SKRIPSI

INCREASING VOCABULARY OF GRADE VIII STUDENTS THROUGH WORD CARDS AT SMP NEGERI 3 SAUSU

ARIFATUL KHASANAH

Submitted as a Partial Fulfilment of the Requirements for a Bachelor's Degree
At the English Education Study Program
Language and Art Education Faculty
Tadulako University

ENGLISH EDUCATION STUDY PROGRAM
DEPARTEMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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SKRIPSI

MENINGKATKAN KOSAKATA SISWA KELAS VIII MELALUI KARTU KATA DI SMP NEGERI 3 SAUSU

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Diajukan sebagai salah satu syarat untuk mendapatkan gelar sarjana
pada Program Studi Pendidikan Bahasa Inggris
Jurusan Pendidikan Bahasa dan Seni
Fakultas Keguruan dan Ilmu Pendidikan Universitas Tadulako

PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
JURUSAN PENDIDIKAN BAHASA DAN SENI
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PALU
2025

APPROVAL

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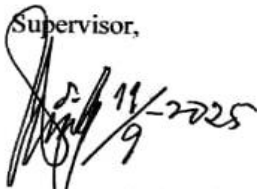
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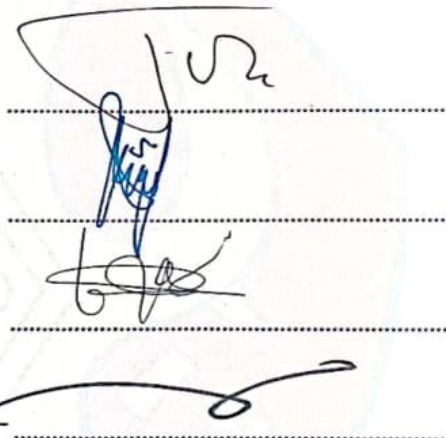
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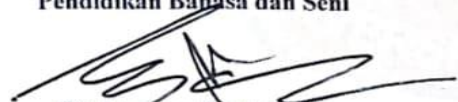
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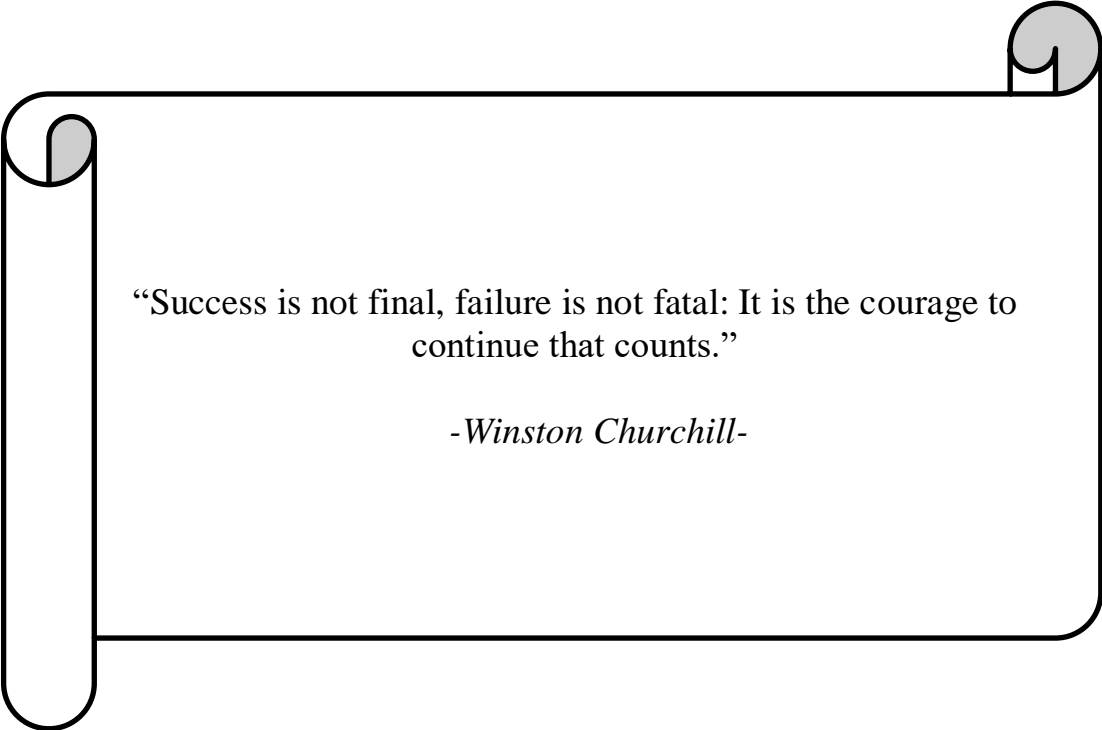
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MOTTO

"Success is not final, failure is not fatal: It is the courage to
continue that counts."

-Winston Churchill-

ABSTRACT

Arifatul Khasanah (A12121103). This skripsi entitled "**Increasing Vocabulary of Grade VIII Students Through Word Cards at SMP Negeri 3 Sausu**", Teacher training and Education Faculty, Language and Art Department. English Language Education Study Program, Tadulako University. Under the supervisor of Prof . Dr. Mawardin M.Said M. Hum and Nirwana S. Pd M.Pd.

This study aims to determine the effectiveness of using word cards in increasing the vocabulary of grade VIII students at SMP Negeri 3 Sausu. This study used a quasi-experimental design, namely 21 students of class VIII A and 20 students of class VIII B, and were classified into experimental and control classes. The samples are selected by total sampling. In addition, this study was conducted through the following procedures: pre-test, treatment, and post-test. Data were collected through tests. The result of data analysis show that there is significant difference between the result of the pretest and posttest. By applying 0.05 level , it is show that the value of t-counted is 6,62 and t-table is 1,68. The t-counted value is higher that t-table, it means that the research hypothesis is accepted. In other words, using word cards media is effective in increasing vocabulary of grade VIII students at SMP Negeri 3 Sausu.

Keywords*; Increase, Vocabulary, word cards*.

ABSTRAK

Arifatul Khasanah (A12121103). Skripsi ini berjudul "Peningkatan Kosakata Siswa Kelas VIII Melalui Kartu Kata di SMP Negeri 3 Sausu", Fakultas Keguruan dan Ilmu Pendidikan, Jurusan Pendidikan Bahasa dan Seni. Program Studi Pendidikan Bahasa Inggris, Universitas Tadulako. Di bawah bimbingan Mawardin dan Nirwana.

Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan kartu kata dalam meningkatkan kosakata siswa kelas VIII SMP Negeri 3 Sausu. Penelitian ini menggunakan desain kuasi eksperimen, yaitu 21 siswa kelas VIII A dan 20 siswa kelas VIII B, dan diklasifikasikan ke dalam kelas eksperimen dan kelas kontrol. Sampel dipilih secara total sampling. Selain itu, penelitian ini dilakukan melalui prosedur sebagai berikut: pre-test, treatment, dan post-test. Data dikumpulkan melalui tes. Hasil analisis data menunjukkan bahwa terdapat perbedaan yang signifikan antara hasil pretest dan posttest. Dengan menggunakan taraf signifikansi 0,05, diperoleh nilai t-hitung sebesar 6,62 dan t-tabel sebesar 1,68. Nilai t-hitung lebih besar dari t-tabel, berarti hipotesis penelitian diterima. Dengan kata lain, penggunaan media kartu kata efektif dalam meningkatkan kosakata siswa kelas VIII SMP Negeri 3 Sausu.

Kata kunci; *Peningkatan, Kosakata, kartu kata.*

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The completion of this research would not have been possible without the generous support, guidance, and encouragement from numerous individuals. The researcher would like to convey heartfelt gratitude to the esteemed both supervisor, Prof. Dr. Mawardin M.Said, M.Hum. and Nirwana, S.Pd., M.Pd., whose unwavering guidance, thoughtful insights, and patient supervision have been instrumental throughout the entire process. The researcher also sincerely thankful to the honorable reviewers, Abd. Kamaruddin, S.Pd., M.Ed., Ph.D. for giving time and valuable feedback during the thesis examination. The suggestions helped improve this research and made it more meaningful.

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TABLE OF CONTENT

LIST OF TABLE

LIST OF APPENDICES

CHAPTER I
INTRODUCTION

1.1 Background

Nowadays, having a good understanding of vocabulary is considered very important when someone is learning English in a country where English is not the main language, especially because vocabulary mastery is the main thing that helps you talk to other people and understand what is going on. Even if people know grammar, they cannot use the language effectively without enough vocabulary. As Wilkins (1972) in (Salawazo et al., 2020) strongly stated, "without grammar very little can be conveyed, but without vocabulary nothing can be conveyed," which clearly illustrates that vocabulary plays a more central role than grammar in ensuring successful communication.

Increasing vocabulary mastery is not merely an additional component of English learning, but rather the foundation upon which all other language skills are built. Yudha & Mandasari (2021) stated that the acquisition of vocabulary is the first and most essential stage in mastering a language. This suggests that if learners do not have a good command of vocabulary, it will seriously affect their capacity to grasp and utilize the language successfully. Similarly, Alqahtani (2015) points out that limited vocabulary knowledge in a second language can obstruct successful communication, regardless of how well a learner understands grammar or pronunciation.

In the era of the Curriculum Merdeka, English lessons are highly recommended to be taught starting from the elementary school. This provision is regulated in Permendikbudristek Number 12 of 2024 concerning the curriculum in

early childhood education, elementary education, and secondary education. In the curriculum for Junior High school, English language learning focuses on six elements of learning outcomes, namely listening-speaking, reading-viewing, and writing-presenting. Students are required to be active in learning and think critically in solving problems. Therefore, students must learn and master vocabulary in order to understand English more easily.

Nevertheless, many students in many schools experience problems in vocabulary. One of them is SMP Negeri 3 Sausu. Based on the pre-observation conducted by the researcher in that school, the researcher found that the main problem of students especially in grade eight is the lack of vocabulary. This can be seen in the learning process, only a few students can answer and understand what their teacher teaches. They tend not to understand what their teacher says in English. Therefore, the problem will have an impact on students' learning outcomes and they will find it difficult to understand the material.

Teacher must have the right strategy for teaching vocabulary, so that students can understand and master it well. Teachers need instructional media to support the learning process. Media plays an important role in improving students' abilities. Creative use of media will make students improve their performance in learning the teaching and learning process. Therefore, here the researcher tries to apply word cards for students' learning media at school. Patau (2020) also explains that word cards are not only used to memorize words, but also to repeat them to strengthen memory of the words. So, it is important for teachers to

introduce vocabulary, reuse it, and teach word card strategies to students to remember words after they encounter them.

Considering all of these factors, the researcher is interested in investigating the problems experienced by the students as described above using interesting strategies. In this study, the researcher uses word cards as a strategy in improving students' vocabulary. With an interesting form, the researcher hopes that word cards can be something interesting, creative, and suitable for English learning. Thus, the researcher took the title "Increasing Vocabulary of Grade VIII Students Through Word Cards at SMP Negeri 3 Sausu".

1.2 Problem Statement

Students' ability to learn English is strongly influenced by vocabulary acquisition and learning motivation. However, many students have difficulty in mastering enough English vocabulary to communicate effectively. This limited vocabulary has an impact on difficulties in reading, writing, speaking, and understanding material in English. The researcher uses word cards as an engaging strategy that is expected to help solve the problem. Based on the problem above, the researcher formulate the research question as follows:

Is the use of word cards effective in increasing vocabulary of grade VIII students at SMP Negeri 3 Sausu ?

1.3 Objective of the Research

Based on the above problem, the researcher found the students' crucial problem, namely, lack of vocabulary. They need a good technique to fix the problem of lack of vocabulary. Word cards became the researcher's choice to

solve this problem. The research objective is formulated: To determine the effectiveness of using word cards in increasing the vocabulary of grade VIII students at SMP Negeri 3 Sausu.

1.4   Scope of the Research

The scope is a limitation made by the researcher so that the discussion is not too broad. In this study, this research is limited to the use of word cards as a teaching strategy to improve students' vocabulary mastery, specifically focusing on concrete nouns and descriptive adjectives. The study targets Grade VIII students of SMP Negeri 3 Sausu . Then, the researcher also focusing on aspects of vocabulary, namely meaning and spelling.

1.5 Significance of the Research

The researcher hopes that the results of this study can have an impact on the development of the teaching and learning process of English anywhere and anytime. For the English teachers, this strategy can be an alternative way for teacher to teach English using card media, helping students remember and increase vocabulary more effectively. For the students, the researcher hopes that the results of this study can motivate students to increase their abilities and enthusiasm in the learning process. For the researcher, the results of this study are expected to contribute to the development of teaching vocabulary. Lastly, for the next researcher, the results of this study can be useful as a reference source and also provide information needed by readers.

1.6   Operational Definitions of Key Terms

Often in research, key terms are found that have broad meanings and can be interpreted differently. Therefore, an operational definition is needed which is a description of key terms that are specifically explained in the research. This serves to avoid misunderstandings and make it easier for readers to understand some of the terms that researcher often use. So, researcher provide a brief explanation of some of the terms in this study :

a   Increasing is the process of making something bigger or more.

b   Vocabulary is a list of words that a person uses in every day .

c   Word is the smallest unit of meaning in a language that can stand alone

d   Card is small sheet-shaped objects, usually made of paper or other materials, that are used for various purposes such as identification, games, or learning.

e   Word cards are learning tools that contain words along with their meanings and translations.

CHAPTER II
PREVIOUS STUDIES, REVIEW OF RELATED LITERATURE, THEORETICAL FRAMEWORK, AND HYPOTHESIS

2.1 Previous Studies

In this research, there are some related studies that have the same analysis to support this study: the first research by Nashiroh & Ulfah (2024) entitled The Use of Word Card Media to Improve Students' Vocabulary Mastery (A Classroom Action Research to the First Grade Students of SMP Negeri 3 Mempawah Hilir in the Academic Year of 2022/2023). This study aims to determine how the use of Media Word Cards improve vocabulary mastery of seventh grade students at SMP Negeri 03 Mempawah Hilir. The subjects of this study is seventh grade students. This research was conducted using Classroom Action Research (CAR), which consists of four stages, namely planning, implementation, observation, and reflection. Data collection tools used were observation sheets, checklists, and field notes. The results of the use of Word Card Media can increase students' vocabulary.

The second research by conducted by Eka Agustina et al., (2023) entitled Improving Student Vocabulary Through Word Card in Sd N 2 Jetak Tulakan 2023. This study aims to improve students' mastery of English vocabulary through word card as learning media. The subjects of this study consisted of 20 grade III students using a Classroom Action Research (CAR) approach in 2 cycles. The results of this study suggest that there is a development in students' vocabulary learning. It could be that the average pre-test score is 93.2. The average value of the post-test cycle I was 95.9, and the average of the post-test cycle 2 was 97.9. Success criteria achieved.

From the results of the research that has been conducted, the researcher concluded that word card media is very effective and useful for increasing students' vocabulary. Therefore, researcher is interested in using word cards as an effort to improve students' vocabulary in learning English. The previous research has similarities with the research to be conducted by the researcher, which discusses word cards that can improve student vocabulary, but the research design in this study is different. In the previous study, the researcher used Classroom Action Research (CAR) while in this study, the researcher used a quasi-experimental design with a control group and an experimental group. Then, the previous researchers took grade VII students and grade III, while in this research, researcher took VIII grade students at SMP Negeri 3 Sausu as the samples of the research. Researcher focus on increasing vocabulary mastery to help students by using word cards so that learning can be more fun and get good results by using word cards as a learning medium.

2.2 Review of Related Literature

2.2.1 Vocabulary

Talking about a language, it cannot be separated from what is called vocabulary. According to Hornby (1995) vocabulary is all the words known or applied by a person which is all the words in a particular language. In other words, vocabulary includes all the words owned by a person as well as all the words in a language. The more vocabulary a person has, the more fluent they are in communicating and understanding a language.

Vocabulary is the main basic for learning English. Richard and Renandya (2002) states that vocabulary is a language skill and shows how good learners speak, listen, read, and write. Of course, when we listen to a conversation or music, we need vocabulary to understand what we hear. Likewise speaking, when we want to convey something we need some vocabulary to get the words out. Similarly with reading, the vocabulary makes reading easier because we understand what is being read. Likewise in writing, when writing, we need to use several words to produce a sentence or paragraph.

