so burned it is red.

4. Figurative language: Using figurative language or describing something, usually using metaphor to illustrate to the reader. For example :

- My love for you is as wide as the ocean
- Her skin is as white as the snow.

d. Flashcard as a descriptive text learning media

One of the materials that must be fulfilled in the SMP/MTs material in learning English is descriptive text. This skill is very useful in developing students' understanding of the picture.

However, in learning students have not been able to master descriptive text skills well. There are still students who have not been able to put their ideas into writing. The low skill of students in writing descriptive texts can be seen in the ability of students to write.

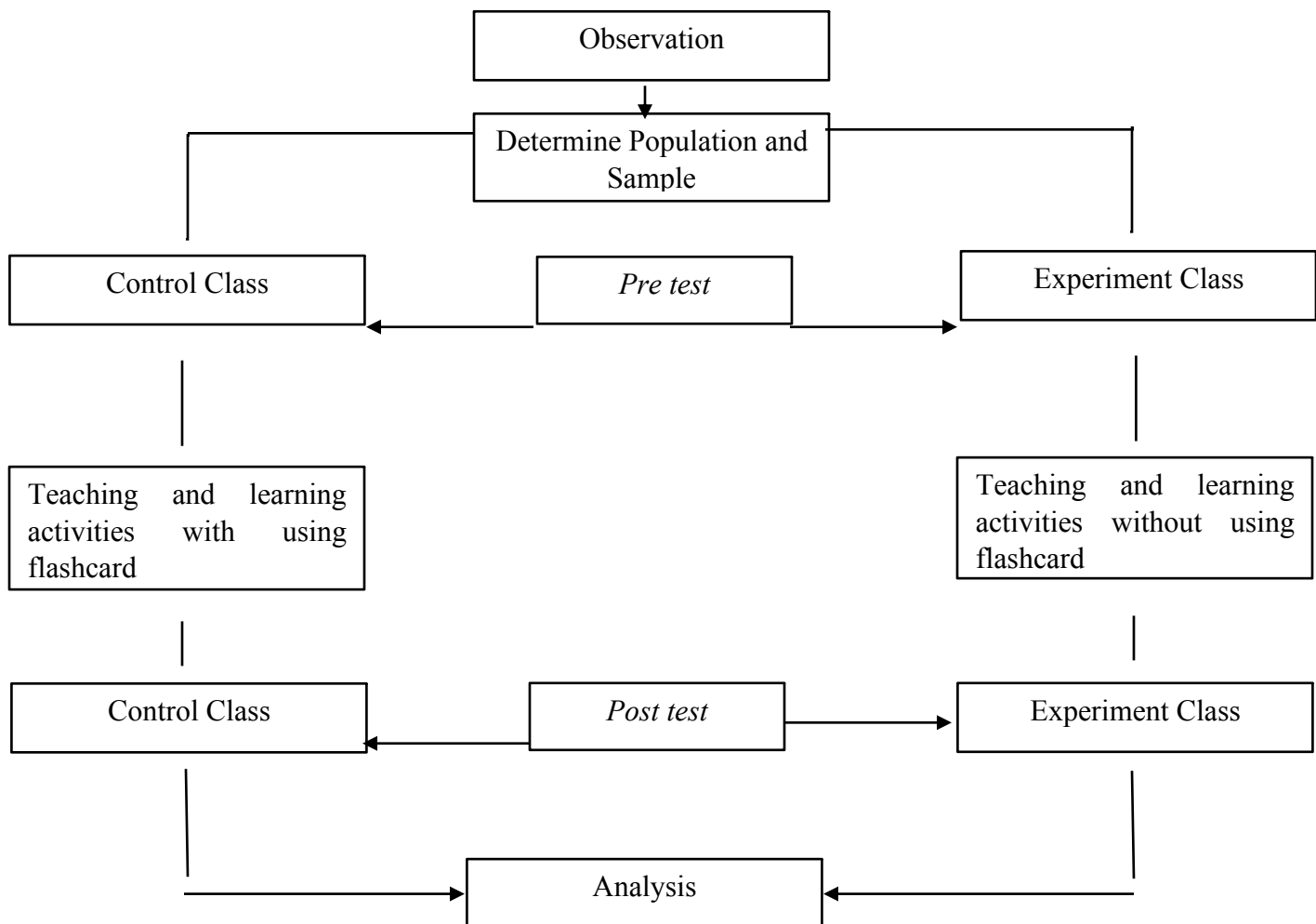
There are two factors that influence the low ability to write descriptive text, namely teacher and student factors. Teachers only teach by the lecture method. This method only provides material theoretically, regarding how to compose descriptive text, how to write descriptive text correctly. Students' limited knowledge of vocabulary and the descriptions they will write makes descriptive text low ability so that students need pictures through the flashcards.

C. Framework of thinking

The ability to write descriptive text in class VII SMPN 5 Ambarawa is not optimal. This is due to several factors, including the lack of students' vocabulary, as well as learning strategies that are not in accordance with the conditions of the students. So far, teachers use the lecture method to convey material to students or conventional students. The teacher does not give students the opportunity to ask questions about material that is considered unclear. Efforts to overcome this by changing strategies in learning.

One of the learning strategies that can be used as an alternative is to use flashcards as learning media to improve vocabulary mastery. In this strategy, the teacher is positioned as a facilitator and motivator. So students are required to play an active

role. With these problems the researchers used Experimental Research. This research was conducted through treatment of the experimental class and for the control class no treatment was given. The results of the study are used to determine the extent of students' vocabulary mastery in writing descriptive texts taught with using flashcards.



Picture 2.1 Framework Thinking

D. Hypotesis

Hypotesis is a temporary answer to a problem that is a presumption because it still has to be proven true. The alleged answer is a temporary truth, which will be tested for truth with data collected through research.

Based on the theoretical description and framework of thinking, the proposed research hypothesis is formulated as follows:

Ha : There is a significant difference in students' vocabulary mastery in writing descriptive texts taught using flashcards.

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter discusses the research design, research subjects, instruments, data collection methods, and data analysis methods.

A. Research design

This type of research uses quantitative research as a quantitative experimental research. Experimental research is a quantitative research method used to determine the effect of the independent variable (treatment) on the dependent variable (outcome) under controlled conditions. Conditions are controlled so that there are no other variables (other than the treatment variable) that affect the dependent variable.

There are several forms of experimental design that can be used in research, namely :

1. True Experiments

Called true experiments because in this design the researcher can control all external variables that affect the course of the experiment. So, the internal validity (quality of research design implementation) is high.

2. Factorial Design

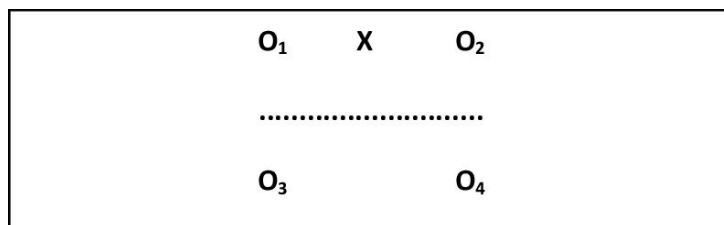
The design is a modification of the true experimental design, by considering the possibility of moderating variables that affect the treatment of the results. All groups were selected randomly and then given a pretest. The group that

will be used for research is declared good if each group gets the same pretest score.

3. Quasi Experiments

Quasi experiments are also known as mock experiments. This design form is a development of true experimental design which is difficult to implement. This design has a control variable but is not fully used to control external variables that affect the implementation of the experiment. The design is used if the researcher can control the various influential variables, but not enough to carry out the actual experiment.

The researcher used Quasi Experiments. In this design, there are two groups that the researcher chooses. Then he gave a pretest to determine the initial state whether there was a difference between the experimental group and the control group. There is one class as the experimental group and one class as the control group. Both were given pre-test and post-test by the researcher. The experimental group is the group that receives treatment and the control group is the group without given treatment. The following is an image of a quasi-experimental design(Sugiyono, 2015):



Information:

O₁ : Experimental group before being given treatment

O₂ : Experimental group after being given treatment

O₃ : Control group before treatment

O₄ : Control group not given treatment

X : Treatment (use of flashcard)

B. Research Subject

Subject selection is a very important step in research. Determining the population is the first step and the second is sampling.

1. Population

Population of this research was all the seven grade students of SMPN 5 Ambarawa.

2. Sample

In this research, the researcher used two classes for his research sample.

C. Instrument of the study

Instrument are an important part of the research. Researcher determine the quality of research by using instrument. The instrument helps researcher to obtain data collection. In this research, the researcher used the test as the instrument. The researcher used pre-test and post-test to measure the increase in vocabulary mastery.

The treatment was given to the experimental group. The researcher used the following technique:

1. Pre-test

Pre-test is the initial test before the experiment is carried out on the research sample and is the first step in equalizing condition between the control group and the experimental group. Pre-test was given to measure the based ability of students' vocabulary mastery.

2. Treatment

Treatment is only given in the experimental group. The resesrcher using Flashcard in that class.

3. Post-test

Post-test was used for the final test of the experiment with aim of getting sample values in the control group and the experimental group after being treated in the form of using Flashcard in Descriptive Text for the experimental group.

D. Method of Data Collection

The test method is used by researcher to collect data. Test or examinations ate thus the main and instrument for measuring and evaluating research result. Researcher used pre-test, treatment and post-test.

1. Ask for permission

The researcher asked permission from the school to conduct this research. And attach a permit.

2. Observation

Observation is a method used by collecting data which is carried out by observing the facts directly in the field. Researcher observe the situation in the classroom and school.

3. Determining class

The researcher chose two classes as samples in the study. The selected class will be the experimental class and the control class.

4. Giving test and treatment

The researcher gave a pretest to the experimental class and the control class. Then at the next meeting, the researchers applied the treatment using flashcards in learning for the experimental class only. After that, the researcher gave a post-test for both classes to measure vocabulary improvement.

5. Documentation

This method the researcher uses as a supporting method. Researcher used the documentation method to investigate written object such as student names, number of students, student in those class and score of the students. She also took some photos during the research.

6. Analyzing

After the researcher got the data, then she analysis it to get evidence of increasing students' vocabulary mastery in writing descriptive text.

E. Method of data analysis

In analyzing the data, the researcher used quantitative descriptive analysis. Analyzing data by describing or describing the data that has been collected as it is without the intention of making conclusions that apply to the public.

In this study, a t-test analysis was carried out. T-Test analysis is a procedure used to compare the average of two variables in one group. This means that this analysis is useful for testing one sample that gets a treatment which will then be compared to the average of the sample between using and not using treatment.