Based on the definitions above, the researcher concludes that vocabulary is the key to understanding a language. A good mastery of vocabulary not only involves recognizing words but also understanding their meanings and contexts in various situations. The more vocabulary a person possesses, the more fluently they can express ideas and comprehend information in a language. Therefore, enriching vocabulary is an essential aspect of improving language skills.

2.2.1.1 Aspects of Vocabulary

In mastering vocabulary, it is essential to understand its various aspects. According to Kucan (2012), vocabulary consists of four key aspects: use, spelling, meaning, and pronunciation. Mastering these aspects helps learners develop a more comprehensive vocabulary, enhancing their ability to communicate fluently and accurately. They are as the following :

1. Use

The vocabulary use aspect refers to how a word is used in various communication contexts, both in oral and written form. Mastering vocabulary

does not only mean knowing the meaning of a word, but also understanding how to use it appropriately in sentences. One important element in vocabulary use is grammatical function, where each word has a specific role in a sentence, such as noun, verb, adjective, or adverb. For example, the word "run" can function as a verb in the sentence "I run every morning" or as a noun in "She went for a run."

2. Spelling

The spelling aspect of vocabulary refers to the correct way of writing words according to the rules of a language. Spelling is an important element in writing skills because spelling mistakes can change the meaning of words or make writing difficult to understand. In English, spelling is often a challenge for learners because of the difference between the way words are spoken and the way they are written. For example, the word "receive" has a letter pattern that does not match the direct pronunciation, so it is easy to make a spelling mistake like "recieve."

3. Meaning

Vocabulary meaning is one of the main aspects of language acquisition that refers to understanding the meaning of words, both individually and in the context of their use. Understanding the meaning of a word does not only mean knowing its definition in the dictionary, but also understanding how the word is used in various situations and how its meaning can change depending on the context. In language, words often have more than one meaning, so a deep understanding of the meaning of vocabulary is essential in effective communication, both in oral and written form. For example, the word "cold" can

refer to the temperature in sentence "It's very cold outside," but in "She gave me a cold stare," the word describes someone's cold or unfriendly attitude.

4. Pronunciation

Pronunciation is an important aspect of vocabulary acquisition that deals with how to pronounce words correctly. In oral communication, proper pronunciation is necessary so that the interlocutor can understand the message conveyed without misunderstanding. Errors in pronunciation can cause changes in meaning or make it difficult for listeners to understand what is means. Therefore, learning pronunciation must be considered well in the language learning process, especially in English which has many variations of pronunciation compared to the spelling of the word.

2.2.1.2   Kinds of Vocabulary

In addition to the various definitions of vocabulary and aspect of vocabulary, there are types of vocabulary. Schmitt in Kamal (2015) states that there are two kinds of vocabulary. They are receptive and productive. Understanding the difference between these two types of vocabulary can help in improving language skills more effectively. They are as the following:

1) Receptive vocabulary

Receptive vocabulary is a type of vocabulary that one can recognize and understand when reading or listening, but not necessarily use in speaking or writing. This vocabulary includes words frequently encountered in texts, news or other media, where one can understand their meaning from context without having to actively use them in everyday communication. For example, one may

understand the word "exhausted" in a movie or book, but still choose to say "very tired" when speaking because it is simpler to use. Therefore, to improve language skills, constant practice is required so that receptive vocabulary can be turned into productive and used naturally in daily.

2) Productive vocabulary

Productive vocabulary is a type of vocabulary that can be actively used in speaking and writing. This vocabulary is not only recognized when reading or listening, but also frequently used in daily communication. Someone who has a wide productive vocabulary is able to express their ideas and thoughts more broadly. For example, if someone often uses the word "delicious" to describe good food, it means that the word is included in his productive vocabulary, because it is actively used in conversation or writing.

2.2.1.3 Part of Speech

Part of Speech is an English word classification used to categorize words based on their function in the sentence. According to Hatch and Brown (1995:218), vocabulary is divided into two groups, namely large vocabulary and small vocabulary. Large vocabulary is a group of parts of speech whose words are often used in communication. Large vocabulary includes nouns, adjectives, verbs, and adverbs. While small vocabulary is vocabulary that has been stored in small amounts consisting of prepositions, conjunctions, articles, and interjections. In this study, researcher focused on large vocabulary, namely nouns, especially concreate nouns and descriptive adjective. Those can describe as follows:

A. Noun

Nouns are one of the most basic elements in language used to name things around us. This includes physical objects like books, as well as abstract concepts like happiness. Since nouns are used to identify things, they are a key element in forming sentences and everyday communication. In general, a noun is a word used as the name of a person, animal, thing or place. Teschner and Evans (2007) define a noun as a person, place, or thing. A noun can function as the subject of a sentence, object, or object of a preposition depending on its position in the sentence. There are several types of nouns in English. The following is an explanation.

1) Common Noun

A common noun is a word used to refer to something that is general in nature without referring to a specific name. This word is used in everyday life to refer to something that has many types or categories, so it is not specific to one particular individual or entity. As an important part of language, common noun aid communication by providing terms that can be used to describe a wide variety of things. In writing, common nouns are usually not capitalized unless they are at the beginning of a sentence.

For example: man (laki-laki), woman (perempuan), child (anak-anak).

2) Proper Noun

Proper noun is the opposite of comon noun. If a common noun is to name something or name something that is not specific, then a proper noun is used to name something specific. A proper noun is a type of noun used to refer to the

specific name of a person, place, organization, or something unique. This word always begins with a capital letter, whether at the beginning, middle, or end of a sentence. In grammar, proper noun usually don't need additional explanation because they already have a clear and specific meaning..

Example:

* Ifa is always on time.

(Ifa selalu tepat waktu.)

* I went to Tadulako University.

(Aku pergi ke Universitas Tadulako.)

3) Abstract Noun

Abstract noun is a type of noun used to express something that is not physically tangible and cannot be touched. These noun usually describe concepts and feelings that can only be understood through thought or experience. In language, abstract noun is often used to convey deeper ideas or emotions. Because they have no physical form, abstract noun cannot be counted directly like concrete objects. In communication, these noun play an important role in expressing one's thoughts, values, or beliefs about things that are not visible to the naked eye. For Example, happiness, justice, patience, etc.

4) Concreate Noun

Concrete noun is type of noun that refer to something that has a physical form and can be recognized with the five senses. These nouns include objects that can be seen, touched, heard, smelled or felt, both living and non-living. In daily communication, concrete noun is often used to refer to objects around us. The use

of concrete noun in language is very important because it helps convey information clearly and concretely. For example, chair, door, window, etc

5) Countable Noun

Countable noun is a type of noun that refers to objects, people, or concepts that can be counted. In grammar, countable noun can stand alone or be used with an adverb of quantity to show the amount. Because they can be counted, these nouns allow the speaker or writer to state a specific amount. These nouns have singular and plural forms and can be used with numbers or words like a, an, many, and few. In the plural form, the suffix -s or -es is usually added, depending on the spelling rules.

Example:

- Single form: apple, car, chair.

- Plural form: apples, cars, chairs

6) Uncountable Noun

Uncountable noun is the opposite of countable noun. Uncountable nouns are nouns that cannot be counted directly because they do not have a clear form. To express the number of uncountable noun, a certain measurement or unit is usually used. These nouns do not have a plural form and cannot be used with numbers directly.

Example:

- Liquids: water, coffee, milk, oil, soup.

- Powders and grains: corn, dirt, dust, flour, pepper, rice.

- Abstract objects: knowledge, loyalty, luxury, peace.

7) Collective noun

Collective noun is a noun that is used to describe a group of things at once. If singular noun describe singular objects, plural for plural objects, then this noun is a combination of both. This type of noun has a singular form, but performs the function of a plural noun. In English, collective nouns are often used in various contexts, such as in work, community, or nature settings. The use of collective nouns in sentences can vary depending on their meaning in a particular context.

Example:

- Team (tim)

- Flock (kawanan)

- Family (keluarga)

B. Verb

In addition to nouns, there are verbs that have the most basic function in a sentence. Verbs have a unity or meaning that functions as a predicate that describes what the subject does. Macfadyen (2007), verbs play a role in stating actions or activities carried out by the subject of the sentence. Similiarly with Hatch and Brown (1995:222) say that verb is a kind of word showing actions. So, whatever we do can be called a verb.

C. Adjective

Adjective is a words used to describe or explain nouns and pronouns. Manurung (2006:2) argues, "Adjectives are used to explain nouns or pronouns". Nouns or pronouns can be people, place, and thing. Adjectives usually come

immediately before the noun they describe.". Therefore, this adjective functions to provide further information or description about the noun or pronoun, so that its meaning becomes clearer. Here are types of noun as follows:

1. Descriptive adjectives are a type of adjective used to describe or explain the characteristics of a noun or pronoun. These adjectives answer questions like "what does the thing look like?" or "what is its nature or characteristic?". Descriptive adjectives can show the color, size, shape, age, feeling, texture, or other qualities of an object. The examples of descriptive adjective are tall, beautiful, red, soft, angry etc. This type of adjective is the most commonly used in English because it serves to clarify and embellish the meaning of the sentence. Without descriptive adjectives, sentences can feel flat or lacking in detail.

2. Possessive adjectives are a type of adjective used to show ownership with an object. It is always followed by a noun and cannot stand alone in a sentence. Possessive adjectives help us know who owns the thing being talked about. Examples are my, your, his, her, its, our, and their. For example, in the sentence "This is my book," the word "my" indicates that the book belongs to the speaker.

3. Quantitative adjectives are used to describe the quantity of a noun, whether definite or indefinite. These adjectives answer the questions "How many?" or "How much?" and help provide more information about the amount of something. For example, in the sentence "He has many families," the word many is a quantitative adjective that describes the number of families he has. Other common quantitative adjectives include some, a few, some, many, a few, and enough.

4. Interrogative adjective is a type of adjective that is used to ask a question and is always followed by a noun. Its function is to ask for certain information about objects, people, or other things. Words that include interrogative adjectives include which, what, and whose.

5. Demonstrative adjective is a type of adjective that is used to show or point directly to a specific object or person, and is always followed by a noun. Words that include demonstrative adjectives are this, that, these, and those.

D. Adverb

Adverbs are words used to provide additional information about an action, condition, or other word in a sentence. Adverbs function to explain the manner, time, place, frequency, or level of intensity of an event or condition. This word can modify verbs, adjectives, or other adverbs, thus providing clarity and further detail about an action or condition being discussed. For example, in the sentence "She speaks softly," the word softly is an adverb that describes how someone speaks. Adverbs often end with "-ly," such as quickly, happily, or easily, although there are also adverbs that do not follow this pattern, such as very, often and never.

E. Pronoun

Pronoun is a type of English word used to replace nouns, so there is no need to repeat the same word in one or more sentences. With pronoun, sentences become shorter, clearer, and less boring. For example, instead of saying "Arif is a student. Arif studies hard," we can say "Arif is a student. He studies hard," where the word "he" is a pronoun that replaces Arif.

F. Preposition

Preposition is a part of speech that functions to show the relationship between a noun, pronoun, or phrase in a sentence. This preposition is used to show place, time, direction, cause and effect, manner, or other relationships in a sentence context. This word is usually followed by its object, thus forming a prepositional phrase, which helps provide additional information in a sentence. For example, place prepositions, such as in, on, at, under, between. In the sentence "The keys are on the table", the preposition "on" indicates an object. By understanding the various types of prepositions and their uses, a person can form clearer and more structured sentences in oral and written communication.

G. Article

Article is an English word used before a noun to indicate whether the noun is specific or not. Articles help provide clarity in a sentence by indicating whether the speaker or listener already knows the noun in question or not. In English, there are two types of articles, namely the definite article (the) and the indefinite article (a and an). The definite article is used to refer to something that is already clear, while the indefinite article is used when referring to something that is still not known for certain.

H. Interjection

Interjection is one of the parts of speech in English that is used to express feelings in a sentence. Interjection usually stands alone and has no direct relationship to grammar in other sentences. This word is often used in everyday conversation or informal writing to show joy, sadness, pain, or other emotions.

Usually followed by an exclamation mark (!) to show expression. For example, interjection for expression of happiness in the sentence "Yay! We finally won the competition"

I. Conjunction

Conjunction are an important part of grammar that helps connect words and clauses in English. Their proper use will make sentences more effective, so that communication becomes clearer. In English, conjunctions are divided into three. Coordinating conjunctions are used to combine two elements that have equal status in a sentence such as in the use of and, but, and or. Subordinating conjunctions play a role in connecting the main clause with the supporting clause that provides additional information such as because, although, and if. In addition, correlative conjunctions are used in word pairs to emphasize the relationship between two related elements such as either...or, not...only and but..also.

J. Determiner

Determiner is one of the parts of speech in English that serves to give information or explanation to a noun. This word is usually placed in front of the noun and serves to show the number, ownership or limitation of the noun. By using determiners, the speaker or writer can clarify the meaning of the noun in question, whether it refers to something specific or general, singular or plural, or to whom it belongs. Some commonly used determiners include articles (a, an, and the), demonstratives (this, that, these, those), possessives (my, your, and their), quantifiers (some, many, and few), as well as numbers and interrogatives (which and whose).

2.2.1.4 The Importance of Vocabulary

Vocabulary is a crucial aspect of language learning that directly impacts communication skills, without mastering vocabulary, a person cannot convey their meaning . Willkins in Thornburry (2002) states " Without grammar very little can be coveyed, without vocabulary nothing can be conveyed". It shows that how important vocabulary in English. Therefore, with vocabulary, a person will be greatly helped when speaking or expressing idea in everyday life. If you can't understand a single word in a conversation or read a text then it will be difficult for anyone.

Vocabulary supports all other language skills, can be a springboard for higher level language use, and can help students to achieve fluency more quickly. The more you master vocabulary, the easier it is to use English. The more vocabulary there is, the more comprehension there is, and the more understanding there is, the more language growth there will be. Students' levels will rise as they acquire a large amount of vocabulary to comprehend the material. When students have a large vocabulary, they will be able to understand the lessons they study in school more readily. Vocabulary mastery is the ability to get or receive many words. By mastering vocabulary, we will know the meaning of vocabulary in context. Therefore, understanding vocabulary can help to avoid mistakes in understanding in communication.

2.2.2 Instructional Media

Instructional media refers to various tools, devices, or materials used to assist the learning process. These media play an important role in conveying

information and supporting the achievement of educational goals. Heinich, et al., (2002) states that media is called Instructional media if the media conveys messages related to learning objectives, for example to facilitate communication.

Teacher needs instructional media to support the learning process. Puyada, Ganefri, Ambiyar, Wulansari, and Hayadi (2018) explain that Instructional media includes all forms of aids that can be used during the learning process to increase effectiveness and efficiency in achieving learning objectives. They also emphasize that to achieve these objectives, teachers need to choose media, methods, and techniques that are appropriate to the characteristics of students, so that the learning experience becomes more interesting and not monotonous. Additionally, Puyada et al., (2018) highlight that novice English teachers must be able to provide engaging and user-friendly resources to better support students in learning English.

Along with the development of technology, learning media now includes various forms, ranging from traditional media such as blackboards, books, and posters, to digital media including videos, animations, and online platforms. . Latuheru (1998) states that visual media can also prevent misunderstandings because by seeing and touching, students will find it easier to understand and remember the subject matter.

Therefore, in this study, the researcher used visual media, namely word cards. Word cards are a type of instructional media that consist of cards or small slips containing words or phrases used in the learning process. This media is intended to facilitate students in understanding vocabulary, introducing new

concepts, and practicing pronunciation and spelling. Based on previous literature, word cards have been widely utilized as a medium to support vocabulary development, reading skills, and language learning for both children and adults.

2.2.3 Word Card

Hearing the word "word cards" is a word that is familiar to us. From the names "word" and "card" we can imagine the shape. According to Hinkel in Ariska (2023), word cards are cards containing English words where on one side of the card there is an English word and on the other side there is a definition or synonym or pronunciation. In other word, word cards are pieces of paper where one side contains the word and the other side contains the English translation or picture.