But before that, normality test and homogeneity test will be carried out.

1. Normality test

Normality test is a test carried out with the aim of assessing the distribution of data in a group of data or variables, whether the distribution of the data is normally distributed or not. Normality test is useful for determining the data that has been collected is normally distributed. The decision rule is if the value of sig. > 0.05 then the data is declared to be normally distributed.

2. Homogeneity test

Homogeneity test was used to determine whether the experimental class and the control class had the same homogeneity. The decision rule is if the value of $\text{sig.} > 0.05$ then the variance of the data being tested is homogeneous.

3. Hypothesis testing

After doing the normality test and homogeneity test, the next step is to test the hypothesis. The test formula is as follows:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1}{n_1} + \frac{s_2}{n_2} - 2r \left(\frac{s_1}{\sqrt{n_1}} \right) \left(\frac{s_2}{\sqrt{n_2}} \right)}}$$

Information :

r : correlation value x_1 with x_2

n : number of samples

\bar{x}_1 : sample mean to 1

\bar{x}_2 : sample mean to 2

s_1 : sample standard deviation to 1

s_2 : sample standard deviation to 2

S_1 : Sample variance to 1

S_2 : Sample variance to 2

Level of significance ($= 0,05$)

According to (Priyatno, 2010) hypothesis testing using the SPSS Paired Sample T Test program on the pre-test – post-test scores of the experimental class and pre-test – post-test of the control class with a significance level of 5%. This test is used to determine the difference between the average value before being given treatment (pre-test) and the average value after being given treatment (post-test) using a flashcard.

The hypotheses used are:

H_0 : there is no significant difference between the average pre-test score and the average post-test score.

H_1 : there is a significant difference between the average pre-test score and the post-test average value.

Based on probability:

H_0 is accepted if significant > 0.05

H_0 is rejected if significant < 0.05

CHAPTER VI

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

This research is a quasi-experimental research conducted at SMPN 5 Ambarawa. The population in this research were students of class VII .The determination of the research sample in population of class VII consisting 66 students was carried out by random sampling technique. The research subjects were students of class VII A as the experimental class and class VII B as the control class. This research uses a quantitative description approach. The result of this research will be described in words and numbers. Data collection technique were carried out by pre-test and post-test. Learning outcomes were seen from the post-test result of the control and experimental classes. The result of the research are successful if the use of flashcard is said to be effective in improving student learning outcomes in the experimental class, because flashcard can increase students in writing descriptive text, they can be arranged according to the structure.

The following is a description of the use of flashcards in the experimental class, namely the process when flashcard are used by researchers in the experimental class as learning media in the teaching and learning process in the classroom. In this study, the researcher first gave a pre-test to the control class and the experimental class. After that, the researcher gave the treatment using flashcard in the experimental class. The researcher as the executor taught using flashcard to the

experimental class students in 3 meetings of 3 x 90 minutes. The first day, the researcher distributed pre-test questions to be done by the experimental class students, after that the researchers used flashcard as learning media to 33 students, and the teaching and learning process began. The second day, the researcher gave another treatment using flashcard as a medium of learning to 33 students. And the third day the students worked on the post-test questions and closed with an evaluation of the teaching and learning process.

In the control class the teaching and learning process is in 3 meetings 3 x 90 minutes. The first day, the researcher distributed pre-test questions to be done by the control class students, after the teaching and learning process started with the lecture method. The second day, the researcher gave descriptive text material without using flashcards to 33 students. The third day, the students worked on the post-test questions and closed with an evaluation of the teaching and learning process.

Based on the data collected, the research findings have been recapitulated and then analyzed to determine of the use of flashcard to improve students' vocabulary mastery in writing descriptive text: case of grades 7 of SMPN5 Ambarawa.

This data analysis went through two stages, namely descriptive analysis and quantitative analysis. The following are the results of the research data:

1. Pre-test and Post-test data for class VII A (experimental class)

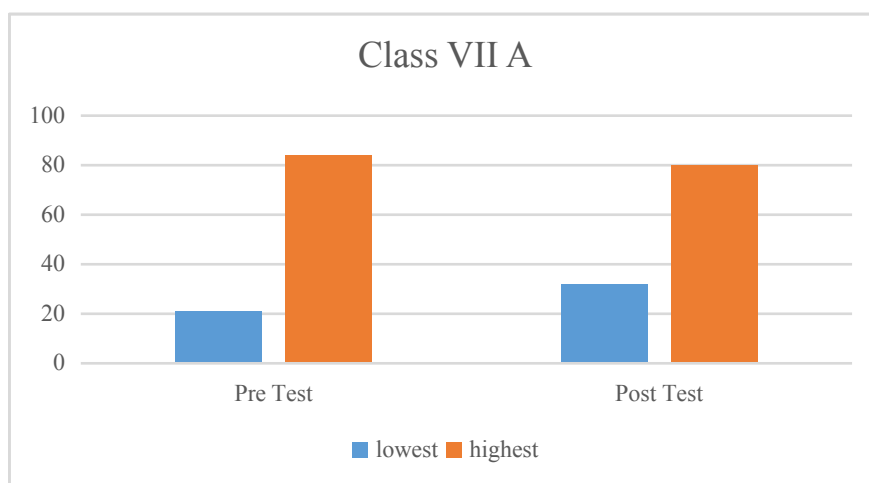
From the result of research in class VII A, namely as an experimental class which in its research uses flashcard, it produces the following values:

Table 4.1 Respondents' Assessment of Pre-test and Post-test Experimental Class

No	Statistics	Class VII A	
		Pre-test	Post-test
1.	Lots of data	33	33
2.	Lowest score	34	54
3.	Highest score	92	98
4.	Mean	57.33	82.64
5.	Median	56	84
6.	Modus	38	89
Mean Different =25,31			

Source: Primary Data Processed, 2022

Below is a diagram of the lowest and highest scores from both the pre-test and post-test in class VII A:



Picture 4.1 Charts of Pre-test and Post-test Values Experimental Class

Based on the table above, 33 respondents who were taken as samples based on post-test scores from class VII A had a large enough difference of 25,31 so the difference was significant. This significant difference means the group of students who received treatment with flashcards (class VII A) in the learning process had a higher average score than the group of students who did not use flashcard in the learning process. Furthermore, it can be interpreted using flashcards to improve students' vocabulary mastery in writing descriptive text.

2. Pre-test and Post-test data for class VII B (Control class)

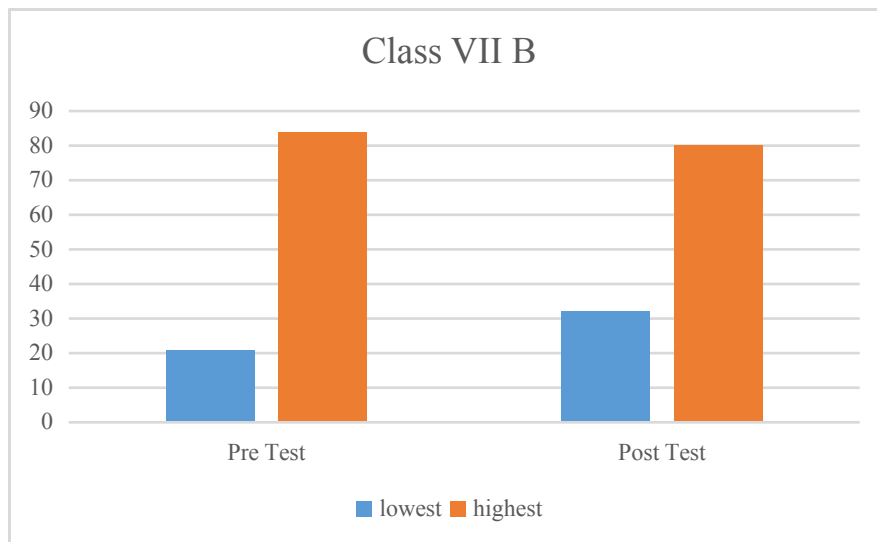
From the result of research in class VII B, namely as a control class which in its research without flashcard, it produces the following values:

Table 4.2 Respondents' Assessment of Pre-test and Post-test Control Class

No	Statistics	Class VII B	
		Pre-test	Post-test
1.	Lots of data	33	33
2.	Lowest score	21	32
3.	Highest score	84	80
4.	Mean	56,06	66,64
5.	Median	56	71
6.	Modus	54	71
Mean Different =10,58			

Source: Primary Data Processed, 2022

Below is a diagram of the lowest and highest scores from both the pre-test and post-test in class VII B:



Picture 4.2 Charts of Pre-test and Post-test Values Control Class

Based on the table above, 33 respondents who were taken as samples based on post-test scores from class VII B had a large enough difference of 10,58 so the difference was significant. This significant difference means the group of students who did not get treatment with flashcards (class VII B) in the learning process had a lower average score than the group of students who did not use flashcards in the learning process. Furthermore, it can be interpreted using flashcards to improve students' vocabulary mastery in writing descriptive text.

A. Testing Requirements Analysis

1, Normality Test

Normality test is useful for determining the data that has been collected is normally distributed. To test for normality, it can be analyzed using the One Sample Kolmogorov Smirnov Test method. The decision rule is if the value of sig. > 0.05 then the data is declared to be normally distributed.

Table 4.1 Normality test result

Variable	T-Statistics	Sig	Description
<i>Pre-test</i> class VII A	0,133	0,146	Normal
<i>Post-test</i> class VII A	0,135	0,134	Normal
<i>Pre-test</i> class VII B	0,170	0,016	Normal
<i>Post-test</i> class VII B	0,181	0,007	Normal

Source: Primary Data Processed, 2022

Based on the results of the normality test with One Sample Kolmogorov Smirnov the test above shows that the probability value level of significant $> 0,05$, then the data meets the assumption of normality. Thus, the dependent variable have a normal distribution and good data is to have a normal or close to normal data distribution.

3. Homogeneity test

Homogeneity test was used to determine whether the experimental class and the control class had the same homogeneity. The decision rule is if the value of sig. > 0.05 then the variance of the data being tested is homogeneous.

Table 2.4 Homogeneity test results

Variable	F-Count	Sig	Description
<i>Pre-test</i> class VII A	0,177	0,675	Homogeneity
<i>Post-test</i> class VII A	0,144	0,705	Homogeneity
<i>Pre-test</i> class VII B	0,144	0,705	Homogeneity
<i>Post-test</i> class VII B	0,182	0,671	Homogeneity

Source: Primary Data Processed, 2022

Based on the results the homogeneity test, the probability value is obtained level of significant > 0,05 , then the data meet the assumption of homogeneity. Thus, the population being studied has something in common.

4. Hypothesis Testing

- a. Testing students who received treatment with flashcard (class VII A) in the learning process had a higher average score than the group of students who did not use flashcard in the learning process. The following are the results of the different test result for Class VII A using the t-test :

Table 4.3 Paired t-test Experimental Class

Variable	t-count	Sig	Level of Significant
<i>Pre-test and Post-test</i>	-11,894	0,01	0,05
N:33			

Source: Primary Data Processed, 2022

Based on the table Paired Sample t-test obtained a significance of 0.01 less than significant level 0.05, then H_0 is rejected. This means that there is a significant difference between the average value before treatment and the average value after treatment. In table t, it is obtained that the t count is negative, namely -11.894, meaning that the average before treatment is lower than the average after treatment. So it can be concluded that there was an increase in the experimental class learning outcomes from pre-test to post-test.

- b. Testing students who did not use treatment with flashcard (class VII B) in the learning process had a lower average score than the group of students who received treatment use flashcard in the learning process. The following are the results of the different test result for Class VII B using the t-test :

Table 4.4 Paired t-test Control Class

Variable	t-count	Sig	Level of Significant
<i>Pre-test and Post-test</i>	-7,478	0,01	0,05
N:33			

Source: Primary Data Processed, 2022

Based on the table Paired Sample t-test obtained a significance of 0.01 less than significant level 0.05, then H_0 is rejected. This means that there is a significant difference between the average value before treatment and the average value after treatment. In table t, it is obtained that the t count is negative, namely -7,748, meaning that the average before learning is lower than the average after learning. So it can be concluded that there was an increase in the control class learning outcomes from pre-test to post-test.

B. Discussion

In this study, it showed that the experimental class (the class that used flashcards) got an average pre-test score of 57.33 with the highest score of 92 and the lowest score of 32 while the posttest average value of 82.64 with the highest score of 98 and the lowest score of 54. The control class (the class without using flashcards) got an average pre-test score of 56.06 with the highest score of 84 and the lowest score of 21, while the post-test average value of 66.64 with the highest score of 80 and the lowest score of 32. It means that it can be concluded that learning using flashcard can improve students' vocabulary mastery in descriptive text which is quite good than learning without using flashcard. This can be shown from the results of the calculation of the average post-test value in the experimental class, which is higher at 82.64 while the control class average is 66.64. The results of the paired t-test, which are obtained are sig.2 tailed of $0.001 < 0.05$, which means that there is a significant difference between the average value before treatment (pre-test) and the average value after treatment (post-test) for both the experimental

class and the control class. Based on the comparison of the difference between the post-test and pre-test mean scores in the experimental class, the post-test and pre-test mean scores in the control class were higher in the experimental class, which was $25.31 >$ from 10.58 for control class. The use of flashcard will open up opportunities for students to improve vocabulary. By using flashcard, students are expected to be able to dare to reveal opinions and learn to develop logical thinking and reasoning. The use of flashcard in writing descriptive text is as feedback for students and teachers, for teachers flashcard can be used for learning media in providing or explaining material, while for students as a tool for independent study and improving vocabulary. From the results of this study, according to the English teacher, that with flashcard learning media increased students' vocabulary in writing descriptive text according to the SK and KD taken. The conclusion is that the use of flashcard can increase students' vocabulary in writing descriptive text.

1. Find out students' vocabulary mastery of SMPN 5 Ambarawa in writing descriptive text taught with using flashcard.

In learning to write descriptive using flashcards in Class VII A, the teacher felt that this media was more helpful. Learning by using flashcards media allows students to see some vocabulary. Thus, students can not only learn by using books that are limited to be used as references only. English teachers use flashcards to convey and train students in descriptive writing. In addition,

students also enjoy learning to write using Flashcards as media. Vocabulary mastery of students is also wider and increases with flashcards. This study supports the findings of previous research from (Musyaffa', 2020) which stated that the use of flashcards media was proven to be effective in improving students' writing skill in descriptive text. Flashcard media makes the learning process in class more active and fun

2. Find out students' vocabulary mastery of SMPN 5 Ambarawa in writing descriptive text taught without using flashcard.

This study found that grade VII B students in learning descriptive writing were a factor of very low interest in learning English, and students did not want to do the assignments given by the teacher. The low interest in learning can be seen from the behavior of students during the learning process in class.

Various reasons such as not memorizing a lot, grammatical difficulties and less active learning in class. This can cause student learning outcomes to be less than optimal. In learning to write descriptions without using flashcards, the teacher feels that he has mastered the vocabulary in writing a little. Learning without using flashcards media allows students to only write modestly due to lack of vocabulary mastery. Thus, students only learn by using limited books for reference only. In addition, learning in class is also a bit boring.

3. The significant difference of students' vocabulary mastery in writing descriptive text taught with and without using flashcard.

The significant difference in using flashcard to improve students' vocabulary mastery in writing descriptive text in class VI SMPN 5 Ambarawa and without using flashcards can be seen after receiving treatment in learning to write descriptive text using the media.

The result of the research in the experimental group is that the use of flash cards can improve students' vocabulary when writing descriptive text. This is evidenced by the student learning outcomes which are significantly difference on average the experimental class is much better than the control class when writing descriptive text.

Thus, the results of this study support the theory that has been put forward and in accordance with the research objectives that have been set, namely: To know the significant difference of students' vocabulary mastery in writing descriptive text taught with and without using flashcard.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the results on the research and discussion, it can be concluded that the use of flashcard to improve students' vocabulary mastery in writing descriptive text. Thus the proposed action hypothesis can be accepted. The result can be stated as follows:

1. This can be shown from the results of calculations using the paired t-test, the results obtained are sig.2 tailed of $0.001 < 0.05$ with t-count -11.894 which means the average before using the flashcard is lower than the average after using a flashcard which means that H_0 is rejected and H_a is accepted, namely the use of flashcard to improve students' vocabulary mastery in writing descriptive text. From this test, there is a significant difference between the average value before treatment (pre-test) and the average value after treatment (post-test) for both the experimental class and the control class. Based on the comparison of the difference between the post-test and pre-test average scores in the experimental class, the post-test and pre-test mean scores in the control class were higher in the experimental class, which was $25.31 > 10.58$ for the control class. This means that there is a significant difference between the average value of the experimental group and the control group.
2. The use of flashcard in writing descriptive text in class VII at SMPN 5 Ambarawa went well and could help students in participating in the

descriptive text learning process that learns about people's descriptions in the experimental class and control class. In the experimental class, namely class VII A, the average pre-test value was 57.33 while the post-test average value was 82.64 which was higher than the control class.

3. The use of flashcards in writing descriptive text can distinguish the average value of learning outcomes. This can be shown from the results of calculations using the paired t-test, the results obtained are sig.2 tailed of $0.001 < 0.05$ with t-count -11.894 which means the average before using the flashcard is lower than the average after using a flashcard which means that H_0 is rejected and H_a is accepted, namely the use of flashcard to improve students' vocabulary mastery in writing descriptive text. From this test, there is a significant difference between the average value before treatment (pre-test) and the average value after treatment (post-test) for both the experimental class and the control class. Based on the comparison of the difference between the post-test and pre-test average scores in the experimental class, the post-test and pre-test mean scores in the control class were higher in the experimental class, which was $25.31 > 10.58$ for the control class. This means that there is a significant difference between the average value of the experimental group and the control group.

B. Suggestions

Based on the conclusions that have been stated above, the researchers will provide suggestions offered:

1. For English teacher

This is a good alternative to get students interested in writing and the teacher should create a pleasant atmosphere in teaching writing. So that students will be actively involved during the class.

2. For students

Students must have high motivation to learn English, especially writing. To the students to further improve concentration and motivation during the teaching and learning process, because the material presented by the teacher needs to be digested and understood, and especially students should always develop their motivation in writing descriptive text.

3. For other researchers

The researcher suggest that the use of flashcards is not only to describe people, but also to describe places or things to improve students' vocabulary in writing descriptive text.


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APPENDICES

Appendices 1. Usulan Tema


YAYASAN PEMBINA PENDIDIKAN PERGURUAN TINGGI PGRI SEMARANG
UNIVERSITAS PGRI SEMARANG
FAKULTAS PENDIDIKAN BAHASA DAN SENI
 JALAN GAJAH RAYA NO. 40 SEMARANG

USULAN TEMA DAN PEMBIMBING SKRIPSI

Yth. Ketua Program Studi *)

1. Pend. Bahasa dan Sastra Inggris
2. Pend. Bahasa dan Sastra Jawa di Semarang

Dengan hormat,

Yang bertanda tarigan dibawah ini,

N a m a : Alifvia Putri Azharra

N P M : 18420066

bermaksud mengajukan tema skripsi dengan judul :

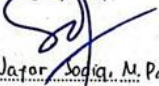
The use of flashcard to Improve student's Vocabulary mastery in writing descriptive text : the case of grades 7 of SMPN 5 Ambarawa in the Academic Year 2021/2022

Selanjutnya, dosen pembimbing skripsi kami serahkan sepenuhnya kepada Ketua Progdil., dengan keputusan pembimbing :

1. Dr. Jafar Sadiq, M. Pd
2. Dr. Arco Sekijaji, S. Pd, M. Hum

Menyetujui, Semarang, 10 April 2022

Ketua Program Studi, Yang mengajukan,


Dr. Jafar Sadiq, M. Pd
 NIP./NPP. 956701117

Alifvia Putri Azharra

Appendices 2. Kartu Bimbingan



KARTU BIMBINGAN FINAL PROJECT
MAHASISWA UNIVERSITAS PGRI SEMARANG

NAMA : Alifvia Putri Azharra
NPM : 18420066
FAK/PROGDI : FPBS/PEND. BAHASA INGGRIS
DOSEN PEMBIMBING I : Dr. Jafar Sodiq, M.Pd.
DOSEN PEMBIMBING II : Dr. Arso Setyaji, S.Pd., M.Hum.