Front   Back

In learning vocabulary, we can use a variety of interesting methods to create effective learning activities. Students need to enjoy their learning activity to get the best result for learning achievement. Word cards are an interesting medium that encourages students to communicate and helps them learn English (Fazriani, et al. 2020). Khodashenas, et al. (2014) states that word cards easily help students in learning vocabulary, because they provide a simple, practical, and visually engaging way to present new words.

Based on the above definitions, it can be concluded that word cards are a type of visual learning media that can be used to support the vocabulary learning process. Word cards present words or phrases in a simple and structured format, which may help learners become more familiar with new vocabulary and concepts. Several previous studies suggest that the repeated use of word cards has the potential to enhance language understanding and retention.

2.2.3.1 Procedures and Applications for Using Word Cards

Learning new vocabulary is often a challenge in the language learning process. Word cards are one of the techniques in vocabulary recall. According to Syarif (2011: 13), the use of word cards is not just memorizing words, but also providing repetition of words that can help their memorization. The use of word cards can help students in memorizing vocabulary, as the process involves repeated exposure and practice. In this study, the researcher adapted the procedure for using word cards from Kaloke et al. (2022), with the following steps:

1. Arrange the students' seats, make it around so that it is easier for students to see the cards clearly.

2. Show the students the word cards that the teacher has prepared beforehand.

3. The teacher asks the students to read the word that the teacher says.

4. The teacher asks the students to repeat and spell the word.

5. The teacher asks the student to guess the meaning of the word.

6. If the student gives a wrong answer, the teacher corrects the student's answer by showing the other side of the word card which contains the meaning of the word.

7. After that, the teacher moves on to another word card.

Apart from procedures, there are also applications for using word cards in learning. This application are designed to make the learning process more interactive, engaging, and effective in helping learners understand to use new words. In his book "How to Teach Vocabulary," Thornbury in Wilkins (2002) outlines several activities that teachers apply with their students using word cards. using word cards. Some of these activities are as follows:

1. Peer teaching and testing:

This activity is interesting to do because they have to test each other. Students are placed in groups of two and asked to compare the word sets of word cards they already have. They are encouraged to test and teach each other in their sets that they don't have with others.

2. Association game

When playing the association game, for example, each student puts down one card at a time, with the word seen on the front of the card. Visible on the front of the card. One point will be awarded to the first person who can create a phrase that makes sense and uses both words.

3. Guess my word

Learners who are already familiar with each other's word cards can play a game where they take it in turns to choosing a word at random and challenge their partner to guess it. They can challenge their partner to guess what the word is by asking yes or no questions about parts of the word such as:

" Is it a noun, verb, adjective...?").

4. De- vowelled word

Each member of a pair selects a word from their deck of word cards and writes it without the vowels; the other member of the pair is tasked with determining what the word is. For example: b_ _k

5. Ghost writing

The instructor instructs students to form pairs, and then each member of the pair takes turns writing a word on their partner's back. Their partner is responsible for determining what the word is. They guess by feeling what their partner wrote on their back.

6. Categories

Learners work in pairs or small groups to sort their words into categories, such as categories that indicate whether the words are related to food, clothing, seasons, tastes, etc. The goal is to help them understand the relationship between words and strengthen memory through semantic associations.

7. Word race

Students work in groups, each group is given a marker and a board to use together. The board is divided into as many equal sections as there are teams. The point system works by the instructor or a designated student saying a word from the student's language on one of the Word Cards, and the first team to write the correct English translation on the board wins a point.

Various vocabulary learning activities using word cards have been introduced and discussed as potential strategies to support students in acquiring new vocabulary. These activities emphasize interaction, repetition, and collaboration, which are believed to contribute to increased engagement and better

retention. While these methods appear promising based on theoretical and practical references, their impact in a specific learning context has yet to be examined.

2.2.3.2 Advantages and Disadvantages of Using Word Cards

Word cards or cards are learning aids that contain words or phrases that can be used to improve students ' vocabulary comprehension and memory. The use of word cards in learning has various uses, especially in increasing the effectiveness of learning in an interactive and interesting way. According to Nation (2008: 66), there are many advantages to using word cards. They are as follows.

a) word cards help students retrieve the meaning of the word and its shape from memory.

b) word cards help students learn a large amount of receptive and productive vocabulary learning in the early stages of word learning.

c) word cards help students use time efficiently on unfamiliar words.

d) word cards allow students to use L1 translations. L1 stands for "Language First" which means first language.

e) word cards are very convenient to be carried by students anytime anywhere because of their small shape and size.

f) word cards are recognized as a fun and effective way to learn, reinforce, test and retain information.

g) word cards can be used for group learning.

There are several benefits of using word cards that have been explained by the authors above. On the other hand, as with every learning method, there are also some disadvantages in using word cards. According to Schmitt and McCarthy (1997) the disadvantages of using word cards are:

1) learning through the use of word cards is an old method that is not in line with the communicative approach to teaching now.

2) a mistake to think that memorizing vocabulary through the use of word cards ensures that the words will be retained indefinitely.

3) the use of word cards does not imply that all available information about a word has been learned, although word cards can be designed to carry a large amount of data.

Moreover, teaching vocabulary with word cards requires patience from the teacher. The teacher must consistently encourage students to repeat the learned vocabulary, as repetition plays a crucial role in vocabulary retention. Without sufficient reinforcement, students may easily forget what they have memorized, especially when they feel bored or unmotivated. Therefore, teachers are expected to create a supportive and engaging learning environment, vary the use of activities, and provide continuous feedback to maintain students' interest and motivation throughout the learning process.

2.2.4 Increasing Vocabulary through Word Cards

2.2.4.1 Teaching Vocabulary through Word Cards

Vocabulary teaching is a fundamental component in English language learning, as a good command of vocabulary will support communication skills.

According to Nation (2005) stated that teaching vocabulary is one of the efficient ways to develop students' vocabulary knowledge. Teachers must understand the importance of this if they want their students to achieve academic success in language learning. Therefore, in every lesson, teachers should introduce new vocabulary, give exercises, and explain its meaning clearly so that students can use it well.

Teachers need the right way to improve students' vocabulary so that they are not bored when the teacher explains the material. Teachers can build students' motivation by using a variety of teaching techniques and using interesting teaching aids. In this study, word cards were used as a medium in teaching vocabulary. Word cards are useful to help students learn new words in teaching vocabulary by giving definition of the words.

From the explanation above, it can be concluded that word cards are one of the ways that teachers can use in teaching vocabulary. With word cards, students can memorize and understand new vocabulary more easily. In addition, this method also helps increase learning motivation because learning becomes more interesting and less boring. Therefore, in this study, the researcher uses word cards that include vocabulary from one of the word classes, namely nouns, specifically in concrete noun.

2.2.4.2 Learning Vocabulary through Word Cards

Vocabulary has an important role in language learning, because vocabulary is the basis of language learning. Bromley (2004) states "Vocabulary has an important role in the teaching and learning process." When students have a

large vocabulary, they can more easily understand reading, write clearly, and speak and listen effectively. Of course, this makes it easier for teachers to convey material in the classroom and everyday life. According to Thornbury (2002) there are steps in using the cards as a learning media:

1) Learners write the word to be learned with word cards on one side of a small card and the translation in the native language on the other side.

2) Depending on the difficulty level of the word, one full set at a time a full set should consist of between 20 and 50 cards.

3) Words should not be included in the lexical set to avoid the inference effect of words that have the same meaning being learned together.

4) Learners test themselves on the words by first remembering the meaning of the new word. looking at each new word and then checking their understanding of each word by looking at the translation of the word.

5) They then reverse the process, using the translation to trigger the word to the new form.

Based on the steps of learning using word cards above, the researcher will adapt the steps to suit the card media used. In this case, the researcher will call the students randomly, then the researcher asks the students to guess the cards that have been provided. Before starting the game, the researcher prepares a word card containing English vocabulary and the other side is Indonesian as an example in class. The researcher also prepared word cards containing English vocabulary and the other side was Indonesian as an example in the classroom.

In addition, the word cards give concrete nouns and descriptive adjectives only. Therefore, it is important for students to continue enriching their vocabulary through various effective learning methods. One way that can be used is Word Cards, which helps students remember and understand new words more easily through repeated practice. Thus, a good command of vocabulary will improve students' communication skills and support their success in language learning.

2.3 Theoretical Framework

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                    ┌─────────────────────────────┐
                    │  Students Lack of Vocabulary │
                    └─────────────────────────────┘
                                  │
                                  ▼
                           ┌───────────┐
                           │  Aspects  │
                           └───────────┘
            ┌──────────────┬─────┴──────┬──────────────┐
            ▼              ▼            ▼              ▼
       ┌────────┐    ┌──────────┐  ┌──────────┐  ┌───────────────┐
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                          ▼            ▼
                     ┌────────┐   ┌───────────┐
                     │  Noun  │───│ Adjective │
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          ┌───────────────┐        ┌──────────────────────┐
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                        │  Increasing  │
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            ┌────────────┐           ┌────────────┐
            │  Teaching  │           │  Learning  │
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                                   │  Vocabulary  │
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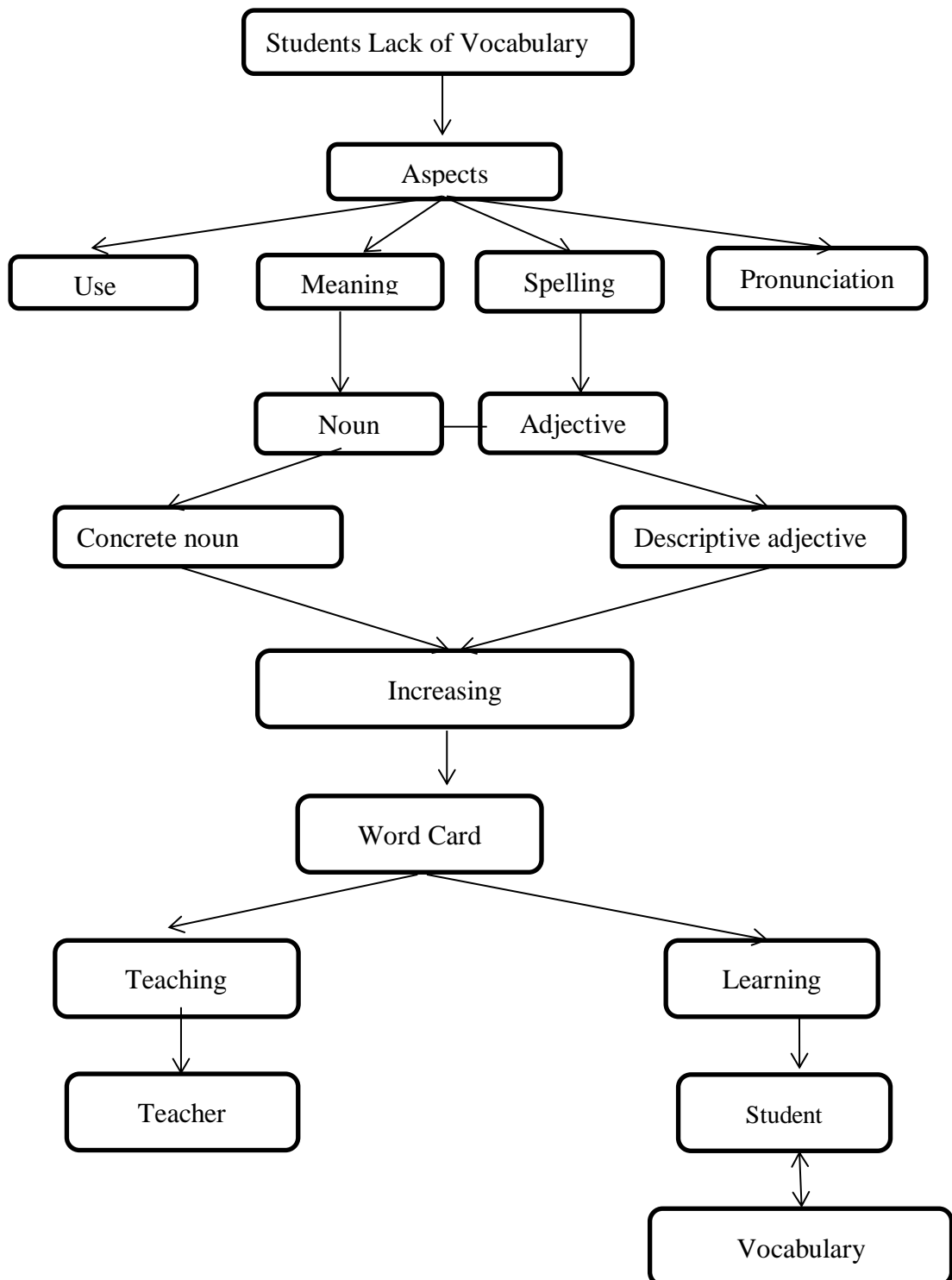
In language, vocabulary is the key to understanding language. Without vocabulary we will have difficulty expressing ideas. In the learning process, it

turns out that students' lack vocabulary mastery greatly affects their achievement of competence. One of the reasons for this is their lack of vocabulary. They need something so that understanding can be easily embedded in their minds.

Word cards are an interesting media to motivate students to communicate and make it easier for students to learn English. By using word cards, students learn English while looking at their meanings. Zuhri and Salman (2022) states that word cards was practical media that can help teachers and students in teaching and learning process. However, learning English vocabulary through word cards has an important role for students. The use of word cards is not only memorizing words, but also providing repetition of words that can help memorization. Researcher hope that vocabulary can improve the vocabulary of students learning English.

2.4 Hypothesis of the Research

In a study, the research hypothesis acts as an initial conjecture that will be tested through data and experiments from research. This hypothesis arises from certain phenomena to be studied, and it supported by theory or previous research. Based on existing phenomena and theories, the researcher formulated the hypothesis "Is the use of word cards effective in increasing vocabulary of grade VIII students at SMP Negeri 3 Sausu". Word cards are considered as a tool that can help students in recognizing, understanding, and remembering vocabulary more effectively. Therefore, this hypothesis was tested through research to prove it.

CHAPTER III
METHOD OF THE RESEARCH

3.1 Design of the Research

In this study, the researcher used quantitative, where the researcher used a quasi-experimental design to measure the effectiveness of word cards to increase students vocabulary. According to Sugiyono (2016), the quasi-experimental research method is a research method that has a control group, but cannot be used fully to control external variables that will affect the implementation of the experiment. In quasi-experimental study, the researcher gave a pre-test before treatment. After the treatment, the researcher gave a post-test to compare it with the condition before the treatment.

Table 3. 1 Scheme of Quasi-Experimental

Group	Pretest	Treatment	Posttest
B	O1	X	O2
A	O1	-	O2

Where:

B : Experimental Class

A : Control Class

O1 : Pretest

O2 : Posttest

X : Treatment

- : No treatment

3.2 Population and Samples

3.2.1 Population

The population was the entire group of research subjects targeted in this study. These subjects were required to obtain the necessary information. The research was conducted at SMP Negeri 3 Sausu, which was located on Jln. Rajawali No. 11, Maleyali. The school had a total of 144 students, distributed across five classes: VII, VIIIA, VIIIB, IXA, and IXB, as shown in the following table:

Table 3. 2 The Number of Population SMP Negeri 3 Sausu

No	Class	Number of Students	Male	Female
1	VII	25	14	11
2	VIIIA	21	8	13
3	VIIIB	20	8	12
4	IXA	20	12	8
5	IXB	18	7	11
	Total	**144**	**49**	**55**

3.2.2 Samples

One of the important steps in the research process is selecting a sample. Based on the design used, researcher needed 2 classes from class VIII as samples. The researcher used total sampling in sample selection because the eighth grade only have 2 classes where the entire population was used as a research sample without being excluded. Therefore, researcher needed one class as a control class and one class as an experimental class. Based on the English teacher's information regarding vocabulary problems, the teacher recommended that the researcher choose class VIIIB as the control class and class VIIIA as the experimental class.