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN
			PEMB. II
1.	18 Januari 2022	Konsultasi Judul	
2.	24 Januari 2022	Acc Judul	
3.	14 Februari 2022	Bimbingan proposal	
4.	22 Februari 2022	Revisi proposal	
5.	1 April 2022	Acc proposal	
6.	6 April 2022	Bimbingan Bab I, II, III	
7.	13 April 2022	Revisi Bab I, II, III	
8.	18 April 2022	Acc Bab I, II, III	
9.	20 Mei 2022	Bimbingan Bab IV, V	
10.	5 Juli 2022	Revisi Bab IV, V	
11.	12 Juli 2022	Acc Bab IV, V	
12.	9 Agustus 2022	Bimbingan kelengkapan	
13.	26 Juli 2022	Acc kelengkapan	
14.	28 Juli 2022	Bimbingan artikel	
15.	1 Agustus 2022	Revisi artikel	
16.	2 Agustus 2022	Acc artikel	



KARTU BIMBINGAN FINAL PROJECT
MAHASISWA UNIVERSITAS PGRI SEMARANG

NAMA : Alifvia Putri Azharra
 NPM : 18420066
 FAK/PROGDI : FPBS/PEND. BAHASA INGGRIS
 DOSEN PEMBIMBING I : Dr. Jafar Sodiq, M.Pd.
 DOSEN PEMBIMBING II : Dr. Arso Setyaji, S.Pd., M.Hum.

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN
			PEMB. I
1.	24 November 2021	Bimb. judul	Sd
2.	24 November 2021	ACC judul	Sd
3.	21 Maret 2022	Bimb. Proposal	Sd
4.	21 Maret 2022	Revisi Proposal	Sd
5.	18 April 2022	ACC Proposal	Sd
6.	12 Juli 2022	Bimb Bab 1-3	Sd
7.	12 Juli 2022	ACC Bab 1-3	Sd
8.	14 Juli 2022	Bimb. Bab 4-5	Sd
9.	10 Juli 2022	ACC Bab 4-5	Sd
10.	25 Juli 2022	Bimb. artikel	Sd
11.			
12.			
13.			
14.			
15.			
16.			

Appendices 3. Surat Izin Penelitian



UNIVERSITAS PGRI SEMARANG

FAKULTAS PENDIDIKAN BAHASA DAN SENI

Program Studi :

- > Pendidikan Bahasa dan Sastra Indonesia
- > Pendidikan Bahasa Inggris
- > Pendidikan Bahasa dan Sastra Daerah

Alamat :

Jalan Gajah Raya Nomor 40
Telepon (024) 8316377 – Faksimile (024) 8448217
Semarang - 50125

Nomor : 40/IP/FPBS/IV/2022

Semarang, 25 April 2022

Lampiran : 1 (satu) berkas

Perihal : Permohonan izin penelitian

Yth. Kepala SMP N 5 Ambarawa
di Ambarawa

Kami beritahukan dengan hormat, bahwa mahasiswa kami :

N a m a : Alifvia Putri Azharra

N P M : 18420066

Fak. / Program Studi : FPBS / Pendidikan Bahasa Inggris

akan mengadakan penelitian dengan judul :

The Use Of Flashcard To Improve Students' Vocabulary Mastery In Writing
Descriptive Text: The Case Of Grades 7 Of SMP N 5 Ambarawa In The
Academic Year 2021/2022

Sehubungan dengan hal tersebut, kami mohon Bapak/Ibu berkenan
memberikan izin kepada mahasiswa tersebut untuk melakukan penelitian.

Atas perkenan dan kerjasama yang baik, kami ucapkan terima kasih.



Dekan,
Dr. Asropah, M.Pd.
NPP 936601104

Appendices 4. Berita Acara Ujian



YAYASAN PEMBINA LEMBAGA PENDIDIKAN PERGURUAN TINGGI PGRI SEMARANG
FAKULTAS PENDIDIKAN BAHASA DAN SENI
UNIVERSITAS PGRI SEMARANG
Kampus : Jalan Sidadadi Timur Nomor 24 Semarang Indonesia. Telp. (024) 8448217, 8316377
Faks. (024)8448217 Website: www.upgris.ac.id

BERITA ACARA UJIAN SKRIPSI

Pada hari ini Kamis 18 Agustus 2022, berdasarkan susunan tim penguji Skripsi :

1. Nama : Dr. Asropah, M.Pd.
Jabatan : Ketua
2. Nama : Dr. Jafar Sodik, S.Pd, M.Pd.
Jabatan : Sekretaris
3. Nama : Dr. Jafar Sodik, S.Pd., M.Pd.
Jabatan : Anggota (Pengujian I)
4. Nama : Dr. Arso Setyaji, S.Pd, M.Hum
Jabatan : Anggota (Pengujian II)
5. Nama : Dra Siti Lestari, M.Pd
Jabatan : Anggota (Pengujian III)

Dengan ini menyatakan bahwa mahasiswa yang tersebut di bawah telah diuji skripsinya.
Nama : Alifvia Putri Azharra Fakultas : FPBS
N.P.M : 18420066 Program Studi : Pendidikan Bahasa Inggris
Program Pendidikan : Strata 1

Judul Skripsi :
THE USE OF FLASHCARD TO IMPROVE STUDENTS' VOCABULARY MASTERY IN WRITING DESCRIPTIVE
TEXT: THE CASE OF GRADES 7 OF SMPN 5 AMBARAWA IN THE ACADEMIC YEAR 2021/2022

Nilai :

Demikian berita Acara Ujian Skripsi dibuat untuk diketahui dan dipergunakan seperlunya oleh pihak-pihak yang berkepentingan.

Ketua,

Dr. Asropah, M.Pd.

Sekretaris,

Dr. Jafar Sodik, S.Pd, M.Pd.

Pengujian I,

Dr. Jafar Sodik, S.Pd., M.Pd.

Pengujian II,

Dr. Arso Setyaji, S.Pd, M.Hum

Pengujian III,

Dra Siti Lestari, M.Pd

Mengetahui,

Dr. Asropah, M.Pd.
NPP/MP 936601104

Skripsi

*Appendices 5. Lesson Plan***RENCANA PELAJARAN PEMBELAJARAN**

Satuan Pendidikan : SMP
 Negeri 5 Ambarawa Kelas /
 Semester : 7 / 2
 Materi Pokok : Descriptive Text
 Topik : Mendeskripsikan orang
 Keterampilan : Menulis (Writing)
 Alokasi Waktu : 2 x 45 menit

Kompetensi Inti

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah & sumber lain yang sama dalam sudut pandang teori.

Kompetensi Dasar

Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

A. TUJUAN PEMBELAJARAN

Dengan menggunakan flashcard, siswa diharapkan mampu menyusun teks deskriptif sederhana tentang orang dengan menggunakan unsur kebahasaan, struktur teks, dan fungsi sosial teks deskriptif dengan baik dan benar.

B. INDIKATOR HASIL PEMBELAJARAN

Siswa dapat menyusun teks deskriptif dengan menggunakan unsur kebahasaan, struktur teks, dan fungsi sosial teks deskriptif dengan baik dan benar

C. Media & Sumber Belajar

Media : Flashcard

Sumber Belajar : Internet, Buku Pegangan Siswa,
Lingkungan sekitar

D.KEGIATAN PEMBELAJARAN

Pendahuluan	
<ul style="list-style-type: none"> - Guru memberi salam - Guru mengajak siswa berdoa - Guru memeriksa kehadiran siswa - Guru menjelaskan tujuan dan langkah langkah pembelajaran - Guru bertanya jawab dengan siswa, mereview materi sebelumnya untuk mengecek penguasaan kompetensi siswa terkait dengan pengertian teks deskriptif, struktur teks deskriptif, unsur kebahasaan teks deskriptif, dan fungsi sosial teks deskriptif yang telah dibahas sebelumnya 	
Kegiatan Inti	
Literasi	- Siswa membaca contoh teks deskriptif tentang mendeskripsikan seseorang : My best friend
Critical Thinkin g	- Siswa mengidentifikasi struktur teks, unsur kebahasaan, dan fungsi sosial teks deskriptif dari contoh teks deskriptif yang diberikan
Collaboratio n & Creativity	<ul style="list-style-type: none"> - Siswa memahami vocabulary yang ada pada flashcard. - Siswa mengidentifikasi ciri fisik, sifat, dan perilaku dari gambar yang telah mereka pilih - Siswa mendeskripsikan “My Best Friend” dengan berpedoman pada “flashcard”
	- Siswa menuliskan teks deskriptif “My Best Friend” dengan menggunakan struktur teks, unsur kebahasaan, dan fungsi sosial teks deskriptif.
Communication	<ul style="list-style-type: none"> - Siswa mengumpulkan hasil tulisannya kepada guru - Siswa diperbolehkan membaca hasil tulisannya di depan kelas. - Guru memberikan nilai berdasarkan “Generic Structure”, “Language Features”, “Social Function”, juga content tulisan.
Penutup	
<ul style="list-style-type: none"> - Siswa dan guru menyimpulkan point point penting dalam kegiatan pembelajaran - Siswa dan guru merefleksi kegiatan pembelajaran - Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya - Guru memberi salam 	

E.PENILAIAN PEMBELAJARAN

- a. Penilaian Sikap: Tanggung Jawab, Jujur, Gotong Royong, Percaya Diri
- b. Penilaian Keterampilan:
 - Tes Tulis: Essay
- c. Rubrik Penilaian

Ambarawa, Mei 2022

Alifvia Putri Azharra
NPM 18420066

RENCANA PELAJARAN PEMBELAJARAN

Satuan Pendidikan	: SMP Negeri 5 Ambarawa
Kelas / Semester	: 7 / 2
Materi Pokok	: Descriptive Text
Topik	: Mendeskripsikan orang
Ketrampilan	: Menulis (Writing)
Alokasi Waktu	: 2 x 45 menit

Kompetensi Inti

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah & sumber lain yang sama dalam sudut pandang teori.

Kompetensi Dasar

Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

A. TUJUAN PEMBELAJARAN

Dengan menggunakan flashcard, siswa diharapkan mampu menyusun teks deskriptif sederhana tentang orang dengan menggunakan unsur kebahasaan, struktur teks, dan fungsi sosial teks deskriptif dengan baik dan benar.