3.3 Variables of the Research

In a study, variables were needed to help researcher design valid research. There were two variables used in this research, namely dependent variable and independent variable. The dependent variable was the variable in the study that was affected by the independent variable. Meanwhile, the independent variable was the variable that are control by researcher to see their effect on other variables. This variable was often referred to as an independent variable because it can stand alone without being influenced by other variables in the study. Therefore, vocabulary was chosen as the dependent variable because it was the outcome measured in the study and word cards were chosen as the independent variable because it was a learning method that can be apply in the study.

3.4 Instrument of the Research

Research instrument was tools used by researcher to collect the data needed in a study. Research instrument was very important because they could affect the validity of the data use in research. If it was inappropriate or wrong, it could affect the results of the study. The instrument used to collect the data in this research was a test consisting of (a pretest and a posttest). The scoring system is as follows :

Table 3. 3 The Scoring System of Each Test Item

No	Kinds of Test	Number of Test	Maximum score
1	Multiple choices	10	10
2	Matching words	10	10
3	Fill in the blank	10	10
Total			**30**

Table 3. 4 The Score Range, Category, and Qualification

No.	Score	Category	Qualification
1.	91-100	Very Good	Successful
2.	81-90	Good	Successful
3.	70-80	Fair	Successful
4.	41-69	Poor	Fair
5.	0-40	Very Poor	Fair

3.5 Procedures of Data Collection

1. Pre testing

Pretesting was the initial testing process conducted before the intervention or main research began. The purpose of the pretest was to measure the initial condition of the participants, the instruments, or the methods to be used, in order to ensure that the research results would be valid and reliable. In the context of experimental research, pretesting was often used to assess variables before the treatment was applied, allowing for more accurate measurement of changes after the treatment.

2. Post testing

Post testing was the final testing or measurement process carried out after a treatment. The goal post testing was to determine the impact of the treatment that had been give by comparing the posttest results with the pretest results. In experimental research, post testing was used to determine whether the treatment or intervention provided had a significant effect on research participants. Thus, the researcher conducted a posttest at the last meeting by giving questions related to vocabulary.

3.6 Treatments

In research, especially experimental research, treatment was an intervention given to an experimental group to test its impact on the dependent variable. In this study, the treatment was teaching vocabulary at school through word cards. The treatment was given to observe whether there were any changes or effects after applying word cards in the learning process. This treatment was administered to students after the pretest and before the posttest, specifically from the 2nd to the 7th meeting. Thus, the purpose of giving this treatment was to identify the differences between the experimental class and the control class based on the posttest results administered at the end of the meetings.

Table 3. 5 Teaching Outline

No		Teacher	Students
1st	Pretest	Gives pretest for students	Do pretest
2nd	Look Around You	- The teacher starts the lesson and asks students several questions about the material to be studied. - The teacher asks students to name the objects in their respective books using Indonesian first. - Arranges the students' seats, tells students to move so that students can see the cards more easily. - Shows the Word Cards that the teacher has prepared beforehand to	- Listen carefully to the explanation given by the teacher. - Pay attention to the teacher when explaining the material and discussing the new words they find with their friends. - Repeat and spell the words correctly - Do the task with own group. - Submit their tasks to the teacher .

		the students.	
		- The teacher asks students to repeat the words spoken by the teacher.	
		- The teacher asks students questions.	
		- If the student gives a wrong answer, the teacher corrects the student's answer by showing the other side of the Word Card that contains the meaning of the word.	
		- The teacher moves to another Word Card.	
		- The teacher divides students into 4 groups.	
		- The teacher explains the task and asks students to do the task in their respective groups.	
		- The teacher assesses the students' work.	
		- The teacher gives homework to students.	
		- The teacher closes the lesson.	
3rd	Didn't Rain Last Night ?	- Reminded students the word from the last meeting.	- Listen carefully to the explanation given by the teacher.
		- The teacher asks students to name the objects in their respective books using Indonesian first.	- Pay attention to the teacher when explaining the material and discussing the new words they find with their friends.
		- Arranges the students' seats, tells students to	- Repeat and spell the

		move so that students can see the cards more easily.	words correctly
		- Shows the Word Cards that the teacher has prepared beforehand to the students.	- Do the task with own group.
		- The teacher asks students to repeat the words spoken by the teacher.	- Submit their tasks to the teacher .
		- The teacher asks students questions.	
		- If the student gives a wrong answer, the teacher corrects the student's answer by showing the other side of the Word Card that contains the meaning of the word.	
		- The teacher moves to another Word Card.	
		- The teacher divides students into 4 groups.	
		- The teacher explains the task and asks students to do the task in their respective groups.	
		- The teacher assesses the students' work.	
		- The teacher gives homework to students.	
		- The teacher closes the lesson.	
4th	You Can Help	- Reminded students the word from the last meeting.	- Listen carefully to the explanation given by the teacher.
		- The teacher asks	- Pay attention to the

		students to name the objects in their respective books using Indonesian first. - Arranges the students' seats, tells students to move so that students can see the cards more easily. - Shows the Word Cards that the teacher has prepared beforehand to the students. - The teacher asks students to repeat the words spoken by the teacher. - The teacher asks students questions. - If the student gives a wrong answer, the teacher corrects the student's answer by showing the other side of the Word Card that contains the meaning of the word. - The teacher moves to another Word Card. - The teacher divides students into 4 groups. - The teacher explains the task and asks students to do the task in their respective groups. - The teacher assesses the students' work. - The teacher gives homework to students.	teacher when explaining the material and discussing the new words they find with their friends. - Repeat and spell the words correctly - Do the task with own group. - Submit their tasks to the teacher .

		- The teacher closes the lesson.	
5th	What Happened to Sea Animals	- Reminded students the word from the last meeting. - The teacher asks students to name the objects in their respective books using Indonesian first. - Arranges the students' seats, tells students to move so that students can see the cards more easily. - Shows the Word Cards that the teacher has prepared beforehand to the students. - The teacher asks students to repeat the words spoken by the teacher. - The teacher asks students questions. - If the student gives a wrong answer, the teacher corrects the student's answer by showing the other side of the Word Card that contains the meaning of the word. - The teacher moves to another Word Card. - The teacher divides students into 4 groups. - The teacher explains the task and asks	- Listen carefully to the explanation given by the teacher. - Pay attention to the teacher when explaining the material and discussing the new words they find with their friends. - Repeat and spell the words correctly - Do the task with own group. - Submit their tasks to the teacher .

		students to do the task in their respective groups.	
		- The teacher assesses the students' work.	
		- The teacher gives homework to students.	
		- The teacher closes the lesson.	
6th	Be Yourself	- Reminded students the word from the last meeting.. - The teacher asks students to name the objects in their respective books using Indonesian first. - Arranges the students' seats, tells students to move so that students can see the cards more easily. - Shows the Word Cards that the teacher has prepared beforehand to the students. - The teacher asks students to repeat the words spoken by the teacher. - The teacher asks students questions. - If the student gives a wrong answer, the teacher corrects the student's answer by showing the other side of the Word Card that contains the meaning of the word.	- Listen carefully to the explanation given by the teacher. - Pay attention to the teacher when explaining the material and discussing the new words they find with their friends. - Repeat and spell the words correctly - Do the task with own group. - Submit their tasks to the teacher .

		- The teacher moves to another Word Card.	
		- The teacher divides students into 4 groups.	
		- The teacher explains the task and asks students to do the task in their respective groups.	
		- The teacher assesses the students' work.	
		- The teacher gives homework to students.	
		- The teacher closes the lesson.	
7th	I Know I Can Do It	- Reminded students the word from the last meeting..	- Listen carefully to the explanation given by the teacher .
		- The teacher asks students to name the objects in their respective books using Indonesian first.	- Pay attention to the teacher when explaining the material and discussing the new words they find with their friends.
		- Arranges the students' seats, tells students to move so that students can see the cards more easily.	- Repeat and spell the words correctly
		- Shows the Word Cards that the teacher has prepared beforehand to the students.	- Do the task with own group.
		- The teacher asks students to repeat the words spoken by the teacher.	- Submit their tasks to the teacher .
		- The teacher asks students questions.	
		- If the student gives a wrong answer, the	

		teacher corrects the student's answer by showing the other side of the Word Card that contains the meaning of the word.	
		- The teacher moves to another Word Card.	
		- The teacher divides students into 4 groups.	
		- The teacher explains the task and asks students to do the task in their respective groups.	
		- The teacher assesses the students' work.	
		- The teacher gives homework to students.	
		- The teacher closes the lesson.	
8th	Posttest	Gives posttest for students	Do posttest

3.7 Techniques of Data Analysis

After collecting data from the test results that had been administered, the researcher analyzed the data by adding up the individual scores. This was very important in the research to observe the students' performance. From the pretest and posttest results, it could be seen how many scores were achieved by the students. Therefore, the researcher used the formula from Arikunto (2013: 308) as follows:

$$\sum = \frac{x}{N} X\ 100$$

Where:

∑ = Standard score

X = Obtained score

N = Maximum score

100 = Fixed score

Then, the researcher calculated the average scores of the experimental group and the control group based on the pretest and posttest data. As explained earlier, the researcher used a quasi-experimental design in this study, so data from both the control group and the experimental group were needed to observe the scores on the pretest and posttest. The researcher calculated both by determining the total score and then the average. In this case, the researcher used the formula from Arikunto (2006) as follows:

$$Mx = \frac{\sum X}{N}$$

Where:

Mx = Mean score

∑x = Sum of students score

N = total number of students

In the next step, the researcher analyzed the deviation scores and the sum of squares. The researcher needed a derivative formula after the data had been calculated. After completing the calculations, the researcher could observe and identify the significant differences between the control class and the experimental class. From the data, the researcher could also determine whether the results had increased or decreased. For this reason, the researcher used the formula from Arikunto (2006) as follows:

$$\boxed{\sum y^2 = \sum y^2 - \sqrt{\frac{\sum y2}{N}}}$$ $$\boxed{\sum x^2 = \sum x^2 - \sqrt{\frac{\sum X2}{N}}}$$

Where :

$\sum x^2$ = Deviation score of experimental group

$\sum y^2$ = Deviation score of control group

N = Total number of students

In the last step, the researcher analyzed the data to determine significant differences or to test the hypothesis using the t-count formula. This was related to the hypothesis that had been formulated by the researcher. In this case, after all the data had been calculated, a formula was needed to test the hypothesis results whether the hypothesis was accepted or rejected. The following formula was stated by Arikunto (2006) as follows:

$$t = \frac{Mx - My}{\sqrt{\frac{\sum x2 + \sum y2}{Nx + Ny - 2}} x \frac{1}{Nx} + \frac{1}{Ny}}$$

Where :

Mx = Mean of experimental group

My = Mean of control group

$\sum x$ = Sum of square of experimental group

$\sum y$ = Sum of square of control group

Nx = Number of students of experimental group

Ny = Number of students of control group

3.8   Hypothesis Testing

Hypothesis testing was an important process in research used to examine assumptions about a population based on sample data, in order to determine whether word cards had an effect on vocabulary improvement. The hypothesis was tested to see whether it would be accepted or rejected. There were two criteria for the hypothesis, as follows: First, if the t-count was higher than the t-table, then the hypothesis was accepted. This meant that word cards could increase students' vocabulary. Second, if the t-count was equal to or lower than the t-table, then the hypothesis was rejected. This meant that word cards could not increase students' vocabulary.

CHAPTER IV
RESULTS AND DISCUSSION

4.1 Results

As explained in the previous chapter that researcher was used test as research instruments. The researcher was analyzed the data obtained from students through pretest and posttest in the experimental group and control group. The pretest was given before applying the treatment to find out the students' vocabulary. The posttest was given after the treatment to determine the effect of the treatment. The result of each test is to determine the effectiveness of word cards in increasing students' vocabulary grade VIII students at SMP Negeri 3 Sausu.

4.1.1 Result of the Pretest

Pretest was the first instrument used by researcher to obtain data. The test consisted of multiple choice, matching words, and fill in the blank. The pretest was conducted on May 7th, 2025 in the experimental class and control class. The researcher conducted the pretest with the aim of measuring students' ability in vocabulary mastery before the experimental class was treated with word cards and the control class was treated with conventional methods commonly applied at school. In analyzing the data taken from the pretest, the researcher presents the pretest results of the control and experimental classes in detail in the following table :

Tabel 4. 1 Students' Individual Score of the Experimental Class on Pretest

No	Initial	Score						Category	Qualification
		A	B	C	Obtained	Max	Standard		
1	AP	5	6	5	16	30	53.3	Poor	Failed
2	BS	4	4	3	11	30	36.7	V. Poor	Failed
3	DGA	4	5	3	12	30	40	V. Poor	Failed
4	DVP	3	6	5	14	30	46.7	Poor	Failed
5	FMK	4	6	6	16	30	53.3	Poor	Failed
6	GW	5	5	3	13	30	43	Poor	Failed
7	IMD	5	7	6	18	30	60.0	Poor	Failed
8	J	2	3	3	8	30	26.7	V. Poor	Failed
9	KPT	3	4	4	11	30	36.7	V. Poor	Failed
10	KS	4	7	6	17	30	56.7	Poor	Failed
11	MF	4	4	3	11	30	36.7	V. Poor	Failed
12	MRA	4	3	4	11	30	36.7	V. Poor	Failed
13	N	4	3	2	9	30	30	V. Poor	Failed
14	NGA	3	5	6	14	30	46.7	Poor	Failed
15	NKK	2	4	4	10	30	33.3	V. Poor	Failed
16	NPA	4	7	4	15	30	50	Poor	Failed
17	RIB	9	8	8	25	30	83.3	Good	Successful
18	SA	3	6	5	14	30	46.7	Poor	Failed
19	SAP	4	4	4	12	30	40	V. Poor	Failed
20	SZ	5	5	5	15	30	50	Poor	Failed
21	ZD	3	5	4	12	30	40	V. Poor	Failed
Total		84	107	93	284	630	946.7	-	
Mean		4	5.1	4.4	13.52	30	45.1	Poor	Failed

Note :
A: Multiple Choices
B : Matching Words
C : Fill in the Blank

After conducting a pretest in the class and looking at the results, the researcher found that the students mostly had poor scores, the highest score of the students was 83.3 and the lowest score was 26.7 because the minimum passing score used in the school was 70, it was stated that only 1 student passed the

pretest. Most of the students scored the lowest in multiple choice. Then the researcher calculated the pretest score, the researcher calculated the students' average score by using the formula proposed by Arikunto (2006:307) as follows:

$$M = \frac{\sum x}{N}$$
$$M = \frac{946.7}{21}$$
$$M = 45,1$$

By computing the score using the formula, it showed that the mean score of the pretest in the experimental class was 45,1 It indicates that the experimental class students' vocabulary ability was low.

Tabel 4. 2 Students' Individual Score of the Control Class on Pretest

No	Initial	A	B	C	Obtained	Max	Standard	Category	Qualification
					Score				
1	AA	5	6	8	19	30	63.3	Poor	Failed
2	AAQ	7	10	7	24	30	80	Good	Successful
3	AF	5	5	5	15	30	50	Poor	Failed
4	AGB	4	5	5	14	30	46.7	Poor	Failed
5	AM	3	5	4	12	30	40	V. Poor	Failed
6	APD	6	3	5	14	30	46.7	Poor	Failed
7	AS	4	6	4	14	30	46.7	Poor	Failed
8	CLV	5	5	5	15	30	50	Poor	Failed
9	DMT	5	4	4	13	30	43.3	Poor	Failed
10	JF	5	3	3	11	30	36.7	V. Poor	Failed
11	JP	7	6	8	21	30	70	Fair	Successful
12	KAA	7	3	5	15	30	50	Poor	Failed
13	MNS	4	5	7	16	30	53.3	Poor	Failed
14	ML	6	3	5	14	30	46.7	Poor	Failed
15	NNS	3	6	4	13	30	43.3	V. Poor	Failed
16	PA	4	5	3	12	30	40	V. Poor	Failed
17	S	3	3	6	12	30	40	V. Poor	Failed
18	SA	3	4	2	9	30	30	V.Poor	Failed
19	SS	5	3	4	12	30	40	V. Poor	Failed
20	TD	4	4	4	12	30	40	V. Poor	Failed
Total		95	94	98	287	600	956.7		

Mean	4.8	4.7	4.9	14.35	30	47.8	Poor	Failed

Same as the experimental class, table 4.2 shows that students' vocabulary stock is not good or poor. This can be seen from the highest score obtained by the students was 80 and the lowest score was 30 . Referring to the school's passing score, only 2 students succeeded in the pretest and 18 students failed the test. After obtaining the individual scores of the control class students, the researcher calculated the average score by using the same formula as before by using the formula proposed by Arikunto (2006:307) as follows:

$$M = \frac{\sum x}{N}$$
$$M = \frac{956,7}{20}$$
$$M = 47,8$$

After comparing the results of the two classes, the researcher found that there was a difference in the average scores of the experimental and control classes. The average score of the experimental class on the pretest was 45.1, while the control class was 47.8, so the difference in the average score was 2,7 . This shows that students' vocabulary mastery in both groups is almost equal. Thus both can be said to be low.

4.1.2 Result of the Posttest

After calculating the pretest as an initial test of students' abilities, the treatment was then given to students who were tested through the posttest. The pretest was conducted on May 27, 2025 in experimental and control class, respectively. The same steps were taken to analyze the data obtained from the posttest. First, the individual scores of students from the experimental and control

classes were analyzed, followed by an analysis of the average scores of the two classes. Furthermore, the average value was compared with the pretest value to determine the effect of the treatment given. The following table is a presentation of the data of both classes on the posttest:

Tabel 4. 3 Students' Individual Score of the Experimental Class on Posttest

No	Initial	Score						Category	Qualification
		A	B	C	Obtained	Max	Standard		
1	AP	8	8	7	23	30	73.3	Fair	Successful
2	BS	7	6	7	20	30	66.7	Poor	Failed
3	DGA	8	10	7	25	30	83.3	Good	Successful
4	DVP	9	5	7	21	30	70	Fair	Successful
5	FMK	10	9	8	27	30	90	Good	Successful
6	GW	8	8	8	24	30	80	Fair	Successful
7	IMD	9	9	8	26	30	86.7	Good	Successful
8	J	4	5	4	13	30	43.3	Poor	Failed
9	KPT	5	5	5	15	30	50	Poor	Failed
10	KS	9	9	8	26	30	86.7	Good	Successful
11	MF	8	9	8	25	30	83.3	Good	Successful
12	MRA	9	5	3	17	30	56.7	Poor	Failed
13	N	7	5	4	16	30	53.3	Poor	Failed
14	NGA	7	8	7	22	30	73.3	Fair	Successful
15	NKK	6	7	6	19	30	63.3	Poor	Failed
16	NPA	6	6	9	21	30	70	Fair	Successful
17	RIB	10	10	10	30	30	100	V.Good	Successful
18	SA	8	8	7	23	30	76.7	Fair	Successful
19	SAP	6	7	7	20	30	66.7	Poor	Failed
20	SZ	7	9	8	24	30	80	Fair	Successful
21	ZD	6	7	7	20	30	66.7	Poor	Failed
Total		157	155	145	457	630	1519.97		
Mean		7.5	7.4	6.9	21.76	30	72.4	Fair	Successful

The above results were obtained after being given several treatments, the vocabulary stock of experimental class students was said to have increased to the sufficient category. This can be seen from table 4.3 which shows that the highest

score is 100 and the lowest score is 43.3. Referring to the school's passing score, 13 students succeeded in the posttest and 8 students failed the test. The posttest results showed that 7 students achieved fair criteria, 5 students achieved good criteria, and 1 student achieved very good criteria. After obtaining the individual scores of experimental class students, the researcher calculated the average score using the formula proposed by Arikunto (2013) as follow:

$$M = \frac{\sum x}{N}$$
$$M = \frac{1519.97}{21}$$
$$M = 72,4$$

In conclusion, the average posttest score of the experimental class was 72.4, obtained by dividing the total standard score by the number of students in the experimental class. This result indicates an increase compared to the pretest score. Furthermore, researcher describe the posttest results in the control class as follows:

Tabel 4. 4 Students' Individual Score of the Control Class on Posttest

No	Initial	Score						Category	Qualification
		A	B	C	Obtained	Max	Standard		
1	AA	10	7	6	23	30	76.7	Fair	Successful
2	AAQ	10	10	6	26	30	86.7	Good	Successful
3	AF	5	6	7	18	30	60	Poor	Failed
4	AGB	10	6	6	22	30	73.3	Fair	Successful
5	AM	5	5	5	15	30	50	Poor	Failed
6	APD	7	5	5	17	30	56.7	Poor	Failed
7	AS	7	3	5	15	30	50.0	Poor	Failed
8	CLV	5	5	6	16	30	53.3	Poor	Failed
9	DMT	5	4	5	14	30	47	Poor	Failed
10	JF	5	5	4	14	30	47	Poor	Failed
11	JP	8	10	6	24	30	80	Fair	Successful
12	KAA	10	4	4	18	30	60	Poor	Failed

13	MNS	8	6	6	20	30	66.7	Poor	Failed
14	ML	8	6	4	18	30	60.0	Poor	Failed
15	NNS	6	7	4	17	30	56.7	Poor	Failed
16	PA	7	5	4	16	30	53.3	Poor	Failed
17	S	7	3	5	15	30	50	Poor	Failed
18	SA	6	6	6	18	30	60	Poor	Failed
19	SS	7	3	4	14	30	46.7	Poor	Failed
20	TD	6	4	5	15	30	50	Poor	Failed
Total		142	110	103	355	600	1183.33		
Mean		7.1	5.5	5.15	17.75	30	59.2	Poor	Failed

Meanwhile, in the control class that was not given the treatment only the conventional method as done at school actually made the vocabulary still in the same category, namely poor. This can be seen from table 4.4 which shows that the highest score was 86.7 and the lowest score was 46.7. Referring to the passing grade from the school, 4 students succeeded in the posttest and 16 students failed. The posttest results showed that 3 students achieved fair criteria and 1 student achieved good criteria. After obtaining the individual scores of the control class students, the researcher calculated the average score using the same formula as before and the results are:

$$M = \frac{\sum x}{N}$$
$$M = \frac{1183.33}{20}$$
$$M = 59{,}2$$

After calculating and comparing the results of the two classes, the researcher found that there was a difference in the average score between the experimental class and the control class after being given treatment using word cards. Furthermore, the results of the analysis of the class mean scores showed that the difference in mean scores between the experimental and control classes on

the posttest was 13.2 . The average value of the experimental class was 72.4, while the control class was 59,2. When compared to the pretest score, there was a large increase in the posttest score. The average value of the experimental class by 27.3 points, while the control class rose by 11.4   points. The following is an analysis of the average values of the two classes.

4.1.3 Deviation and Square Deviation

After getting the average value of the pretest and posttest, the researcher proceeded to the next stage by calculating the mean deviation and square deviation. This was done to find out whether there was a significant difference between the pretest and posttest results of the experimental and control classes. The results are presented in the following table:

Tabel 4. 5 Deviation and Square Deviation of the Experimental Class

No	Initial	Student Scores		Deviation	Square Deviation
		Pretest (X_1)	Posttest (X_2)	$(X_2 - X_1)$	$(X_2 - X_1)^2$
1	AP	53.3	73.3	20	400
2	BS	36.7	66.7	30	900
3	DGA	40	83.3	43.3	1874.89
4	DVP	46.7	70	23.3	542.89
5	FMK	53.3	90	36.7	1346.89
6	GW	43	80	37	1369.00
7	IMD	60	86.7	26.7	712.89
8	J	26.7	43.3	16.6	275.56
9	KPT	36.7	50	13.3	176.89
10	KS	56.7	86.7	30	900
11	MF	36.7	83.3	46.6	2171.56
12	MRA	36.7	56.7	20	400
13	N	30	53.3	23.3	542.89
14	NGA	46.7	73.3	26.6	707.56
15	NKK	33.3	63.3	30	900
16	NPA	50	70	20	400

17	RIB	83.3	100	16.7	278.89
18	SA	46.7	76.7	30	900
19	SAP	40	66.7	26.7	712.89
20	SZ	50	80	30	900
21	ZD	40	66.7	26.7	712.89
	Total	946.5	1520	573.5	17125.69
	Mean	45.07	72.38	27.30	815.51

After calculating the average deviation on the pretest and posttest of the experimental class, the next step researchers found that the experimental class had the highest deviation value (d) of 46.6 and the highest squared deviation (d2) of 2171.56. Furthermore, the sum of the deviation is 573.5 and the sum of the squared deviations is 17125.69. After calculating the square of deviation, the researcher calculated the average deviation score of the experimental class. Researchers used the formula from

Arikunto (2006) as follows:

$$Mx = \frac{\sum x}{N}$$
$$Mx = \frac{573,5}{21}$$
$$Mx = 27,30$$

Therefore, by dividing the total deviation by the number of students in the experimental class as above, it can be seen that the average value of the experimental class deviation is 27.3. Furthermore, to find out the deviation of the control class, the researcher also provided the following table:

Tabel 4. 6 Deviation and Square Deviation of the Control Class

No	Initial	Student Scores		Deviation	Square Deviation
		Pretest (X_1)	Posttest (X_2)	$(X_2 - X_1)$	$(X_2 - X_1)^2$
1	AA	63.3	76.7	13.4	179.56
2	AAQ	80	86.7	6.7	44.89

3	AF	50	60	10	100
4	AGB	46.7	73.3	26.6	707.56
5	AM	40	50	10	100
6	APD	46.7	56.7	10	100
7	AS	46.7	50	3.3	10.89
8	CLV	50	53.3	3.3	10.89
9	DMT	43.3	47	3.7	13.69
10	JF	36.7	47	10.3	106.09
11	JP	70	80	10	100
12	KAA	50	60	10	100
13	MNS	53.3	66.7	13.4	179.56
14	ML	46.7	60	13.3	176.89
15	NNS	43.3	56.7	13.4	179.56
16	PA	40	53.3	13.3	176.89
17	S	40	50	10	100
18	SA	30	60	30	900
19	SS	40	46.7	6.7	44.89
20	TD	40	50	10	100
Total		956.7	1184.1	227.4	3431.36
Mean		47.84	59.21	11.37	171.57

From the table above, it can be seen that the highest deviation score is 26.6 while the highest squared deviation is 707.56. Furthermore, the total deviation is 227.4 and the total squared deviation is 3431.36. Thus, after calculating the deviation score of the control class, the researcher calculated the deviation of the mean score as follows:

$$\boldsymbol{M}y = \frac{\Sigma\,y}{N}$$
$$\boldsymbol{M}y = \frac{227,4}{20}$$
$$\boldsymbol{M}y = 11,37$$

After calculating the mean score deviation for the pre-test and post-test of the experimental group and the control group, it can be seen that the mean score deviation of the experimental group is higher than that of the control group. The

experimental group's increase was 27.3 while the control group's was 11.37. This is a fairly large number for comparison. Thus, before analyzing the data using the t-count formula, the researcher calculated the sum of the squares of the average score deviation of the experimental group and the control group as stated as follows:

a. Experimental Class

$$\sum x^2 = \sum x^2 - \frac{(\sum x)2}{N}$$

$$\sum x^2 = 17125.69 - \frac{(573.5)2}{21}$$

$$\sum x^2 = 17125.69 - \frac{328902.25}{21}$$

$$\sum x^2 = 17125.69 - 15662.01$$

$$\sum x^2 = 1463.68$$

b. Control Class

$$\sum y^2 = \sum y^2 - \frac{(\sum y)2}{N}$$

$$\sum y^2 = 3431.36 - \frac{(227.4)2}{20}$$

$$\sum y^2 = 3431.36 - \frac{51710.76}{20}$$

$$\sum y^2 = 3431.36 - 2585.53$$

$$\sum y^2 = 845.83$$

Based on the data above, the sum square deviation of the experimental group is 1463.68 and the control group is 845.83. Then the researcher calculated the t-count to determine the significant difference between the experimental group and the control group. Researcher used a formula by Arikunto (2013) and it is:

$$\text{t-counted} = \frac{Mx - My}{\sqrt{\left(\frac{\sum x2 + \sum y2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx}\right) + \left(\frac{1}{Ny}\right)}}$$

$$\text{t-counted} = \frac{27.30 - 11.37}{\sqrt{\left(\frac{1463.68 + 845.83}{21 + 20 - 2}\right)\left(\frac{1}{21}\right) + \left(\frac{1}{22}\right)}}$$

$$\text{t-counted} = \frac{15.93}{\sqrt{\left(\frac{2309.5}{39}\right)(0.0976)}}$$

$$\text{t-counted} = \frac{15.93}{\sqrt{(59.22)\ (0.0976)}}$$

$$\text{t-counted} = \frac{15.93}{\sqrt{(5.78)}}$$

$$\text{t-counted} = \frac{15.93}{2.405}$$

$$\text{t-counted} = 6{,}62$$

By obtaining the calculation results, it can be seen that the t-count of this research is 6.62. Furthermore, the t-counted was compared with the t-table and tested the hypothesis.

4.1.4 Result of the Hypothesis Testing

Based on the existing data, the researcher must know the significant difference of students' scores on the pretest and posttest before and after applying word cards in vocabulary teaching. The hypothesis testing criteria are as follows: if t-count is higher than t-table, then the hypothesis is accepted, which means that the use of word cards in English learning can improve students' vocabulary. Meanwhile, if the t-count is lower than the t-table, then the hypothesis is rejected,

which means that the use of word cards is not considered to be able to be used to improve students' vocabulary. Therefore, to determine whether the hypothesis was accepted or rejected, the researcher did the following calculation:

Degrees of freedom (df)

$= N - 2$

$= 41 - 2$

$= 39$

Significance level $= 0.05$

The results of the calculated data analysis show that the t-count value is 6.62. To determine the significant difference between the pretest and posttest, the researcher compared the t-count and t-table values using a significance level of 0.05 with degrees of freedom (df) $= 41 - 2 = 39$. The researcher found that the t-table was 1.68. This means that the t-count (6.62) is higher than the t-table (1.68), and the hypothesis of this study is accepted. It can be concluded that the use of word cards can improve the vocabulary of eighth grade students at SMP Negeri 3 Sausu.

4.2 Discussion

This study aims to determine whether there is an increase in the vocabulary of grade VIII students of SMP Negeri 1 Sausu through work cards. The first meeting in conducting this study was to give students a pretest. Then, The researcher found that they had a lack of vocabulary, it was known from the results of their pretest. However, many of them failed the multiple choice questions. This is because they are confused and do not know what each item

A,B, C and D means. The standard score (KKM) at the school was 70. Based on the results of the pre-test, one student passed the score in the experimental group and two students also passed the standard score in the control group. The results of the study showed previously that most students in the experimental and control groups got low scores, namely below the KKM. This means that they have difficulty in vocabulary or lack vocabulary.

After conducting a pre-test, the researcher conducted treatment on the experimental group only. Meanwhile, the control class was only given conventional learning as usual. In the treatment process, the researcher used word cards as a medium in learning. The researcher showed word cards to students and introduced simple words and sentences so that students understood the learning. At each meeting, the researcher showed word cards and asked students to repeat the sounds and then write them down. This media is interesting for students. According to Wahyuningsih and Fitriani (2021), media is very important in the learning process because the use of learning media makes the learning process more effective and enjoyable. Therefore, the use of Word Cards in teaching vocabulary to students is a good way to make the vocabulary teaching and learning process more interesting, fun and effective.

In the second meeting, the researcher began to do the treatment. Before starting the game, the researcher introduced the word cards, provided the cards, gave examples, and guided them to mention them repeatedly. Previously they were instructed to guess what the meaning of the card held by the researcher was and asked them to mention it too. Then the researcher gave them practice by

matching the cards that had been provided by the researcher. They were required to remember the meaning of the cards well because there were some cards that were deliberately not given pairs that had meaning.

After conducting the treatment, the researcher finally gave a posttest to both classes to determine whether word cards could improve the vocabulary of grade VIII students at SMP Negeri 3 Sausu. Based on the posttest, it was found that there was an improvement in student achievement. The results showed that the students' posttest was greater than the pretest. It can be seen that the average pretest score of the class given the treatment was 45.1 and the posttest result was 72.4. Thus, this technique is effective in improving students' vocabulary because there was an increase in the experimental class. It is also proven that t-counted (6.62) is greater than t-table (1.68). This means that the hypothesis is accepted. In other words, using word cards can improve students' vocabulary in the English teaching and learning process.