B. INDIKATOR HASIL PEMBELAJARAN

Siswa dapat menyusun teks deskriptif dengan menggunakan unsur kebahasaan, struktur teks, dan fungsi sosial teks deskriptif dengan baik dan benar

C. Media & Sumber Belajar

Media : Papan Tulis

Sumber Belajar : Internet, Buku Pegangan Siswa, Lingkungan sekitar

D. KEGIATAN PEMBELAJARAN

Pendahuluan	
<ul style="list-style-type: none"> - Guru memberi salam - Guru mengajak siswa berdoa - Guru memeriksa kehadiran siswa - Guru menjelaskan tujuan dan langkah langkah pembelajaran - Guru bertanya jawab dengan siswa, mereview materi sebelumnya untuk mengecek penguasaan kompetensi siswa terkait dengan pengertian teks deskriptif, struktur teks deskriptif, unsur kebahasaan teks deskriptif, dan fungsi sosial teks deskriptif yang telah dibahas sebelumnya 	
Kegiatan Inti	
Literasi	- Siswa membaca contoh teks deskriptif tentang mendeskripsikan seseorang : My best friend

Critical Thinkig	- Siswa mengidentifikasi struktur teks, unsur kebahasaan, dan fungsi sosial teks deskriptif dari contoh teks deskriptif yang diberikan
Collaboration & Creativity	- Siswa mengidentifikasi ciri fisik, sifat, dan perilaku dari gambar yang telah mereka pilih - Siswa mendeskripsikan "My Best Friend"
	- Siswa menuliskan teks deskriptif "My Best Friend" dengan menggunakan struktur teks, unsur kebahasaan, dan fungsi sosial teks deskriptif.
Communication	- Siswa mengumpulkan hasil tulisannya kepada guru - Siswa diperbolehkan membaca hasil tulisannya di depan kelas. - Guru memberikan nilai berdasarkan "Generic Structure", "Language Features", "Social Function", juga content tulisan.
Penutup	
<ul style="list-style-type: none"> - Siswa dan guru menyimpulkan point point penting dalam kegiatan pembelajaran - Siswa dan guru merefleksi kegiatan pembelajaran - Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya - Guru memberi salam 	

E. PENILAIAN PEMBELAJARAN

- a. Penilaian Sikap: Tanggung Jawab, Jujur, Gotong Royong, Percaya Diri
- b. Penilaian Keterampilan:
 - Tes Tulis: Essay
- c. Rubrik Penilaian

Ambarawa, Mei 2022

Alifvia Putri Azharra
NPM 18420066

RENCANA PELAJARAN PEMBELAJARAN

Satuan Pendidikan	: SMP Negeri 5 Ambarawa
Kelas / Semester	: 7 / 2
Materi Pokok	: Descriptive Text
Topik	: Mendeskripsikan orang
Ketrampilan	: Menulis (Writing)
Alokasi Waktu	: 2 x 45 menit

Kompetensi Inti

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah & sumber lain yang sama dalam sudut pandang teori.

Kompetensi Dasar

Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

A. TUJUAN PEMBELAJARAN

Dengan menggunakan flashcard, siswa diharapkan mampu menyusun teks deskriptif sederhana tentang orang dengan menggunakan unsur kebahasaan, struktur teks, dan fungsi sosial teks deskriptif dengan baik dan benar.

B. INDIKATOR HASIL PEMBELAJARAN

Siswa dapat menyusun teks deskriptif dengan menggunakan unsur kebahasaan, struktur teks, dan fungsi sosial teks deskriptif dengan baik dan benar

C. Media & Sumber Belajar

Media : Flashcard

Sumber Belajar : Internet, Buku Pegangan Siswa, Lingkungan sekitar

D. KEGIATAN PEMBELAJARAN

Pendahuluan	
<ul style="list-style-type: none"> - Guru memberi salam - Guru mengajak siswa berdoa - Guru memeriksa kehadiran siswa - Guru menjelaskan tujuan dan langkah langkah pembelajaran - Guru bertanya jawab dengan siswa, mereview materi sebelumnya untuk mengecek penguasaan kompetensi siswa terkait dengan pengertian teks deskriptif, struktur teks deskriptif, unsur kebahasaan teks deskriptif, dan fungsi sosial teks deskriptif yang telah dibahas sebelumnya 	
Kegiatan Inti	
Literasi	- Siswa membaca contoh teks deskriptif tentang mendeskripsikan seseorang : My favorite idol

Critical Thinking	- Siswa mengidentifikasi struktur teks, unsur kebahasaan, dan fungsi sosial teks deskriptif dari contoh teks deskriptif yang diberikan
Collaboration & Creativity	- Siswa memahami vocabulary yang ada pada flashcard. - Siswa mengidentifikasi ciri fisik, sifat, dan perilaku dari gambar yang telah mereka pilih - Siswa mendeskripsikan “My favorite idol” dengan berpedoman pada “flashcard”

	- Siswa menuliskan teks deskriptif “My favorite idol” dengan menggunakan struktur teks, unsur kebahasaan, dan fungsi sosial teks deskriptif.
Communication	- Siswa mengumpulkan hasil tulisannya kepada guru - Siswa diperbolehkan membaca hasil tulisannya di depan kelas. - Guru memberikan nilai berdasarkan “Generic Structure”, “Language Features”, “Social Function”, juga content tulisan.
Penutup	
- Siswa dan guru menyimpulkan point point penting dalam kegiatan pembelajaran - Siswa dan guru merefleksi kegiatan pembelajaran - Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya - Guru memberi salam	

E. PENILAIAN PEMBELAJARAN

- a. Penilaian Sikap: Tanggung Jawab, Jujur, Gotong Royong, Percaya Diri
- b. Penilaian Keterampilan:
 - Tes Tulis: Essay
- c. Rubrik Penilaian

Ambarawa, Mei 2022

Alifvia Putri Azharra
NPM 18420066

RENCANA PELAJARAN PEMBELAJARAN

Satuan Pendidikan	: SMP Negeri 5 Ambarawa
Kelas / Semester	: 7 / 2
Materi Pokok	: Descriptive Text
Topik	: Mendeskripsikan orang
Ketrampilan	: Menulis (Writing)
Alokasi Waktu	: 2 x 45 menit

Kompetensi Inti

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah & sumber lain yang sama dalam sudut pandang teori.

Kompetensi Dasar

Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

A. TUJUAN PEMBELAJARAN

Dengan menggunakan flashcard, siswa diharapkan mampu menyusun teks deskriptif sederhana tentang orang dengan menggunakan unsur kebahasaan, struktur teks, dan fungsi sosial teks deskriptif dengan baik dan benar.

B. INDIKATOR HASIL PEMBELAJARAN

Siswa dapat menyusun teks deskriptif dengan menggunakan unsur kebahasaan, struktur teks, dan fungsi sosial teks deskriptif dengan baik dan benar

C. Media & Sumber Belajar

Media : Papan Tulis

Sumber Belajar : Internet, Buku Pegangan Siswa, Lingkungan sekitar

D. KEGIATAN PEMBELAJARAN

Pendahuluan
<ul style="list-style-type: none"> - Guru memberi salam - Guru mengajak siswa berdoa - Guru memeriksa kehadiran siswa - Guru menjelaskan tujuan dan langkah langkah pembelajaran - Guru bertanya jawab dengan siswa, mereview materi sebelumnya untuk mengecek penguasaan kompetensi siswa terkait dengan pengertian teks deskriptif, struktur teks deskriptif, unsur kebahasaan teks deskriptif, dan fungsi sosial teks deskriptif yang telah dibahas sebelumnya
Kegiatan Inti

Literasi	- Siswa membaca contoh teks deskriptif tentang mendeskripsikan seseorang : My favorite idol
Critical Thinking	- Siswa mengidentifikasi struktur teks, unsur kebahasaan, dan fungsi sosial teks deskriptif dari contoh teks deskriptif yang diberikan
Collaboration & Creativity	- Siswa mengidentifikasi ciri fisik, sifat, dan perilaku dari gambar yang telah mereka pilih - Siswa mendeskripsikan “My Favorite Idol”
	- Siswa menuliskan teks deskriptif “My Favorite Idol” dengan menggunakan struktur teks, unsur kebahasaan, dan fungsi sosial teks deskriptif.
Communication	- Siswa mengumpulkan hasil tulisannya kepada guru - Siswa diperbolehkan membaca hasil tulisannya di depan kelas. - Guru memberikan nilai berdasarkan “Generic Structure”, “Language Features”, “Social Function”, juga content tulisan.
Penutup	
<ul style="list-style-type: none"> - Siswa dan guru menyimpulkan point point penting dalam kegiatan pembelajaran - Siswa dan guru merefleksi kegiatan pembelajaran - Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya - Guru memberi salam 	

E. PENILAIAN PEMBELAJARAN

- a. Penilaian Sikap: Tanggung Jawab, Jujur, Gotong Royong, Percaya Diri
- b. Penilaian Keterampilan:
 - Tes Tulis: Essay
- c. Rubrik Penilaian

Ambarawa, Mei 2022

Alifvia Putri Azharra
NPM 18420066

Appendices 6. Silabus

SILABUS

SEKOLAH : SMP N 5 AMBARAWA
MAPEL : BAHASA INGGRIS
KELAS/SEM : VII/ I dan 2
TAHUN PELAJARAN : 2021/2022
ALOKASI WAKTU : 30 minggu / 1 JP (40 menit)

KOMPETENSI DASAR :

- 3.1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapi, sesuai dengan konteks penggunaannya
- 4.1. Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

NO	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	MEDIA DAN SUMBER BELAJAR YANG DIBUTUHKAN	JUDUL /ALAMAT SUMBER BELAJAR DAN JENIS PENILAIAN	PERENCANAAN KELAS *) Isikan perencanaan kelas sesuai model pembelajaran yang diterapkan di sekolah	
					PERENCANAAN KELAS PJJ	
					DARING	LURING
1.	- Menyapa - Berpamitan - Mengucapkan terimakasih - Meminta maaf - To be present tense - WH-Questions (Yes/No question)	A. Luring Siswa: a. Membaca materi dari modul tentang percakapan yang memuat ungkapan menyapa, pamitan, question words dan to be present tense. b. Membaca materi dari modul tentang percakapan yang memuat ungkapan terima kasih c. Membaca materi dari modul tentang percakapan yang memuat ungkapan meminta maaf d. Menyusun dialog sederhana menggunakan ungkapan	- Modul Pembelajaran - Buku teks BSE - LKS	Penilaian Pengetahuan: Soal di akhir setiap Chapter pada modul Penilaian Keterampilan: Menyusun dialog sederhana seperti contoh dalam modul.	Interaksi dan Penyampaian materi dan penilaian melalui: - WA - Google Classroom - Google form	- Penugasan terstruktur menggunakan modul di buku tugas.