Thus, the researcher can conclude that the application of word cards can increase the vocabulary of grade VIII students of SMP Negeri 3 Sausu. This is proven by looking at the posttest results of the experimental and control class which are more significant compared to the pretest results. This happens because students are enthusiastic about finding new words based on cards. They find a new learning sensation that uses media because usually they only learn through the blackboard. Thus, with word cards students can easily remember new words and also learn some new words from their cards.

CHAPTER V
CONCLUSION AND SUGGESTION

5.1 Conclusion

The use of word cards media is effective in increasing vocabulary of grade VIII students at SMP Negeri 3 Sausu. This is evidenced by the results of data analysis, which show that the average posttest score for the experimental class (72.4) is higher than the average posttest score of the control class (59.2). In addition, the results of data analysis show that the t value of 6.62 is greater than the t table value of 1.68, which means that the researcher's hypothesis in this study is accepted. This difference statistically proves that the application of word cards in the learning process makes a real contribution to improving students' language skills, especially in the aspect of vocabulary mastery. The previous statement answers the research question that the word cards. Based on the results of the research that has been conducted, it can be concluded that the use of word cards media is effective in increasing vocabulary of grade VIII students at SMP Negeri 3 Sausu.

5.2 Suggestions

In this case, the researcher provides several suggestions. First, teacher should try to teach vocabulary by using word cards with students, this media can make learning more fun and simple to do. Second, teachers need to motivate students to focus on learning when improving their vocabulary, teacher can repeat the vocabulary so that students can remember the words. Students also keep practicing and should learn vocabulary in depth, not only the word but also the

meaning. Third, teachers should prepare a dictionary for students when teaching vocabulary so that students can easily look up words. Finally, for future researchers, who intend to adapt the same case as this study to apply this media to other focuses such as verbs, adverbs, etc.

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APPENDICES

Name :   **Date :**
Class :

A. Multiple Choice
Choose a, b, c, or d as the best answer for the following sentence below!

1. Which item tells the time in the classroom ?
   a. bag   c. clock
   b. chair   d. lamp

2. Where do you usually go to borrow books?
   a. canteen   c. library
   b. field   d. toilet

3. What animal lives in the sea?
   a. bird   c. dog
   b. cat   d. dolphin

4. Turn on the……after applying soap.
   a. faucet   c. phone
   b. lamp   d. tv

5. When it rains, we use….. to stay dry.
   a. bag   c. soap
   b. clothes   d. umbrella

6. My little sister always sings loudly. She is very…..
   a. beautiful   c. dirty
   b. clean   d. noisy

7. The room is….. We need to clean it!
   a. clean   c. noisy
   b. dirty   d. small

8. She looks very pretty in that dress. She is.....
   a. beautiful   c. heavy
   b. handsome   d. tired

9. Throwing trash in the river is a …..habit.
   a. bad   c. good
   b. clean   d. great

10. He was feeling…..after running 10 kilometers.
   a. clean
   b. handsome
   c. angry
   d. tired

B. Matching word

Match the word in column A with the appropriate in column B

A		B
bag		papan tulis
shrimp		jas hujan
raincoat		lelah
whiteboard		pintar
clothes		tas
big		penuh
smart		berat
heavy		udang
full		pakaian
tired		besar

C. Fill in The Blank

Fill in the blanks with the correct words from the box !

faucet	teacher	dirty	good
medicine	angry	lamp	fish
glowing	dolphin	soap	fast

1. I turned on the _____ to read my book at night.

2. A _____ works at school and helps students learn.

3. Please use _____ to wash your hands.

4. A _____ is a smart sea animal.

5. The nurse gave me some _____ for my headache.

6. She was very _____ when she lost her toy.

7. My brother is a _____ runner. He always wins the race

8. The moon looks _____ tonight.

9. The floor is _____. Please clean it !

10. He got a _____ grade on his test because he studied hard.

Name :   **Date :**
Class :

A. Multiple Choice
Choose a, b, c, or d as the best answer for the following sentence below!

1. My father is reading a newspaper. He is sitting on a …... in the living room.
    a. chair   c. table
    b. ruler   d. whiteboard
2. After the class ends, the students go to the ……to buy snacks and drinks.
    a. Canteen   c. Field
    b. Classroom   d. Library
3. A….. has a hard shell to protect itself.
    a. dolphin   c. octopus
    b. fish   d. sea turtle
4. I turn on the…..when it is dark.
    a. AC   c. lamp
    b. faucet   d. radio
5. The …..works in a laboratory to do experiments.
    a. firefighter   c. teacher
    b. scientist   d. volunteer
6. The charity event was successful because many ..... people donated food and clothes to poor families.
    a. dangerous   c. strong
    b. generous   d. weak
7. John ran the marathon quickly because he is very….. and trains every day.
    a. dangerous   c. strong
    b. slow   d. weak
8. The floor is…..because I spilled some water.
    a. clean   c. weak
    b. soft   d. wet
9. The turtle is very….. and moves little by little.
    a. fast   c. noisy
    b. generous   d. slow
10. He gets high scores in every subject. He is very…..
    a. clean   c. noisy
    b. generous   d. smart

B. Matching word
Match the word in column A with the appropriate in column B

A
uniform
trash
jellyfish
straw
firefighter
dangerous
brave
warm
wrinkle
brownish

B
berkerut
pemadam kebakaran
kecoklatan
berbahaya
sampah
seragam
berani
ubur-ubur
sedotan
hangat

C. Fill in The Blank
Fill in the blanks with the correct words from the box !

octopus	weak	small	handsome
blanket	jellyfish	whiteboard	noisy
plastic	clean	table	doctor

1. The teacher writes on the_____every day.

2. Please put the _____ bag in the recycling bin.

3. The _____ has eight arms.

4. Dina use a ____ to keep warm at night.

5. The _____ works at the hospital.

6. The classroom was very _____because the students were talking loudly.

7. It's good to keep your room _____ every day.

8. The ant is a very _____ insect.

9. His voice is _____ because he is tired.

10. The boy is very _____ in his new suit.

MODUL AJAR
BAHASA INGGRIS KELAS VIII

INFORMASI UMUM
I. Identitas Modul

Nama Penulis : Arifatul Khasanah

Satuan Pendidikan : SMP Negeri 3 Sausu

Mata Pelajaran : Bahasa Inggris

Kelas/Fase/Semester : VIII / D /Genap

Alokasi Waktu : 2 JP

Tahun Penyusunan : 2025

II. Kompetensi Awal

Guru dapat memperkenalkan diri terlebih dahulu kepada peserta didik. Guru dapat menggunakan bahasa Inggris atau bahasa indonesia. Guru menjelaskan tujuan pembelajaran pada Chapter ini .

Bahasa guru:

"Good morning, everyone. My name is [Teacher's full name]. You can call me [Teacher's name]. I'm from [Teacher's origin]. I'm your English teacher. You will learn English with me for this academic year."

"In this chapter, we will learn about asking and giving opinions about a story. We will learn to identify sequences of main events in a story and write the main events of a story."

III. Profil Pelajar Pancasila

Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia; Berkebhinekaan Global; Bergotong Royong; Mandiri; Bernalar Kritis; dan Kreatif.

IV. Sarana dan Prasarana

1. Buku Panduan Guru English for Nusantara untuk SMP/MTs Kelas VIII 2022. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.

2. Laptop

3. Word cards

4. LKPD

V. Target Peserta Didik

Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

VI. Model Pembelajaran / Pendekatan Pembelajaran / Metode Pembelajaran

- Model Pembelajaran:

- Pendekatan Pembelajaran: *genre-based approach*

- Metode Pembelajaran: Diskusi, Tanya Jawab, Kuis

KOMPONEN INTI

I. Tujuan Pembelajaran

students should be able to:

↓ ask for and give opinions;

II. Pemahaman Bermakna

Unit 1. Look Around You

Ask and give opinion about familiar topics around the school

III. Pertanyaan Pemantik

↓ What things are around us now?

IV. Kegiatan Pembelajaran

Kegiatan Pendahuluan

1. Pendidik membuka pembelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapihan pakaian, posisi, dan tempat duduk peserta didik.

2. Mengatur tempat duduk peserta didik dan mengkondisikan kelas agar proses pembelajaran berlangsung menyenangkan.

3. Pendidik memotivasi peserta didik agar tetap memiliki semangat dalam proses pembejaran.

4. Pendidik menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran.

5. Pendidik mempersiapan segara peralatan yang akan digunakan dalam proses pembelajaran.

6. Pendidik mengajukan pertanyaan lebih dalam untuk mengarahkan ke topik yang akan dipelajari.

Kegiatan Inti

1. Guru mengarahkan peserta didik untuk melihat gambar pada buku teks mereka.

2. Kemudian, guru menjelaskan noun konkrit dan adjective deskriptif terlebih dahulu sebagai pemahaman awal sebelum belajar kosakata.

3. Guru meminta peserta didik untuk menyebutkan kata benda ada di gambar buku tersebut menggunakan bahasa indonesia terlebih dahulu.

4. Guru Mengarahkan peserta didik untuk melihat kartu kata yang pegang oleh guru yang memuat kosa kata bahasa inggris di depan dan artinya di belakang.

Concreate Noun	
Trash	Sampah
Plastic	Plastik
Faucet	Keran
Soap	Sabun
Book	Buku
Pen	Pulpen
Table	Meja
Chair	Kursi

Descriptive Adjective	
Noisy	Berisik
Full	Penuh
Clean	Bersih
Dirty	Kotor
Quiet	Tenang

5. Minta siswa untuk menyebutkan kata tersebut dan meminta siswa untuk mengulang kata tersebut.

6. Guru meminta siswa menebak apa arti dari kata bahasa Inggris tersebut.

7. Guru menyusun beberapa pertanyaan untuk mengecek pemahaman peserta didik terhadap materi

8. Guru membagi siswa menjadi 4 kelompok.

9. Guru memberikan tugas kepada siswa untuk mencari kata benda pada teks yang ada di materi look Around You

Kegiatan Penutup

1. Peserta didik dan Pendidik menyimpulkan pembelajaran hari ini.

2. Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.

3. Pendidik mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

V. Penilaian

+ Memberikan worksheet

WORKSHEET -1

1. Matching word

Match the appropriate word cards to the correct columns, pairing the word with its definition!

Trash	Tenang	Plastic	Berisik	Soap
Bersih	Faucet	Dirty	Table	Kotor
Penuh	Plastik	Full	Sampah	Meja
Noisy	Quiet	Clean	Sabun	Keran

A	B
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

2. Fill in The blank

Choose the correct word in the parentheses to complete each sentence!

1. Please throw the old papers in the _____. (Trash / pen)

2. I use a _____ to write a letter. (Pen /Soap)

3. The floor is very _____. (Clean / Quiet)

4. Turn off the _____ after washing your hands. (Faucet / Plastic)

5. My hands are _____ after playing outside. (Noisy / Dirty)

Description	Score
If the answer is correct	1
If the answer is incorrect	0
No answer	0

Criteria:

$$\text{Result} \frac{Gained\ Score}{Maximum\ Score} \times 100$$

Guru	Mengetahui
	Kepala Sekolah
Arifatul Khasanah	**Suwardi , S.Pd.**
NIM. A12121103	NIP. 197304262003121004

78

MODUL AJAR
BAHASA INGGRIS KELAS VIII

INFORMASI UMUM
I. Identitas Modul

Nama Penulis   : Arifatul Khasanah

Satuan Pendidikan   : SMP Negeri 3 Sausu

Mata Pelajaran   : Bahasa Inggris

Kelas/Fase/Semester : VIII / D /Genap

Alokasi Waktu   : 2 JP

Tahun Penyusunan   : 2025

II. Kompetensi Awal

Guru dapat memperkenalkan diri terlebih dahulu kepada peserta didik. Guru dapat menggunakan bahasa Inggris atau bahasa indonesia. Guru menjelaskan tujuan pembelajaran pada Chapter ini .

Bahasa guru:

"Good morning, everyone. My name is [Teacher's full name]. You can call me [Teacher's name]. I'm from [Teacher's origin]. I'm your English teacher. You will learn English with me for this academic year."

"In this chapter, we will learn about asking and giving opinions about a story. We will learn to identify sequences of main events in a story and write the main events of a story."

III. Profil Pelajar Pancasila

Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia; Berkebhinekaan Global; Bergotong Royong; Mandiri; Bernalar Kritis; dan Kreatif.

IV. Sarana dan Prasarana

1. Buku Panduan Guru English for Nusantara untuk SMP/MTs Kelas VIII 2022. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.
2. Laptop

3. Word cards

4. LKPD

V. Target Peserta Didik

Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

VI. Model Pembelajaran / Pendekatan Pembelajaran / Metode Pembelajaran

- Model Pembelajaran:

- Pendekatan Pembelajaran: *genre-based approach*

- Metode Pembelajaran: Diskusi, Tanya Jawab, Kuis

KOMPONEN INTI

I. Tujuan Pembelajaran

students should be able to:

- ask for and give opinions;

II. Pemahaman Bermakna

Unit 1 Didn't Rain Last Night?

III. Pertanyaan Pemantik

- What things are around us now?

IV. Kegiatan Pembelajaran

Kegiatan Pendahuluan

1. Pendidik membuka pembelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapihan pakaian, posisi, dan tempat duduk peserta didik.

2. Mengatur tempat duduk peserta didik dan mengkondisikan kelas agar proses pembelajaran berlangsung menyenangkan.

3. Pendidik memotivasi peserta didik agar tetap memiliki semangat dalam proses pembejaran.

4. Pendidik menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran.

5. Pendidik mempersiapan segara peralatan yang akan digunakan dalam proses pembelajaran.

6. Pendidik mengajukan pertanyaan lebih dalam untuk mengarahkan ke topik yang akan dipelajari.

   Kegiatan Inti

1. Guru mengarahkan peserta didik untuk melihat gambar pada buku teks mereka.

2. Guru meminta peserta didik untuk menyebutkan kata benda ada di gambar tersebut menggunakan bahasa indonesia terlebih dahulu.

3. Guru Mengarahkan peserta didik untuk melihat kartu kata yang pegang oleh guru yang memuat kosa kata bahasa inggris di depan dan artinya di belakang.

Concreate Noun	
Gutters	Selokan
Umbrella	Payung
Rain coat	Jas hujan
Jacket	Jaket
Street	Jalan

Descriptive Adjective	
Heavy	Berat
Light	Ringan
Cold	Dingin
Warm	Hangat
Wet	Basah

4. Minta siswa untuk menyebutkan kata tersebut dan meminta siswa untuk menebak apa arti dari kata bahasa Inggris tersebut.

5. Guru menyusun beberapa pertanyaan untuk mengecek pemahaman peserta didik terhadap materi

6. Guru membagi siswa menjadi 4 kelompok.

7. Guru memberikan tugas kepada siswa untuk mencari kata benda pada teks yang ada di materi tersebut.

Kegiatan Penutup

1. Peserta didik dan Pendidik menyimpulkan pembelajaran hari ini.

2. Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.

3. Pendidik mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

V. Penilaian

+ Memberikan Worksheet

WORKSHEET -2

1. Matching word

Match the appropriate word cards to the correct columns, pairing the word with its definition!

Heavy	Gutters	Hangat	Jas hujan	Rain coat
Payung	Jalan	Jaket	Cold	Berat
Light	Dingin	Umbrella	Street	Ringan
Jacket	Wet	Selokan	Basah	Warm

A	B
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

2. Fill in The blank

Choose the correct word in the parentheses to complete each sentence!

1. No rain means no ___. (umbrella / jacket)

2. The box is ___, meaning it has little inside. (raincoat / light)

3. Water flows through the ___. (gutters / street)

4. My arms hurt from the ___ bag. (heavy / light)

5. Wear a thin ___ when it's slightly cool. (jacket / raincoat)

Description	Score
If the answer is correct	1
If the answer is incorrect	0
No answer	0

Criteria:

$$Result \frac{Gained\ Score}{Maximum\ Score} \times 100$$

Guru

Mengetahui
Kepala Sekolah

Arifatul Khasanah

NIM. A12121103

Suwardi , S.Pd.

NIP. 197304262003121004

MODUL AJAR
BAHASA INGGRIS KELAS VIII

INFORMASI UMUM

I. Identitas Modul

Nama Penulis   : Arifatul Khasanah

Satuan Pendidikan   : SMP Negeri 3 Sausu

Mata Pelajaran   : Bahasa Inggris

Kelas/Fase/Semester : VIII / D /Genap

Alokasi Waktu   : 2 JP

Tahun Penyusunan   : 2025

II. Kompetensi Awal

Guru dapat memperkenalkan diri terlebih dahulu kepada peserta didik. Guru dapat menggunakan bahasa Inggris atau bahasa indonesia. Guru menjelaskan tujuan pembelajaran pada Chapter 4.

Bahasa guru:

"Good morning, everyone. My name is [Teacher's full name]. You can call me [Teacher's name]. I'm from [Teacher's origin]. I'm your English teacher. You will learn English with me for this academic year."

"In this chapter, we will learn about asking and giving opinions about a story. We will learn to identify sequences of main events in a story and write the main events of a story."

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IV. Sarana dan Prasarana

1. Buku Panduan Guru English for Nusantara untuk SMP/MTs Kelas VIII 2022. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.

2. Laptop

3. Word cards

4. LKPD

V. Target Peserta Didik

Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

VI. Model Pembelajaran / Pendekatan Pembelajaran / Metode Pembelajaran

- Model Pembelajaran:

- Pendekatan Pembelajaran: *genre-based approach*

- Metode Pembelajaran: Diskusi, Tanya Jawab, Kuis

KOMPONEN INTI

I. Tujuan Pembelajaran

students should be able to:

- ask for and give opinions;

II. Pemahaman Bermakna

Unit 2. What Happened to the Sea Animals?

III. Pertanyaan Pemantik

- What animals are there in the sea?

IV. Kegiatan Pembelajaran

Kegiatan Pendahuluan

1. Pendidik membuka pembelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapihan pakaian, posisi, dan tempat duduk peserta didik.

2. Mengatur tempat duduk peserta didik dan mengkondisikan kelas agar proses pembelajaran berlangsung menyenangkan.

3. Pendidik memotivasi peserta didik agar tetap memiliki semangat dalam proses pembejaran.

4. Pendidik menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran.

5. Pendidik mempersiapan segara peralatan yang akan digunakan dalam proses pembelajaran.

6. Pendidik mengajukan pertanyaan lebih dalam untuk mengarahkan ke topik yang akan dipelajari.

Kegiatan Inti

1. Guru mengarahkan peserta didik untuk melihat gambar pada buku teks mereka.

2. Guru meminta peserta didik untuk menyebutkan kata benda ada di gambar tersebut menggunakan bahasa indonesia terlebih dahulu.

3. Guru Mengarahkan peserta didik untuk melihat kartu kata yang pegang oleh guru yang memuat kosa kata bahasa inggris di depan dan artinya di belakang.

Concreate Noun	
Dolphin	Lumba-lumba
Sea Lion	Singa laut
Sea Turtle	Kura-kura laut
Shrimp	Udang
Octopus	Gurita

Descriptive Adjective	
Smart	Pintar
Strong	Kuat
Fast	Cepat
Slow	Lambat
Weak	Lemah

4. Minta siswa untuk menyebutkan kata tersebut dan meminta siswa untuk menebak apa arti dari kata bahasa Inggris tersebut.

5. Guru menyusun beberapa pertanyaan untuk mengecek pemahaman peserta didik terhadap materi

6. Guru membagi siswa menjadi 4 kelompok.

7. Guru memberikan tugas kepada siswa untuk mencari kata benda pada teks yang ada di materi What Happened to the Sea Animals?

Kegiatan Penutup

1. Peserta didik dan Pendidik menyimpulkan pembelajaran hari ini.

2. Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.

3. Pendidik mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

V. Penilaian

+ Memberikan Worksheet

1. Matching word

Match the appropriate word cards to the correct columns, pairing the word with its definition!

Octopus	Pintar	Sea Lion	Weak	Slow
Kura- Kura laut	Lemah	Sea Turtle	Smart	Dolphin
Fast	Kuat	Lumba-Lumba	Strong	Cepat
Singa Laut	Udang	Lambat	Gurita	Shrimp

A	B
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

2. Fill in The blank

Choose the correct word in the parentheses to complete each sentence!

1. A ___ is very smart and fast. (Dolphin / Octopus)
2. The ___ is generally slow and has a hard shell. (Shrimp / Sea Turtle)
3. An ___ is known for having eight arms. (Sea Lion / Octopus)
4. The Sea Turtle is very ___ when moving on land. (fast / slow)
5. The Sea Lion is very ___ in the water, making it a predator. (strong / slow)

Description	Score
If the answer is correct	1
If the answer is incorrect	0
No answer	0

Criteria:

$$Result \frac{Gained\ Score}{Maximum\ Score} \times 100$$

Guru

Mengetahui
Kepala Sekolah

Arifatul Khasanah

NIM. A12121103

Suwardi , S.Pd.

NIP. 197304262003121004

Appendix 6: Lesson Plan 4

MODUL AJAR
BAHASA INGGRIS KELAS VIII

INFORMASI UMUM
I. Identitas Modul

Nama Penulis   : Arifatul Khasanah

Satuan Pendidikan   : SMP Negeri 3 Sausu

Mata Pelajaran   : Bahasa Inggris

Kelas/Fase/Semester : VIII / D /Genap

Alokasi Waktu   : 2 JP

Tahun Penyusunan   : 2025

II. Kompetensi Awal

Guru dapat memperkenalkan diri terlebih dahulu kepada peserta didik. Guru dapat menggunakan bahasa Inggris atau bahasa indonesia. Guru menjelaskan tujuan pembelajaran pada Chapter 4.

Bahasa guru:

"Good morning, everyone. My name is [Teacher's full name]. You can call me [Teacher's name]. I'm from [Teacher's origin]. I'm your English teacher. You will learn English with me for this academic year."

"In this chapter, we will learn about asking and giving opinions about a story. We will learn to identify sequences of main events in a story and write the main events of a story."

III. Profil Pelajar Pancasila

Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia; Berkebhinekaan Global; Bergotong Royong; Mandiri; Bernalar Kritis; dan Kreatif.

IV. Sarana dan Prasarana

1. Buku Panduan Guru English for Nusantara untuk SMP/MTs Kelas VIII 2022. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.

2. Laptop

3. Word cards

4. LKPD

Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

- Model Pembelajaran:

- Pendekatan Pembelajaran: *genre-based approach*

- Metode Pembelajaran: Diskusi, Tanya Jawab, Kuis

students should be able to:

- ask for and give opinions;

Unit 3 . You Can Help

- Have you ever donated?

- What did you donate?

Kegiatan Pendahuluan

1. Pendidik membuka pembelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapihan pakaian, posisi, dan tempat duduk peserta didik.

2. Mengatur tempat duduk peserta didik dan mengkondisikan kelas agar proses pembelajaran berlangsung menyenangkan.

3. Pendidik memotivasi peserta didik agar tetap memiliki semangat dalam proses pembejaran.

4. Pendidik menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran.

5. Pendidik mempersiapan segara peralatan yang akan digunakan dalam proses pembelajaran.

6. Pendidik mengajukan pertanyaan lebih dalam untuk mengarahkan ke topik yang akan dipelajari.

    Kegiatan Inti

1. Guru mengarahkan peserta didik untuk melihat gambar pada buku teks mereka.

2. Guru meminta peserta didik untuk menyebutkan kata benda ada di gambar tersebut menggunakan bahasa indonesia terlebih dahulu.

3. Guru Mengarahkan peserta didik untuk melihat kartu kata yang pegang oleh guru yang memuat kosa kata bahasa inggris di depan dan artinya di belakang.

Concreate Noun	
Clothes	Pakaian
Medicine	Obat-Obatan
Blanket	Selimut
Uniform	Seragam
Food	Makanan
Drink	Minuman

Descriptive Adjective	
Generous	Dermawan
Care	Peduli
Kind	Baik
Beneficial	Bermanfaat
Genuine	Tulus

4. Minta siswa untuk menyebutkan kata tersebut dan meminta siswa untuk menebak apa arti dari kata bahasa Inggris tersebut.

5. Guru menyusun beberapa pertanyaan untuk mengecek pemahaman peserta didik terhadap materi

6. Guru membagi siswa menjadi 4 kelompok.

7. Guru memberikan tugas kepada siswa untuk mencari kata benda pada teks yang ada di materi tersebut.

    Kegiatan Penutup

1. Peserta didik dan Pendidik menyimpulkan pembelajaran hari ini.

2. Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.

3. Pendidik mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

V. Penilaian

- Memberikan Worksheet

WORKSHEET -4

1. Matching word

Match the appropriate word cards to the correct columns, pairing the word with its definition!

Medicine	Pakaian	Peduli	Genuine	Tulus
Beneficial	Dermawan	Food	Blanket	Uniform
Clothes	Seragam	Generous	Kind	Bermanfaat
Care	Makanan	Obat-obatan	Baik	Selimut

A	B
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

2. Fill in The blank

Choose the correct word in the parentheses to complete each sentence!

Food	Care	Blanket
Generous	Drink	Uniform
	Medicine	

1. Wear warm ___ in the cold weather.

2. We need to buy more ___ from the market to eat.

3. She always shows ___ towards animals in need.

4. A soldier wears a special ___

5. The action of giving to others shows you are ___

Criteria:

$$Result \frac{Gained\ Score}{Maximum\ Score} \ x\ 100$$

Description	Score
If the answer is correct	1
If the answer is incorrect	0
No answer	0

Criteria:

$$Result \frac{Gained\ Score}{Maximum\ Score} \ x\ 100$$

Guru

Mengetahui
Kepala Sekolah

Arifatul Khasanah

NIM. A12121103

Suwardi , S.Pd.

NIP. 197304262003121004

96

MODUL AJAR

BAHASA INGGRIS KELAS VIII

INFORMASI UMUM
I. Identitas Modul

Nama Penulis   : Arifatul Khasanah

Satuan Pendidikan   : SMP Negeri 3 Sausu

Mata Pelajaran   : Bahasa Inggris

Kelas/Fase/Semester : VIII / D /Genap

Alokasi Waktu   : 2 JP

Tahun Penyusunan   : 2025

II. Kompetensi Awal

Guru dapat memperkenalkan diri terlebih dahulu kepada peserta didik. Guru dapat menggunakan bahasa Inggris atau bahasa indonesia. Guru menjelaskan tujuan pembelajaran pada Chapter 4.

Bahasa guru:

"Good morning, everyone. My name is [Teacher's full name]. You can call me [Teacher's name]. I'm from [Teacher's origin]. I'm your English teacher. You will learn English with me for this academic year."

"In this chapter, we will learn about asking and giving opinions about a story. We will learn to identify sequences of main events in a story and write the main events of a story."

III. Profil Pelajar Pancasila

Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia; Berkebhinekaan Global; Bergotong Royong; Mandiri; Bernalar Kritis; dan Kreatif.

IV. Sarana dan Prasarana

1. Buku Panduan Guru English for Nusantara untuk SMP/MTs Kelas VIII 2022. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.

2. Laptop

3. Word cards

4. LKPD

V. Target Peserta Didik

Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

VI. Model Pembelajaran / Pendekatan Pembelajaran / Metode Pembelajaran

- Model Pembelajaran:
- Pendekatan Pembelajaran: *genre-based approach*
- Metode Pembelajaran: Diskusi, Tanya Jawab, Kuis

KOMPONEN INTI

I. Tujuan Pembelajaran

students should be able to:

- ask for and give opinions;

II. Pemahaman Bermakna

Unit 1 Be Yourself

III. Pertanyaan Pemantik

- What are the main parts of the human body and their respective functions?

IV. Kegiatan Pembelajaran

Kegiatan Pendahuluan

1. Pendidik membuka pembelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapihan pakaian, posisi, dan tempat duduk peserta didik.

2. Mengatur tempat duduk peserta didik dan mengkondisikan kelas agar proses pembelajaran berlangsung menyenangkan.

3. Pendidik memotivasi peserta didik agar tetap memiliki semangat dalam proses pembejaran.

4. Pendidik menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran.

5. Pendidik mempersiapan segara peralatan yang akan digunakan dalam proses pembelajaran.

6. Pendidik mengajukan pertanyaan lebih dalam untuk mengarahkan
   ke topik yang akan dipelajari.

   Kegiatan Inti

1. Guru mengarahkan peserta didik untuk melihat gambar pada buku teks mereka.

2. Guru meminta peserta didik untuk menyebutkan kata benda ada di gambar tersebut menggunakan bahasa indonesia terlebih dahulu.

3. Guru Mengarahkan peserta didik untuk melihat kartu kata yang pegang oleh guru yang memuat kosa kata bahasa inggris di depan dan artinya di belakang.

Concreate Noun	
Body	Tubuh
Face	Wajah
Parfume	Parfum
Body Lotion	Perawatan tubuh
Make up	Tata rias wajah

Descriptive Adjective	
Beautiful	Cantik
Handsome	Ganteng
Perfect	Sempurna
Confident	Percaya diri
Berseri	Glowing

Minta siswa untuk menyebutkan kata tersebut dan meminta siswa untuk menebak apa arti dari kata bahasa Inggris tersebut.

4. Guru menyusun beberapa pertanyaan untuk mengecek pemahaman peserta didik terhadap materi

5. Guru membagi siswa menjadi 4 kelompok.

6. Guru memberikan tugas kepada siswa untuk mencari kata benda pada teks yang ada di materi tersebut.

Kegiatan Penutup

1. Peserta didik dan Pendidik menyimpulkan pembelajaran hari ini.

2. Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.

3. Pendidik mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

V. Penilaian

- Memberikan Worksheet

WORKSHEET -5

1. Matching word

Match the appropriate word cards to the correct columns, pairing the word with its definition!

Handsome	Sempurna	Mirror	Beautiful	Wajah
Cermin	Face	Ganteng	Confident	Body
Perfect	Perawatan tubuh	Tubuh	Perfume	Cantik
Body Lotion	Glowing	Parfume	Percaya diri	Berseri

A	B
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

2. Fill in The blank

Choose the correct word in the parentheses to complete each sentence!

Body	Handsome	Mirror
Beautiful	Face	Glowing
	Parfume	

1. Before applying makeup, she washed her ___

2. She checked her hair in the ___

3. Her skin looks bright and ___.

4. That dress makes her look ___.

5. I wash my ___ every morning.

Description	Score
If the answer is correct	1
If the answer is incorrect	0
No answer	0

Criteria:

$$\text{Result} \frac{\text{Gained Score}}{\text{Maximum Score}} \times 100$$

Guru

Mengetahui
Kepala Sekolah

Arifatul Khasanah

NIM. A12121103

Suwardi , S.Pd.

NIP. 197304262003121004

MODUL AJAR
BAHASA INGGRIS KELAS VIII

INFORMASI UMUM
I. Identitas Modul

Nama Penulis   : Arifatul Khasanah

Satuan Pendidikan   : SMP Negeri 3 Sausu

Mata Pelajaran   : Bahasa Inggris

Kelas/Fase/Semester   : VIII / D /Genap

Alokasi Waktu   : 2 JP

Tahun Penyusunan   : 2025

II. Kompetensi Awal

      Guru dapat memperkenalkan diri terlebih dahulu kepada peserta didik. Guru dapat menggunakan bahasa Inggris atau bahasa indonesia. Guru menjelaskan tujuan pembelajaran pada Chapter 4.

      Bahasa guru:

      "Good morning, everyone. My name is [Teacher's full name]. You can call me [Teacher's name]. I'm from [Teacher's origin]. I'm your English teacher. You will learn English with me for this academic year."

      "In this chapter, we will learn about asking and giving opinions about a story. We will learn to identify sequences of main events in a story and write the main events of a story."

III. Profil Pelajar Pancasila

      Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia; Berkebhinekaan Global; Bergotong Royong; Mandiri; Bernalar Kritis; dan Kreatif.