		menyapa, berpamitan, berterima kasih dan meminta maaf. e. Penilaian pengetahuan				
		<p>B. PJJ Daring: Siswa:</p> <p>a. Mengamati video (You Tube) percakapan yang memuat ekspresi Menyapa, di Google Classroom atau WA.</p> <p>b. Mengamati video pembelajaran dari you tube tentang percakapan yang memuat ungkapan pamitan</p> <p>c. Mengamati video pembelajaran dari you tube tentang percakapan yang memuat ungkapan terima kasih</p> <p>d. Mengamati video pembelajaran dari you tube tentang percakapan yang memuat ungkapan meminta maaf.</p> <p>e. Menyusun dialog sederhana menggunakan ungkapan menyapa, berpamitan, berterima kasih dan meminta maaf.(Penilaian)secara tulis dan lisan dengan cara merekam dialog dikirim ke WA atau Google Classroom.</p>	-	<p>Video pembelajaran: Greeting https://www.youtube.com/watch?reload=9&v=Fw0rdSHzWFY</p> <p>https://7esl.com/greetings/ Leave taking: https://www.youtube.com/watch?v=B81Jsmlglpg</p> <p>Thanking & Apologizing https://www.youtube.com/watch?v=CSPnfdDzcgQ</p> <p>Penilaian Pengetahuan: Mengerjakan assesmen aspek pengetahuan melalui google form http://gg.gg/.....</p> <p>Penilaian Keterampilan: Menyusun dialog sederhana menggunakan ungkapan menyapa, berpamitan, berterima kasih dan meminta maaf kemudian direkam, dikirim melalui WA /google form atau</p>		-

				menggunakan aplikasi canva kemudian menguploadnya di google classroom atau WA/google form http://gg.gg/.....		
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KOMPETENSI DASAR :

- 3.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. {Perhatikan unsur kebahasaan dan kosa kata terkait hubungan Keluarga; pronoun (subjective, objective, possessive)}
- 4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

NO	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	MEDIA dan SUMBER BELAJAR YANG DIBUTUHKAN	JUDUL DAN ALAMAT SUMBER BELAJAR	PERENCANAAN KELAS *) Isikan perencanaan kelas sesuai model pembelajaran yang diterapkan di sekolah		
					PERENCANAAN KELAS TAPKA	PERENCANAAN KELAS PJJ	
						DARING	LURING
1.	- Pronouns - Self introduction - Introduction other	A. PJJ LURING a. Membaca materi dari modul tentang Pronouns and preposition b. Membaca materi dari modul tentang <i>Question Words, self introduction, introducing others</i> c. Membaca materi dari modul tentang ungkapan meminta dan memberi informasi terkait hobby. d. Membaca materi dari modul tentang family members.	- Modul Pembelajaran - Buku teks BSE - LKS	- Modul Pembelajaran - Buku teks BSE - LKS Penilaian Pengetahuan: Soal di akhir setiap Chapter pada modul Penilaian Keterampilan:	- Interaksi di dalam kelas menggunakan media Laptop dan LCD Proyektor, Buku Teks, LKS, atau sumber lain yang relevan	Interaksi dan Penyampaian materi dan penilaian melalui: - WA - Google Classroom - Google	- Penugasan terstruktur

	<p>e. Menyusun dialog sederhana menggunakan ungkapan meminta dan memberi informasi terkait jati diri, hobby dan keluarga. (Penilaian)</p> <p>B. PJJ: 1. Daring: Siswa: a. Menyimak materi tentang: Pronouns and preposition dari video pembelajaran/ pada Tugas Kelas di Google Classroom atau melalui WA. b. Menyimak materi dari modul tentang Question Words & self introduction & introducing others c. Menyimak materi dari modul tentang ungkapan meminta dan memberi informasi terkait hobby. d. Menyimak materi dari modul tentang family members. e. Menyusun dialog sederhana menggunakan ungkapan meminta dan memberi informasi terkait jati diri, hobby dan keluarga. (Penilaian)</p>	<ul style="list-style-type: none"> - HP, tablet, laptop (gawai yang dimiliki siswa) - Internet - Video pembelajaran 	<p>Menyusun dialog sederhana seperti contoh dalam modul.</p> <p><u>Daring:</u> https://www.youtube.com/watch?v=7alh8EOG5y8 (Pronouns) https://www.youtube.com/watch?v=gyK47DD0ogg (Question words) https://www.youtube.com/watch?v=NUA5_I35y68 (self introduction) https://www.youtube.com/watch?v=AZEwQXvl2W8 https://www.youtube.com/watch?v=FHaObkHEkHQ</p> <p><i>Penilaian Pengetahuan:</i> Mengerjakan assesmen aspek pengetahuan melalui</p>		form	
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				<p>google form http://gg.gg/.....</p> <p><i>Penilaian Keterampilan:</i> Menyusun teks perkenalan diri sendiri dan atau orang lain kemudian direkam, dikirim melalui WA /google form atau menggunakan aplikasi canva kemudian menguploadnya di google classroom</p>			
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KOMPETENSI DASAR :

- 3.3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya. (Perhatikan kosa kata terkait angka kardinal dan ordinal)
- 4.3. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

NO	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	MEDIA dan SUMBER BELAJAR YANG DIBUTUHKAN	JUDUL DAN ALAMAT SUMBER BELAJAR	PERENCANAAN KELAS	
					*) Isikan perencanaan kelas sesuai model pembelajaran yang diterapkan di sekolah	
					PERENCANAAN KELAS PJJ	
					DARING	LURING
1.	<ul style="list-style-type: none"> - Waktu (jam) - Nama-Nama Hari - Tanggal dan Tahun - Preposition : at, in, on, and, after, before, dan lain2 	<p>A. PJJ:</p> <p>2. Daring:</p> <p>Siswa:</p> <ul style="list-style-type: none"> - Membalas sapaan guru di WAG dan mengikuti instruksi guru untuk masuk ke Google Classroom. - Mengamati video (You Tube) lagu yang memuat ekspresi ttg waktu atau jam, nama-nama hari, tanggal dan tahun pada Tugas Kelas di Google Classroom/WA dll. - Menulis kosa kata atau kalimat yang berkaitan dengan nama-nama hari, jam dan mencari makna kata tersebut di kamus atau google translate. 	<ul style="list-style-type: none"> - HP Android - Laptop - Link - Internet 	<p><u>Daring:</u></p> <ul style="list-style-type: none"> - https://youtu.be/fq2tRfHu5s8 - https://youtu.be/36n93jvjkDs - https://youtu.be/36n93jvjkDs - https://youtu.be/rQL6yXCa7XE - https://youtu.be/jvn5lHK34yA <p><i>Penilaian Pengratahuan:</i> <i>Menjawab soal</i> Multiple Choice atau Essay melalui WA, Google Classroom dll</p>	Interaksi dan Penyampaian materi dan penilaian melalui: <ul style="list-style-type: none"> - WAG - Google Classroom - Google form 	<ul style="list-style-type: none"> - Penugasan terstruktur

		<ul style="list-style-type: none"> - Membuat dialog seperti contoh yang diberi guru secara berpasangan melalui komunikasi dengan WA. <p>B. Luring: Siswa:</p> <ul style="list-style-type: none"> - Membaca materi dari Buku Teks - Mengerjakan latihan yang ditugaskan guru 		<p><i>Penilaian Keterampilan:</i> Membuat jadwal pelajaran sederhana, hasilnya di foto dan dikirimkan melalui Google Classroom, G Form, dll</p> <p><u>Luring:</u></p> <ul style="list-style-type: none"> - Buku teks - Lks - Hand out <p><i>Penilaian Pengrataan:</i> Soal di Modul</p> <p><i>Penilaian Keterampilan:</i> Membuat dialog terkait topik di Buku Tugas</p>		
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KOMPETENSI DASAR :

3.4 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.4.1 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.

4.4.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.

NO	MATERI	KEGIATAN PEMBELAJARAN	MEDIA dan SUMBER BELAJAR YANG DIBUTUHKAN	JUDUL DAN ALAMAT SUMBER BELAJAR	PERENCANAAN KELAS	
					*) Isikan perencanaan kelas sesuai model pembelajaran yang diterapkan di sekolah	
					PERENCANAAN KELAS PJJ	
					DARING	LURING
1.	Teks Descriptive Text	1. PJJ Luring: Siswa: a. Membaca materi dari modul tentang <i>adjectives</i> . b. Membaca materi dari modul tentang <i>singular and plural</i> . c. Membaca materi dari modul tentang pola kalimat Simple Present Tense dalam konteks untuk mendeskripsikan d. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif. e. Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan teks	- Modul	1. PJJ Luring: - Modul Penilaian Pengetahuan: Soal di akhir setiap Chapter pada modul Penilaian Keterampilan: Menyusun teks deskriptif	Interaksi dan Penyampaian materi dan penilaian melalui: - WA - Google Classroom - Google form	Penugasan terstruktur menggunakan modul

		<p>deskriptif tentang orang.</p> <p>f. Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif tentang binatang.</p> <p>g. Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif tentang benda.</p> <p>h. Menilai fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif.</p> <p>i. Melengkapi dan menyusun ulang sebuah teks deskriptif</p> <p>j. Menulis ulang sebuah teks deskriptif.</p> <p>k. Menyusun teks deskriptif.</p> <p>2. PJJ Daring: Siswa:</p> <ul style="list-style-type: none"> - Menyimak materi tentang <i>adjectives</i> dalam konteks untuk menceritakan deskripsi orang, binatang, dan benda dari link website/video pembelajaran - Menyimak materi dari modul tentang pola kalimat Simple Present Tense dalam konteks untuk menceritakan orang, binatang, dan benda. - Mengamati sebuah teks deskriptif dan mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks tersebut dengan cara mendiskusikannya di WA group atau Google Classroom - Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif tentang orang dengan cara mendiskusikannya di WA group atau 	<ul style="list-style-type: none"> - HP, tablet, laptop (gawai yang dimiliki siswa) - Internet 	<p>1. PJJ Daring:</p> <p>https://www.youtube.com/watch?v=wz5InHzfY68</p> <p>https://www.youtube.com/watch?v=twcP7QmN6uw</p> <p>https://www.englisch-hilfen.de/en/exercises/nouns_articles/singular.htm</p> <p>https://www.englisch-hilfen.de/en/exercises/nouns_articles/singular_plural.htm</p> <p>https://www.youtube.com/watch?v=dSBIqRYu0PY</p> <p>https://www.grammarbank.com/simple-present-tense-</p>		
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		<p>Google Classroom.</p> <ul style="list-style-type: none"> - Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif tentang binatang dengan cara mendiskusikannya di WA group atau Google Classroom. - Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif tentang benda dengan cara mendiskusikannya di WA group atau Google Classroom - Menilai fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif dan mengerjakan assesmen aspek pengetahuan - Melengkapi dan menyusun ulang sebuah teks deskriptif pada lembar kerja yang telah didownload - Menulis ulang sebuah teks deskriptif dari sudut pandang pencerita lainnya. - Menyusun teks deskriptif dengan menggunakan aplikasi canva dan mengupload hasilnya di google classroom. 		<p>exercise.html</p> <p><i>Penilaian Pengetahuan:</i></p> <p>Mengerjakan assesmen aspek pengetahuan melalui google form</p> <p><i>Penilaian Keterampilan:</i></p> <p>Menyusun teks personal recount menggunakan aplikasi canva kemudian menguploadnya di google classroom</p>		
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KOMPETENSI DASAR :