IV. Sarana dan Prasarana

1. Buku Panduan Guru English for Nusantara untuk SMP/MTs Kelas VIII 2022. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.

2. Laptop

3. Word cards

4. LKPD

Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

VI. Model Pembelajaran / Pendekatan Pembelajaran / Metode Pembelajaran

- Model Pembelajaran:

- Pendekatan Pembelajaran: *genre-based approach*

- Metode Pembelajaran: Diskusi, Tanya Jawab, Kuis

KOMPONEN INTI

I. Tujuan Pembelajaran

students should be able to:

- ask for and give opinions;

II. Pemahaman Bermakna

Unit 3 You can do it !

III. Pertanyaan Pemantik

- What do you want to be when you grow up?

- What professions do you know?

- What profession do you think is the most enjoyable? Why?

IV. Kegiatan Pembelajaran

Kegiatan Pendahuluan

1. Pendidik membuka pembelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapihan pakaian, posisi, dan tempat duduk peserta didik.

2. Mengatur tempat duduk peserta didik dan mengkondisikan kelas agar proses pembelajaran berlangsung menyenangkan.

3. Pendidik memotivasi peserta didik agar tetap memiliki semangat dalam proses pembejaran.

4. Pendidik menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran.

5. Pendidik mempersiapan segara peralatan yang akan digunakan dalam proses pembelajaran.

6. Pendidik mengajukan pertanyaan lebih dalam untuk mengarahkan ke topik yang akan dipelajari.

Kegiatan Inti

1. Guru mengarahkan peserta didik untuk melihat gambar pada buku teks mereka.

2. Guru meminta peserta didik untuk menyebutkan kata benda ada di gambar tersebut menggunakan bahasa indonesia terlebih dahulu.

3. Guru Mengarahkan peserta didik untuk melihat kartu kata yang

4. pegang oleh guru yang memuat kosa kata bahasa inggris di depan dan artinya di belakang.

Concreate noun	
Teacher	Guru
Doctor	Dokter
Firefighter	Pemadam Kebakaran
Scientist	Ilmuwan
Volunteer	Sukarelawan

Descriptive adjective	
Hard	Keras
Brave	Berani
Resiliant	Tangguh
Optimistic	Optimis
Good	Baik
Bad	Buruk

5. Minta siswa untuk menyebutkan kata tersebut dan meminta siswa untuk menebak apa arti dari kata bahasa Inggris tersebut.

6. Guru menyusun beberapa pertanyaan untuk mengecek pemahaman peserta didik terhadap materi

7. Guru membagi siswa menjadi 4 kelompok.

8. Guru memberikan tugas kepada siswa untuk mencari kata benda pada teks yang ada di materi tersebut.

Kegiatan Penutup

1. Peserta didik dan Pendidik menyimpulkan pembelajaran hari ini.

2. Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.

3. Pendidik mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

V. Penilaian

+ Memberikan Worksheet

WORKSHEET -6

1. Matching word

Match the appropriate word cards to the correct columns, pairing the word with its definition!

Bad	Doctor	Guru	Brave	Hard

Teacher	Sukarelawan	Good	Ilmuawan	Resiliant

Tangguh	Perawatan tubuh	Firefighter	Buruk	Keras

Dokter	Berani	Pemadam Kebakaran	Percaya diri	Scientist

A	B
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

2. Fill in The blank

Choose the correct word in the parentheses to complete each sentence!

Firefighter	Resiliant	Doctor
Good	Brave	Bad
	Teacher	

1. A ___ works in a school.
2. A ___ puts out fires.
3. She is a ___ at the hospital.
4. You need a ___ plan to succeed.
5. It was a ___ mistake to forget the key.

Description	Score
If the answer is correct	1
If the answer is incorrect	0
No answer	0

Criteria:

$$\text{Result} \frac{\text{Gained Score}}{\text{Maximum Score}} \times 100$$

Guru   Mengetahui

                                        Kepala Sekolah

Arifatul Khasanah   **Suwardi , S.Pd.**

NIM. A12121103   NIP. 197304262003121004

Appendix 9: Documentation

Pretest

Treatment

Posttest

Appendix 10: SK Pembimbing

KEMENTERIAN PENDIDIKAN TINGGI,
SAINS, DAN TEKNOLOGI
UNIVERSITAS TADULAKO
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Soekarno – Hatta Km.9, Palu, Sulawesi Tengah, Kode Pos 94119, Telp : (0451) 429743
E-mail ; fkip@untad.ac.id, Laman : fkip.untad.ac.id

KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS TADULAKO
Nomor : 18609/UN28.1/KM/2025

Tentang

PERPANJANGAN PENGANGKATAN DOSEN PEMBIMBING DAN
PENETAPAN JUDUL SKRIPSI/KARYA TULIS ILMIAH

DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Menimbang   : a. bahwa berdasarkan Surat Koordinator Prodi Pend. Bahasa Inggris No:1553/UN28.1.5/PS-PBI/2025 tanggal 12 September 2025 Perihal : Usul Perpanjangan Pengangkatan Dosen Pembimbing Skripsi/Karya Tulis Ilmiah Mahasiwa, maka usul tersebut disetujui;

b. bahwa berhubung belum dapat menyelesaikan penulisan/penyusunan skripsi/karya tulis ilmiah, mahasiswa atas nama :
    Nama   : Arifatul Khasanah
    NIM   : A 121 21 103
    Prodi   : Pend. Bahasa Inggris

c. bahwa demi lancarannya serta terarahnya penulisan/penyusunan skripsi/karya tulis ilmiah mahasiswa, dipandang perlu mengangkat kembali sdr/I **Prof. Dr. Mawardin M Said, M.Hum** dan **Nirwana, S.Pd.,M.Pd**

d. sebagai dosen pembimbing**;**

e. bahwa berdasarkan pertimbangan huruf a, b, dan huruf c di atas, perlu ditetapkan dengan Keputusan Dekan Fakultas Keguruan Dan Ilmu Pendidikan Universitas Tadulako sebagai pelaksanaannya;

Mengingat   : 1. Undang-undang RI, Nomor 17 Tahun 2003, Tentang Keuangan Negara;
2. Undang-undang RI, Nomor 20 Tahun 2003, Tentang Sistem Pendidikan Nasional;
3. Undang-undang RI, Nomor 12 Tahun 2012, Pendidikan Tinggi;
4. Undang-undang RI Nomor 5 Tahun 2014, Tentang Aparatur Sipil Negara;
5. Peraturan Pemerintah Nomor 4 Tahun 2014 , Tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Menteri Riset, Teknologi dan Pendidikan Tinggi RI, Nomor 8 Tahun 2015 Tentang Statuta Universitas Tadulako;
7. Peraturan Menteri Pendidikan, Kebudayan, Riset dan Teknologi, Nomor 41 Tahun 2023, Tentang Organisasi dan Tata Kerja Universitas Tadulako;
8. Peraturan Menteri Pendidikan, Kebudayan, Riset dan Teknologi, Nomor 53 Tahun 2023, Tentang Penjaminan Mutu Pendidikan Tinggi;
9. Keputusan Presiden RI, Nomor 36 Tahun 1981, Tentang Pendirian Universitas Tadulako;
10. Keputusan Menteri Keuangan RI, Nomor 97/KMk.05/2012, Tentang Penetapan Universitas Tadulako pada Kementerian Pendidikan dan Kebudayaan sebagai Instansi Pemerintah yang menerapkan Pengelolaan Keuangan Badan Layanan Umum;
11. Keputusan Menteri Keuangan Nomor: 193/PMK.05/2016, tentang penetapan Remunerasi bagi Pejabat Pengelola, Dewan Pengawas dan Pegawai Badan Layanan Umum Universitas Tadulako pada Kementerian Riset dan Pendidikan Tinggi;

12. Keputusan Menteri Pendidikan, Kebudayaan, Riset dan Teknologi 14377/M/06/2023, tentang Pemberhentian dan Pengangkatan Rektor Universitas Tadulako Periode 2023-2027;

13. Keputusan Rektor Universitas Tadulako Nomor 2686/UN28/KP/2024 tanggal 27 Mei 2024 tentang Pemberhentian dan Pengangkatan Dosen yang mendapat Tugas Tambahan Sebagai Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Tadulako masa jabatan tahun 2024-2027.

MEMUTUSKAN

Menetapkan : KEPUTUSAN DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS TADULAKO TENTANG PERPANJANGAN PENGANGKATAN DOSEN PEMBIMBING DAN PENETAPAN JUDUL SKRIPSI/KARYA TULIS ILMIAH MAHASISWA

KESATU : Memperpanjang Surat Keputusan Dekan FKIP Universitas Tadulako Nomor:3246/UN28.1/KM/2025 tanggal 10 Maret 2025 tentang Pengangkatan Dosen Pembimbing dan Penetapan Judul Skripsi/Karya Tulis Ilmiah Mahasiswa.

KEDUA : Mengangkat kembali sdr/i : **Prof. Dr. Mawardin M Said, M.Hum** dan **Nirwana, S.Pd.,M.Pd** sebagai dosen pembimbing skripsi/karya tulis ilmiah mahasiswa.

KETIGA : Menetapkan kembali judul Skripsi/Karya Tulis Ilmiah dengan judul **"Increasing Vocabulary of Grade VIII Students Through Word Cards at SMP Negeri 3 Sausu"**

KEEMPAT : Yang namanya tersebut pada dictum KEDUA pada keputusan ini untuk segera melanjutkan pembimbingan penulisan/penyusunan skripsi/karya tulis ilmiah kepada mahasiswa atas nama :

    Nama : Arifatul Khasanah
    NIM : A 121 21 103
    Program Studi : Pend. Bahasa Inggris

KELIMA : Jika mahasiswa belum juga dapat menyelesaikan skripsi/karya tulis ilmiah tersebut sampai berakhirnya Surat Keputusan ini, maka segera mengganti dosen pembimbing dan/atau merubah judul skripsi/karya tulis ilmiah.

KEENAM : Konsekuensi biaya yang diperlukan atas diterbitkannya keputusan ini dibebankan pada Dana DIPA Universitas Tadulako yang dialokasikan pada Fakultas Keguruan dan Ilmu Pendidikan Universita Tadulako melalui sistem perhitungan pembayaran remunerasi.

KETUJUH : Keputusan ini mulai berlaku sejak tanggal ditetapkan dan berlaku selama 6 (enam) bulan, dengan ketentuan apabila terdapat kekeliruan dalam keputusan ini akan diperbaiki sebagaimana mestinya.

Ditetapkan di : Palu
Pada tanggal : 12 September 2025
D e k a n,

Dr. Jamaludin, M.Si
NIP. 19661213 199103 1 004

Tembusan :
1. Rektor Universitas Tadulako (sebagai laporan)
2. Kepala BAKP Universitas Tadulako
3. Ketua Jurusan dalam Lingkungan FKIP Universitas Tadulako
4. Koordinator Progran Studi Pend. Bahasa Inggris
5. Masing-masing yang bersangkutan untuk dilaksanakan

KAN
Komite Akreditasi Nasional
Lembaga Sertifikasi Sistem Mutu
LSSM-002-IDN

SICS
Certificate No.: QSC 01887

Appendix 11: Surat Keterangan Izin Penelitian

KEMENTERIAN PENDIDIKAN TINGGI,
SAINS, DAN TEKNOLOGI
UNIVERSITAS TADULAKO
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Soekarno-Hatta Km.9, Palu, Sulawesi Tengah, Kode Pos 94119, Telp: (0451) 429743
E-mail : fkip@untad.ac.id, Laman : fkip.untad.ac.id

Nomor   : 5732/UN28.1/KM/2025   Palu, 30 April 2025
Hal   : **Izin Penelitian/Observasi**

Yth. Kepala Sekolah SMP Negeri 3 Sausu

di

Kab. Parigi Moutong

Dengan hormat kami mohon kesediaan Bapak/Ibu kiranya dapat memberikan kesempatan kepada mahasiswa tersebut di bawah ini:

Nama	:	Arifatul Khasanah
No. Stambuk	:	A 121 21 103
Jurusan	:	Pend. Bahasa dan Seni
Program Studi	:	Pend. Bahasa Inggris

Melaksanakan Observasi dan Penelitian untuk memperoleh data dalam rangka penyelesaian Skripsi dengan Judul : **Increasing Vocabulary of Grade VIII Students Through Word Cards at SMP Negeri 3 Sausu**

Demikian kami sampaikan, atas bantuan dan kerjasama yang baik diucapkan terima kasih.

a.n. Dekan,
Wakil Dekan Bidang Akademik

Dr. Sahrul Saehana, M.Si
NIP 19810917 200501 1 002

Tembusan:
Dekan FKIP Universitas Tadulako (sebagai laporan)

Appendix 12: Surat Keterangan Selesai Penelitian

PEMERINTAH KABUPATEN PARIGI MOUTONG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 3 SAUSU
Alamat : Jalan Rajawali No. 11 Desa Maleali, Kec. Sausu   Kode Pos 94333

SURAT KETERANGAN
Nomor : 422/60.08/SMPN-3/2025

Yang bertanda tangan di bawah ini Kepala SMP Negeri 3 Sausu. Dengan ini menerangkan bahwa:

Nama	: Arifatul Khasanah
NIM	: A12121103
Jurusan	: Pend. Bahasa dan Seni
Program Studi	: Pend. Bahasa Inggris

Benar nama tersebut diatas telah melaksanakan Observasi dan Penelitian tanggal 7 Mei – 27 Mei 2025 dalam rangka penyelesaian Skripsi dengan judul:

"Increasing vocabulary of grade VIII students through word cards at SMP Negeri 3 Sausu"

Demikian surat keterangan ini dibuat, untuk digunakan sebagaimana perlunya.

Maleali, 19 Juni 2025
Kepala SMP Negeri 3 Sausu.

SUWARDI
NIP. 19730

Appendix 13: Surat Journal Submission

English Education Department
Faculty of Teacher Training and Education University of Adi Buana Surabaya
Office : Jl. Dukuh Menanggal XII Surabaya 60234, Indonesia. **Phone** : +628175027093 **Email**: jetadibuana@gmail.com

SURAT KETERANGAN
Nomor: 08/JET-LOA/VIII/2025

Letter of Acceptance

Yang bertanda tangan di bawah ini, Chief Editor JET (Journal of English Teaching) Adi Buana, Universitas PGRI Adi Buana Surabaya, menerangkan bahwa naskah sebagai berikut:

Judul   : Instructional Media: Increasing Students' Vocabulary Through Word Cards

Penulis   : Arifatul Khasanah, Mawardin M. Said, Nirwana, Abdul Kamaruddin

Instansi   : Universitas Tadulako

sudah diterima dan dalam proses revisi dan akan diterbitkan di JET Adi Buana, ISSN 2502-2121, Volume 10, No. 02, Oktober 2025. Selanjutnya naskah tersebut akan diproses penyuntingan sebelum diterbitkan. Demikian surat keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.

Surabaya, 29 Agustus 2025
Chief Editor,

Fajar Susanto, S.S., M.Pd

Appendix 14. Surat Keaslian Tulisan

Appendix 15: Curriculum Vitae (CV)

PERSONAL IDENTITY
1. Name   : Arifatul Khasanah
2. Place/ Date of Birth: Sausu, 14 December
3. Address   : Jl. Tona Roa No.2, Tondo, Kec. Mantikulore, Kota Palu, Sulawesi Tengah 94148
4. Gender   :Female
5. Parent's name
     a. Father   : Asnawi Yahya
     b. Mother   : Sulastri
6. Religion   : Islam
7. Email   : arifatulkhasanah220@gmail.com

EDUCATION
1. Elementary School : Madrasah Ibtidaiyah Negeri (MIN) 1 Parigi
2. Junior Highh School : Madrasah Tsanawiyah Negeri (MTsN) 1 Parigi
3. Senior High School : Madrasah Aliyah Negeri (MAN) 1 Parigi
4. University   :

TEACHING AND ORGANIZATIONAL EXPERIENCE
-   **Participation in *Kampus Mengajar* Batch 7 Program**
    Contributed as a teaching assistant to support elementary school learning, improved students' literacy and numeracy skills, and assisted teachers in classroom activities.