3.5 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs

4.5 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs

NO	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	MEDIA dan SUMBER BELAJAR YANG DIBUTUHKAN	JUDUL DAN ALAMAT SUMBER BELAJAR	PERENCANAAN KELAS	
					*) Isikan perencanaan kelas sesuai model pembelajaran yang diterapkan di sekolah	
					PERENCANAAN KELAS PJJ	
					DARING	LURING
1.	That's what friends are supposed to do	<p>B. PJJ:</p> <p>3. Daring:</p> <p>Siswa:</p> <ul style="list-style-type: none"> - Membalas sapaan guru di WAG dan mengikuti instruksi guru untuk masuk ke Google Classroom. - Mengamati video (You Tube) lagu "Count on Me" dari Bruno Mars pada Tugas Kelas di Google Classroom/W A dll. - Menulis kosa 	<ul style="list-style-type: none"> -HP Android -Laptop -Link -Internet 	<p>Daring:</p> <ul style="list-style-type: none"> - https://www.youtube.com/watch?v=Yc6T9iY9SOU <p>Penilaian Pengrataan: Menjawab soal Multiple Choice, atau Essay, Sheet teks Rumpang melalui WA, Google Classroom dll</p> <p>Penilaian Keterampilan: Menceritakan isi lagu dan menemukan moral value, hasilnya di foto dan dikirimkan melalui Google Classroom, G Form, dll</p>	<p>Interaksi dan Penyampaian materi dan penilaian melalui:</p> <ul style="list-style-type: none"> - WAG - Google Classroom - Google form 	<p>Penugasan terstruktur</p>

		<p>kata sulit yang terdapat “Count on Me” dari Bruno Mars dan mencari makna kata tersebut di kamus atau google translate.</p> <ul style="list-style-type: none"> - Melengkapi teks rumpang tentang lagu “Count on Me” dari Bruno Mars - Menceritakan lagu “Count on Me” dari Bruno Mars. - Menentukan / menyimpulkan tentang isi pesan lagu dari Bruno Mars dan menentukan pelajaran apa yang bisa diambil pelajarannya dari lagu 		<p><u>Luring:</u></p> <ul style="list-style-type: none"> - Buku teks/Video - Lks <p><i>Penilaian Pengetahuan:</i> Soal-Soal tentang lagu “Count on Me” dan</p> <p><i>Penilaian Keterampilan:</i> Membuat dialog terkait topik di Buku Tugas</p>	
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		tersebut. 4. Luring: Siswa: - Membaca materi dari Buku Teks - Mengerjakan latihan yang ditugaskan guru				
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Appendices 7. Flashcards



Brown eyes












Black eyes

	SLIM
	FAT
	SUNGLASSES
	POINTED NOSE

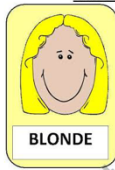
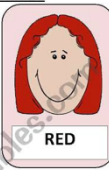
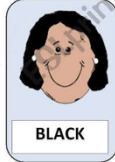
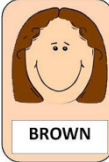
Flashcards **Describing People 1** ©www.kids-pages.com

		
tall	short	average height
		
fat	thin	average weight
		
muscular	plump	slim

		
MOUSTACHE	BEARD	TALL
		
SHORT	BALD	FAT/OVERWEIGHT
		
SLIM/THIN	WAVY HAIR	CURLY HAIR

		
STRAIGHT HAIR	FRECKLES	WRINKLES
		
WELL BUILT	MEDIUM BUILD	DARK COMPLEXION
		
FAIR COMPLEXION	PLUMP	HANDSOME

HAIR FLASHCARDS

	
BLONDE	RED
	
BLACK	BROWN

Flashcards **Describing People 3** ©www.kids-pages.com

		
anxious	kind	bad tempered
		
mean	polite	rude
		
cheerful	messy	friendly

	FLAT NOSE
	YOUNG
	OLD
	OVAL FACE

Appendices 8. Assessment Rubric

Assessment Rubric on English Subjects Descriptive Text

SMPN 5 Ambarawa

Aspect	Score	Performance Description	Weighting
Content (C) 30% - Topic - Details	4	The topic is complete and clear and the details are relating to the topic.	3 x
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization (O) 20% - Identification - Description	4	Identification is complete and descriptions are arranged with proper connectives	2 x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20% - Use present tense - Agreement	4	Very few grammatical or agreement inaccuracies	2 x
	3	Few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15%	4	Effective choice of words and word forms	1.5 x
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation, and capitalization	1.5 x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization	

Adapted from Brown (2007)

$$\text{Score} = \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 10$$

Appendices 9.Score list

Class VII A

No	Name	Pre Test	Post Test
1	Abista Adnan F	55	79
2	Abmu Lina F	71	76
3	Abrar Luthfi A	59	84
4	Adinda Ayu K P	55	89
5	Afila Febriyanti S	70	91
6	Alifah Karina M	55	89
7	Alvian Dwi D	41	89
8	Ananda Nova D	38	89
9	Aulia Andini	71	95
10	Bernard Puguh C	64	80
11	Bilqis Aura M	66	80
12	Camellia Firdaus	56	86
13	Cheva Anggun R	79	89
14	Dhelpian Andra H	46	71
15	Deni Kurniawan	41	71
16	Felisha Zahra N	92	95
17	Heztia Elzha W	56	80
18	Irfan Maulana	34	80
19	Ivana Avril H	74	98
20	Joefan Sulzer R	38	67
21	M. Elvian Azam B	56	84
22	Muhammad Farkhan S	41	71
23	Nabila Luthfi K	75	95
24	Nesya Cindy F	79	86
25	Putra Fika A	38	71
26	Rafael Kennan H	59	89
27	Rafi Alfaiz	54	89
28	Reanty Yura A	62	76
29	Riza Ahmadiansyah	38	54
30	Syaiful Anwar	34	84
31	Vishva Andyanaga A S	62	84
32	Wahyu Anisafitri	75	95
33	Wildan	58	71
	Amount	1892	2727
	Average	57.33333	82.63636

Class VII B

No	Name	Pre Test	Post Test
1	Adelya Ghina Permatasari	61	62
2	Adin Setiawan	58	72
3	Agustian Ridho Saputro	47	45
4	Ailsa Natania Putri	80	80
5	Angger Pangku Winat	59	73
6	Anggraeni Setyawati	58	68
7	Apriliano Rizki S	59	58
8	Aulia Apsari A	51	75
9	Claurya Novel A P	54	71
10	Daffa Ar Rizky	64	77
11	Dimas Candra Islami	54	71
12	Erdina Putri I	62	75
13	Erwan Farhan	50	66
14	Eavian Zaky Ibnu A	46	58
15	Granetta Affrella H	61	71
16	Ibrahim Idfi T	59	66
17	Kervin Andreas P	21	32
18	Kharismawati Angel R	58	71
19	Lidyana Shelyndita	50	62
20	Luvana Naila Sava	54	62
21	Muhammad Farel A	54	71
22	M.H Al Firdaus	50	46
23	Nikesya Ardelia	50	66
24	Pianda Nafara Asri	50	75
25	Putri Jasmine Dwi A	58	74
26	Randi Rahman N	42	71
27	Resa Esti Dewi F	59	71
28	Riki Maulana	56	66
29	Salma Nafisa L	61	63
30	Salwa Naysila R	71	72
31	Siti Nur Halisa	84	80
32	Taqwa Dzaky S	55	62
33	Vino Mukti Wibawa	54	67
	Amount	1850	2199
	average	56.06061	66.63636

*Appendices 10. Descriptive statistics***Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
PreTest Experiment	33	34	92	57.33	15.095
PostTest Experiment	33	54	98	82.64	9.845
PreTest Control	33	21	84	56.06	10.665
PostTest Control	33	32	80	66.64	10.164
Valid N (listwise)	33				

Appendices 11. Normality test and homogeneity test result

Tests of Normality

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Student learning outcomes	Pre Test Experiment	.133	33	.146	.954	33	.177
	Post Test Experiment	.135	33	.134	.940	33	.067
	Pre Test Control	.170	33	.016	.885	33	.002
	Post Test Control	.181	33	.007	.851	33	<.001

a. Lilliefors Significance Correction

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Student learning outcomes	Based on Mean	.177	1	64	.675
	Based on Median	.144	1	64	.705
	Based on Median and with adjusted df	.144	1	58.335	.705
	Based on trimmed mean	.182	1	64	.671

Paired Samples Test

	Mean	Paired Differences				t	df	Significance	
		Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
				Lower	Upper				
Pair 1 Pre-test - Post-test	-25.303	12.221	2.127	-29.636	-20.970	-11.894	32	<.001	<.001

Appendices 12. Hypothesis test result

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-test	57.33	33	15.095	2.628
Post-test	82.64	33	9.845	1.714

Paired Samples Test

	Mean	Paired Differences				t	df	Significance	
		Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
				Lower	Upper				
Pair 1 Pre-test - Post-test	-10.576	8.124	1.414	-13.456	-7.695	-7.478	32	<.001	<.001

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-test	56.06	33	10.665	1.857

Post-test	66.64	33	10.164	1.769
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Appendices 13. Pre-test and Post-test questions

Pre-test

Name :

Class :

Date :

Instruction:

Write a descriptive text of your best friend!

Post-test

Name :




Class :




Date :



Instruction:

Write a descriptive text of your favorite idol!

Appendices 14. Documentations

No	Pictures	Description
		<p>Working on pre-test questions in the experimental class</p>
		<p>Learning process in the experimental class using flashcards</p>
		<p>Learning process in the experimental class using flashcards</p>

	 A photograph of a classroom with green walls. Students in white uniforms and hijabs are seated at wooden desks, focused on writing or reading papers. A blackboard is visible in the background.	<p>Working on post-test questions in the experimental class</p>
	 A photograph of a classroom with green walls. Students in white uniforms and hijabs are seated at wooden desks, working on papers. A blackboard is visible in the background.	<p>Working on pre-test questions in the control class</p>
	 A photograph of a classroom with green walls. A teacher in a black hijab is standing at the front, pointing at a whiteboard. Students in white uniforms and hijabs are seated at wooden desks, facing the teacher. The whiteboard contains handwritten text.	<p>Learning process in the control class without flashcards</p>

		<p>Learning process in the control class without flashcards</p>
		<p>Working on post-test questions in the control class</p>

Appendices 15. pre-test and post-test Class VII

Pre test 7A

Name: EWRAN
No/Ls: 24/22

Pre test

Write a descriptive text of your best friend

Hello my name is EWRAN, it's Wildan, Wildan is 13 years old, he like swimming a pool, he is lazy because always play with video game, Wildan is polite he is help full he is smart because, always playing 2, Wildan have future goal Archeolog

C 3 x 3 = 9
O 2 x 2 = 4
G 2 x 2 = 4
V 2 x 1r = 3
M 2 x 1r = 3

27 x 0 = 516
40

Name: Ivana April Herlago
Number: 02
Age: 15th
Date: 15 June 2022

Pre test

Write a descriptive text of your best friend!

I have a best friend she is a Negera Cindy Fatmaha. She is very honest, friendly and funny person. And she is my classmate in school. Her nickname is Negera. Now, she is 13 years old. She was born in Semarang on January 23rd 2009. Now she is live at Tambora in West Samarang.

C 4 x 5 = 12
O 1 x 2 = 4
G 3 x 2 = 6
V 2 x 1r = 3
M 3 x 1r = 4r

205 x 0 = 764
40

Name: Wessya Cindy Belisha
 No. : 20
 Date: pre test
 class: VIIA/7A

Write descriptive text of your bestfriends!

I have a bestfriends) who is a Farel Afrido Yudha Pratomo.
 he is one of my best friends. he is very honest, friendly and funny person.
 Farel is fifteen years old. he is handsome, he has ~~black~~ a black hair.

$C 4 \times 3 = 12$
 $O 3 \times 2 = 6$
 $G 3 \times 2 = 6$
 $V 3 \times 1,5 = 4,5$
 $M 2 \times 1,5 = 3$

$31,5 \times 10 = 315$
 40

Post test 7A

Name: Yvanna Avri Haryono
 No. : 20
 Date: VII A

No. Post Test
 Date:

My Favorite Idols, Maudy Ayunda

Maudy Ayunda is my favorite artist. She is beautiful and smart. She make me fall in love with her since first i saw her on TV.
 My first time see her is when she promote a beauty product on a TV's advertisement.
 Since then, she play movies and also become a singer. Her voice is also wonderful.
 I like the song since the first time i heard it.
 Maudy is also an artist that care about her education. I hear now she is studying somewhere at foreign university. I hope she will make new movies and songs soon.
 She has plump nose. She is tall. She has black hair. She has black eyes. She is young. She is kind and friendly.

$C 4 \times 3 = 12$
 $O 4 \times 2 = 8$
 $G 3 \times 2 = 6$
 $V 3 \times 1,5 = 4,5$
 $M 3 \times 1,5 = 4,5$

$29 \times 10 = 290$
 40

My idol is Base Ball. She is a ...
 Name: Amara Puji Rahma
 No: 8
 Class: VII A

POST TEST

Write a descriptive text of your favorite idol.
 My idol, Rizwan Fadilah

Rizwan Fadilah is my idol. He is handsome. He is student. He study in Junior High School Al Ashor Syifa Budi Legenda.

He has pointed nose. He is tall. He has black hair. He has black eyes. He is young. He is kind and friendly.

$c\ 4 \times 3 = 12$
 $o\ 4 \times 2 = 8$
 $e\ 3 \times 2 = 6$
 $v\ 3 \times 1r = 4r$
 $m\ 3 \times 1r = 4r$
 $\frac{0,9r}{40} \times 10 = 9r$

Name: Nabila Luthfi Khoirunisa
 No: 24
 Class: VII A

post Test

a. Write a descriptive text of your favorite idol!

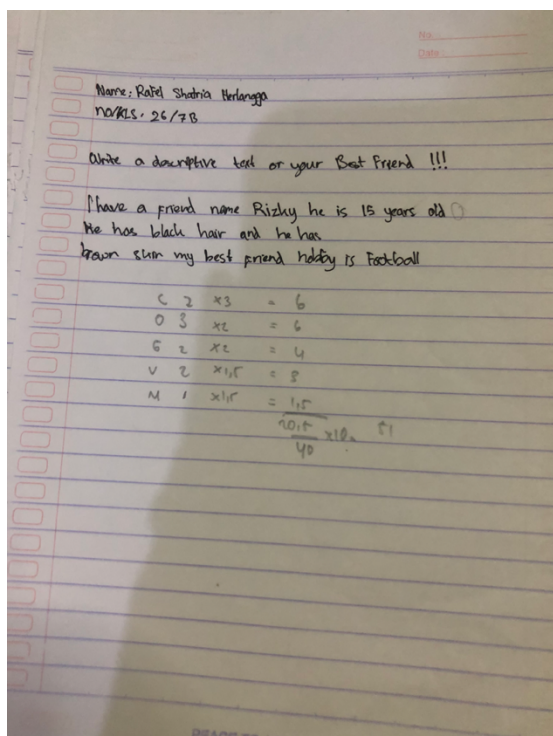
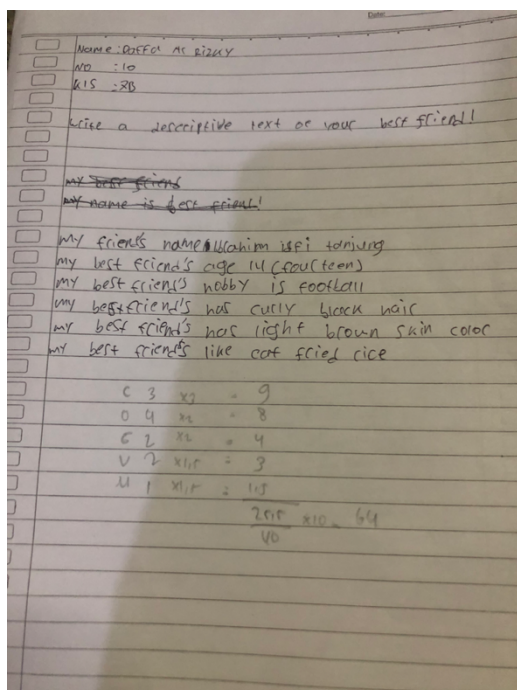
My idol, Maudy Ayunda

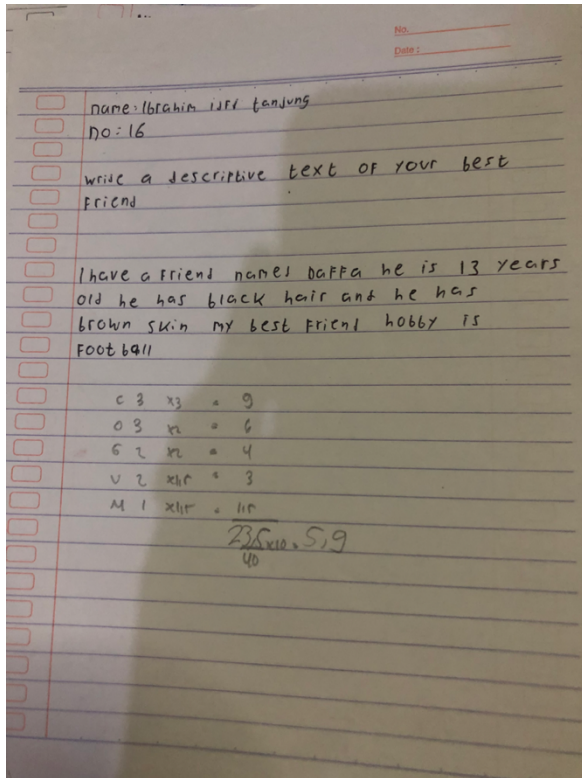
Maudy Ayunda is my idol. She is beautiful. She is student in standford university.

She has pointed nose. She is tall. She has black hair. She has black eyes. She is young. She is kind and friendly.

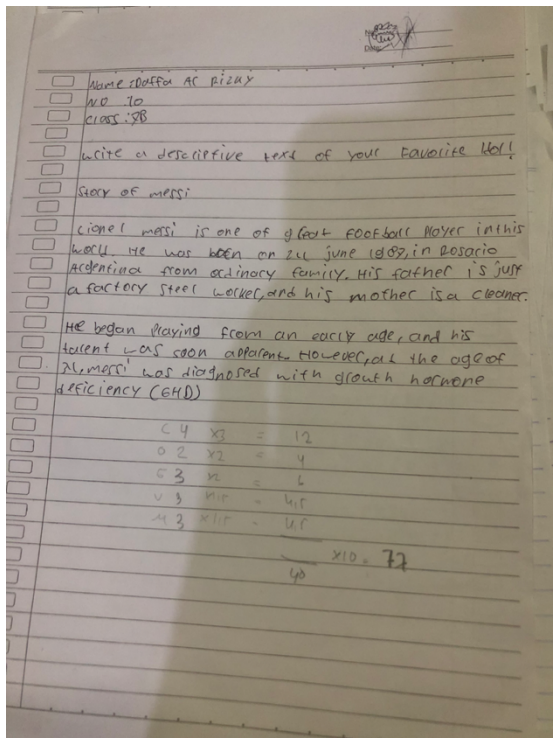
$c\ 4 \times 3 = 12$
 $o\ 4 \times 2 = 8$
 $e\ 3 \times 2 = 6$
 $v\ 4 \times 1r = 6$
 $m\ 4 \times 1r = 6$
 $\frac{0,9r}{40} \times 10 = 9r$

Pre test 7B





Post test 7B



Date: _____

No: _____ Date: _____

Nama: Khansmauli Angel R
 No : 18
 Kls : 7B

Write a descriptive text of your favorite idol!

hello friends I have an idol named mikaela.
 he has yellow hair, handsome and cute face he has blue eyes, and he is 172 cm tall, and he was born on 1 may 2004.

$$\begin{array}{r} c 3 \times 3 = 9 \\ o 4 \times 2 = 8 \\ 6 2 \times 2 = 4 \\ \vee 3 \times 1r = 4r \\ \wedge 2 \times 1r = 3 \\ \hline 28.5 \times 10 = 71 \\ 40 \end{array}$$

No: _____ Date: _____

Nama: Gavian Zaky Ibnu Amrita
 No : 14
 Class : 7B

Write a descriptive text of your favorite idol!

My idol febrri hariadi, hrs born 19 february 1996
 tahun? 26 tahun nice indonesia

$$\begin{array}{r} c 3 \times 3 = 9 \\ o 2 \times 2 = 4 \\ 6 1 \times 2 = 4 \\ \vee 2 \times 1r = 3 \\ \wedge 2 \times 1r = 3 \\ \hline 10.58 \\ 40 \end{array}$$